

Silsbee Independent School District



2025-2026 District Improvement Plan

Mission Statement

Silsbee ISD actively partners with families and the community to create a premier educational environment that ignites a passion for learning by equipping all students with the skills and mindset to thrive academically, personally, and socially.

Vision

Silsbee ISD seeks to be a premier school district of choice committed to excellence, innovation, and empowerment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The purpose of a Comprehensive Needs Assessment is to examine multiple sources of data to identify the priority needs and direction for the school. This process is the prework to the development of the district/ campus improvement plans and decisions regarding the justification for use Title I and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process. While there may be specific times during the school year when this process occurs, the data collection and analysis process is ongoing to ensure that progress toward the school's objectives, goals, mission and vision are being realized.

Demographics

Summary

Enrollment by grade level, ethnicity, and program was reviewed for the past four years, including the beginning of the 2025-2026 school year. A decrease in enrollment has been identified for the 2025-2026 school year across the district. The elementary campuses have an average grade enrollment of 159, while the secondary campuses' grade level average enrollment is 183.29. The Freshman class is the largest class by enrollment with 197 students. The 2nd grade class is the smallest by enrollment size with 153 students.

Programs that have had a slight change in participation over the past four years are ESL, AAS, 504, and Dyslexia. The economically disadvantaged population increased from 65.6% in 2024-25 to 69.4% in 2025-26. The Federal Income Eligibility Guidelines from the Texas Department of Agriculture is used as identification for economically disadvantage statues. This information is based on the federal poverty guidelines. Special Education has increased in enrollment from 484 students in 2019-20 to 547 students in 2024-25 and has a slight decrease for 2025-26 with 532 students. The At-Risk population has increased from 53.3% in 2024-25 to 56.7% in 2025-26. Our district uses translation services through Translation & Interpretation Network to assist in communicating with parents and guardians when there are language barriers.

Enrollment	2019-20	2020-2021	2021-22	2022-23	2023-24	2024-25	2025-26		
	2909	2743	2718	2789	2654	2598	2396		
2025-26		Enrollment	ESL	AAS/GT	Dyslexia	504	SpEd	Eco Dis	At Risk
High School		799	20	38	104	133	133	467	412
Middle School		529	19	50	89	65	119	371	382
Elementary School		851	22	107	87	54	234	624	401
Primary School		262	13	0	0	0	46	201	164
District Total		2396	74	198	280	288	532	1662	1359
% of population			3.1%	8.3%	11.7%	12%	22.2%	69.4%	56.7%

The following data is based on the 2023-24 TAPR report: Dropout rate for the 2022-23 school year was 0.6%, less than the prior year of 1.0%. The Six-year Extended Longitudinal Graduation Rate (Class of 2021) is 98.9%. Attendance rate for the 2022-23 school year was 93.8%, which is a increase from the prior year of 93.0%

Currently, the District employs 393 staff members, not including vacant positions. 210 are professional instructional staff and 209 are professional and non-professional support staff.

District Staff					
TOTAL	392	419	420	415	405
Classification	2025-2026	2024-25	2023-24	2022-23	2021-22
Superintendent/Asst.	2	2	2	2	3
Directors	9	11	12	9	9
Principals	5	5	5	4	5
Assistant Principals	10	10	12	12	11
Professional Support Staff	40	43	37	36	32
Teachers	188	196	205	207	206
Instructional Aides	76	85	85	82	82
Clerical Staff	32	35	39	40	38
Auxiliary Staff	30	32	23	23	20
Degree	2025-2026	2024-25	2023-24	2022-23	2021-22

Doctorate	5	4	3	4	4
Masters	65	63	53	59	59
Bachelors	183	194	201	210	204
GENDER	2025-2026	2024-25	2023-24	2022-23	2021-22
female	324	346	340	343	
male	68	73	75	72	
RACE	2025-2026	2024-25	2023-24	2022-21	2021-22
African American	49	50	42	35	
Hispanic	11	11	9	8	
White	329	357	362	369	
Asian	3	1	2	3	

Teacher Certification					
Type	2025-26	2024-25	2023-24	2022-23	2021-22
Teacher count	188	195	205	207	206
Certified	149	154	161	179	185
Intern (ACP)	9	2	3	5	14
School District Teacher Permit (SDTP)	5	6	9	7	3
Associate Teacher(Non-Certified)	23	31	26	16	0
Vacant Position	2	3	6	0	4

Professional Instructional Staff					
TOTAL	186	210	232	234	236
YRS EXP	2025-2026	2024-25	2023-24	2022-23	2021-22
0-4	63	70	66	61	55
5-9	40	40	48	50	47
10-14	19	21	30	28	30
15-19	21	28	39	38	42
20-24	18	16	20	18	31
25-29	10	15	16	26	18
30+	14	12	13	13	13

The percent of district teachers certified for their content area has steadily declined - from 90% in 2021-2022 to 79% in 2025-2026. However, this has remained consistent to 2024-2025, which was also 79%. 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. District staff is provided on-demand professional development. Additional professional development is provided to support newly hired classroom teachers with the New Teacher Mentor program. Feedback from new teachers, mentors, and administrators revealed a need for additional training and support in classroom management and rigor.

Not considering the funding source for school year 2024-2025, the district filled 37 teaching positions, 7 professional support positions, and 27 paraprofessional/auxiliary positions. The 2024-25 school year began with 3 vacant teaching positions, 2 vacant professional support positions, 6 vacant paraprofessional/auxiliary positions, and 6 vacant bus driver positions.

Strengths

The district has a high level of graduation success, with a six-year graduation rate of 98.9%, and has made progress in reducing student dropouts, lowering the rate to just 0.6% from the previous year's 1.0%. These outcomes reflect the district's strong instructional support systems, which include four instructional coordinators who provide curriculum guidance, coaching, and professional development across campuses. In addition, teachers benefit from layered support through on-demand professional development and the New Teacher Mentor program, ensuring that both new and experienced educators have the resources they need to thrive.

At the same time, student demographic trends reveal important shifts across the district. Overall enrollment has steadily declined, dropping from 2,909 students in 2019-20 to 2,396 in 2025-26. Within this enrollment, the elementary campuses average 159 students per grade, while secondary campuses average 183, with the freshman class representing the largest enrollment at 197 students and second grade the smallest at 153. Program participation has also shifted, with notable increases in the percentage of students identified as economically disadvantaged, rising from 65.6% in 2024-25 to 69.4% in 2025-26, and in the at-risk population, which grew from 53.3% to 56.7% during the same period. Special education enrollment has shown growth as well, moving from 484 students in 2019-20 to 547 in 2024-25, followed by a slight decrease to 532 in 2025-26. Participation in ESL, 504, and dyslexia programs has also increased slightly over the past four years. Despite declining enrollment, the district has seen improvements in attendance, with the rate increasing from 93.0% to 93.8% in 2022-23.

Teacher demographics reflect both strengths and challenges. The district employs 188 teachers, of whom 79% are fully certified for their content area, a percentage that has declined from 90% in 2021-22 but remained stable over the past two years. Teachers with four years or less of experience continue to make up the largest group, with 63 in 2025-26. However, the district also benefits from a solid mix of mid- and late-career educators, including 40 teachers with 5-9 years of experience, 21 with 15-19 years, and 14 with 30 or more years. This range of experience, coupled with the ongoing professional development and mentoring systems, supports a balance of new ideas and veteran expertise within the district's instructional staff.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Enrollment across the district has decreased.	Post-COVID enrollment numbers have continued to decline. As some families are moving outside of the district, others are electing to homeschool their children. Additionally, with the emphasis on school choice, more of our students are moving into private schools.
2★	The district is facing a decline in average daily attendance and an increase in chronic absenteeism.	There is a need for district-wide Tier-1 attendance practices to be standardized and monitored for timeliness, consistency in interventions, and differentiation to meet the specific needs of individual students.

★ = Priority

Student Learning

Summary

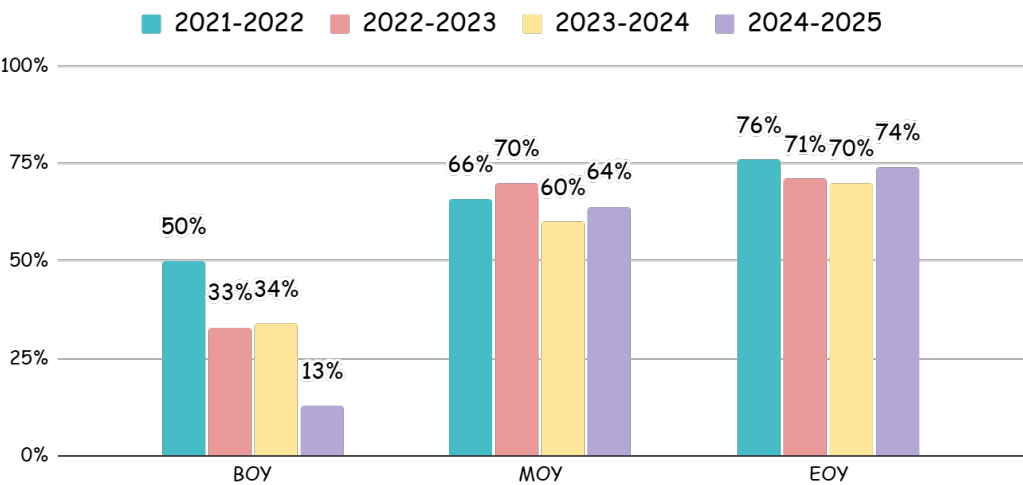
The District reviewed STAAR, mClass, and universal screener assessments, which are used to monitor student achievement, inform decisions regarding curriculum, instructional, and assessment needs, and design professional development. Results are disaggregated by ethnicity and special programs at both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

	STAAR/EOC District Results									
	All Subjects		RLA		Math		Science		Social Studies	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Approaches	65%	65%	66%	67%	60%	59%	74%	74%	62%	59%
Meets	33%	35%	39%	41%	25%	28%	34%	40%	31%	33%
Masters	10%	12%	13%	14%	6%	10%	9%	13%	12%	12%

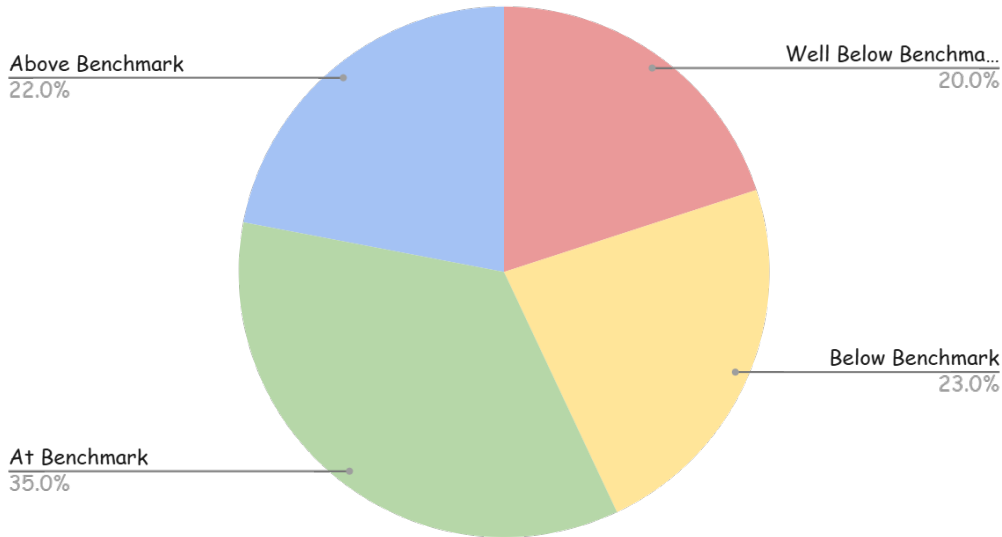
The 2025 Accountability Overall Summary was used to review Student Achievement, School Progress, and Closing the Gaps domains. The 2025 Spring STAAR Performance results indicate Silsbee Elementary has advanced beyond school improvement interventions, showing an increase in campus performance from the previous school year. Edwards Johnson Memorial Silsbee Middle School has moved beyond Comprehensive Support and Improvement to Comprehensive Progress, showing an increase in overall student performance from the 2024 accountability results. Silsbee High School also saw a marked increase in its scores from the 2024 school year. All campuses in Silsbee ISD increased in every accountability domain, and every campus improved by a letter grade.

Progress monitoring data from mClass and NWEA indicate positive gains in literacy and math, and all but one early literacy and math goal were met. 2nd Grade NWEA progress monitoring data revealed the need for continued support and intervention.

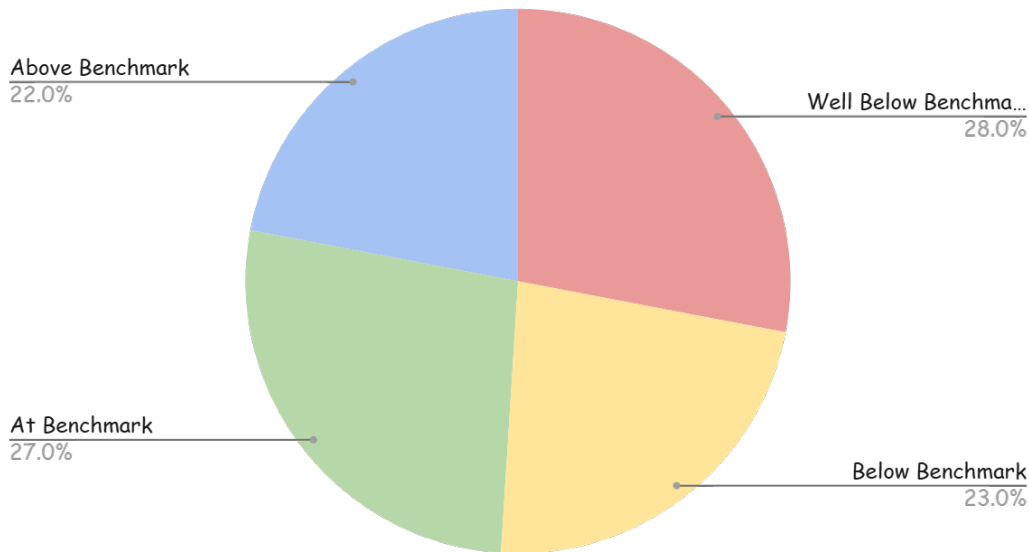
Circle PreK Progress - Literacy



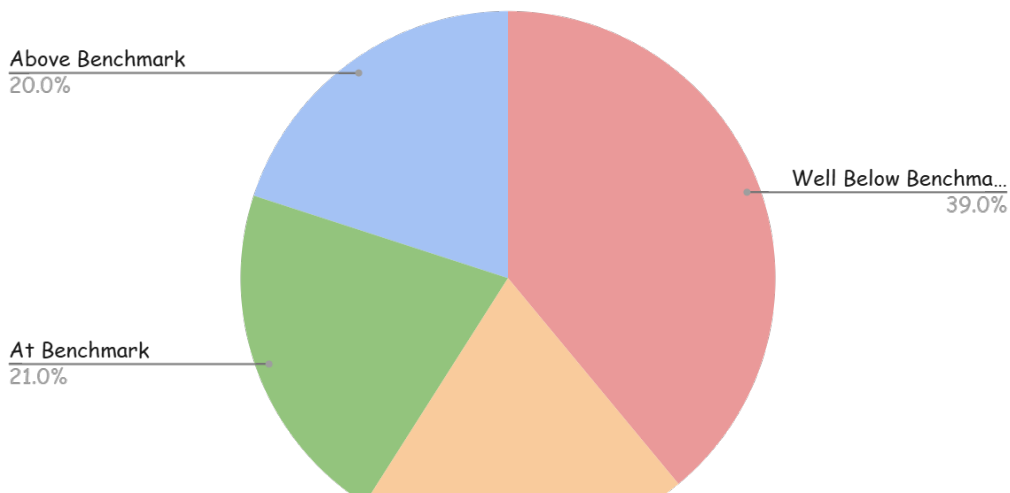
Kindergarten EOY mClass Reading Composite



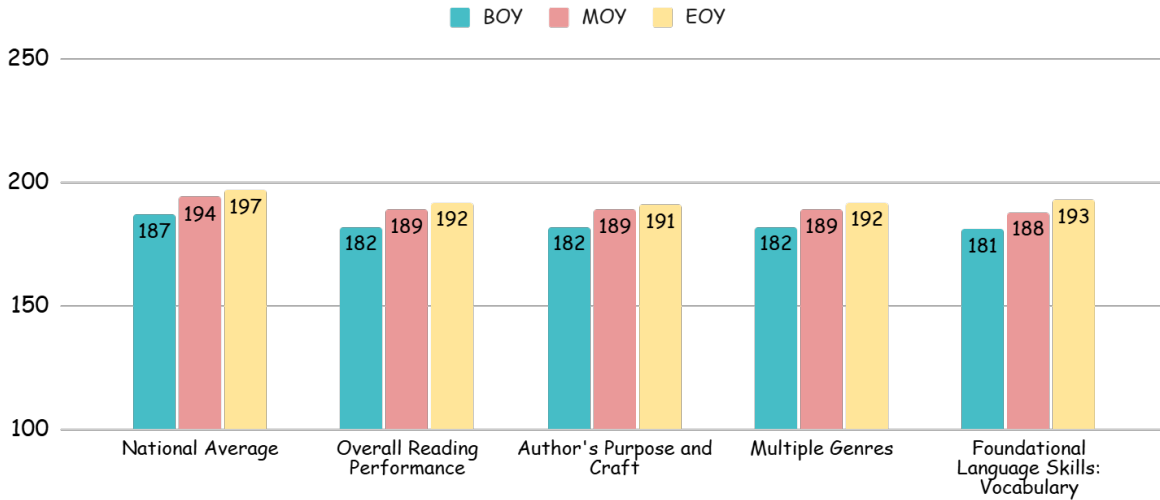
1st Grade EOY mClass Reading Composite



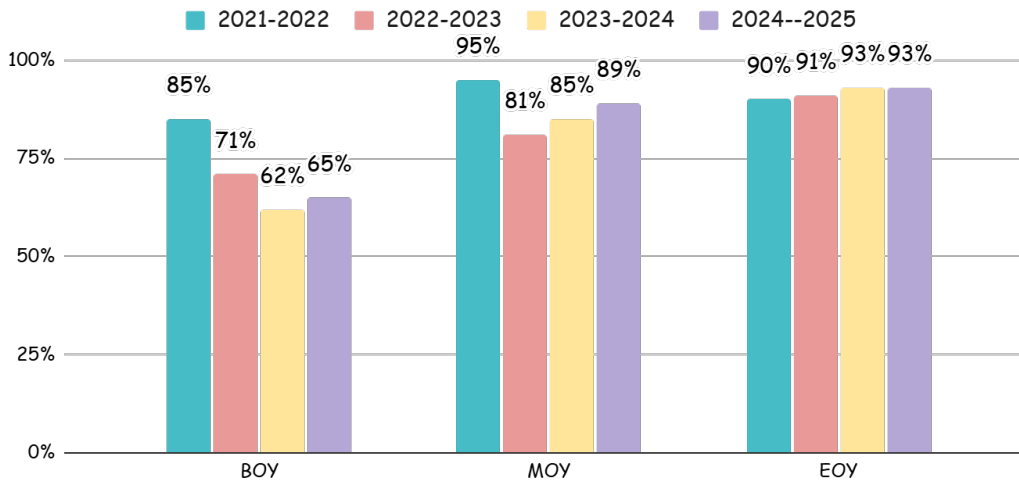
2nd Grade EOY mClass Reading Composite



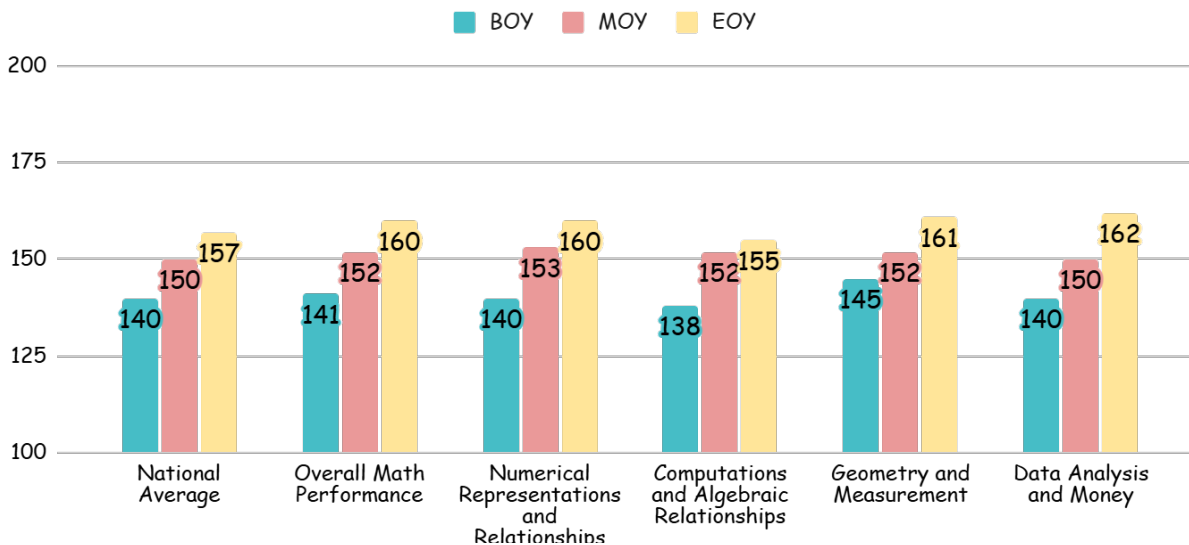
3rd Grade NWEA MAP Growth - Reading



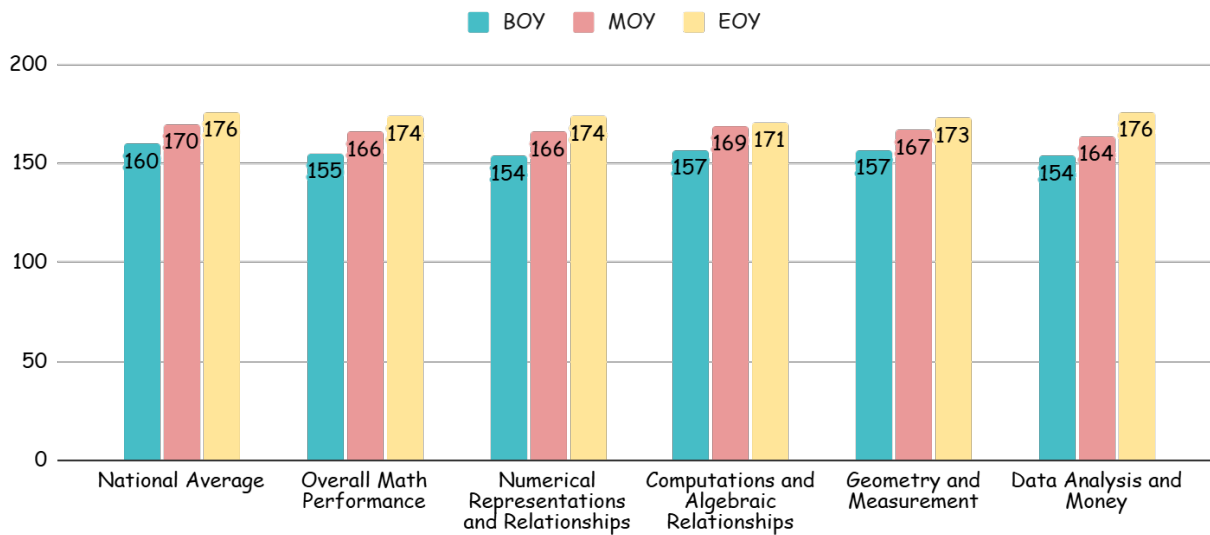
Circle PreK Progress - Math



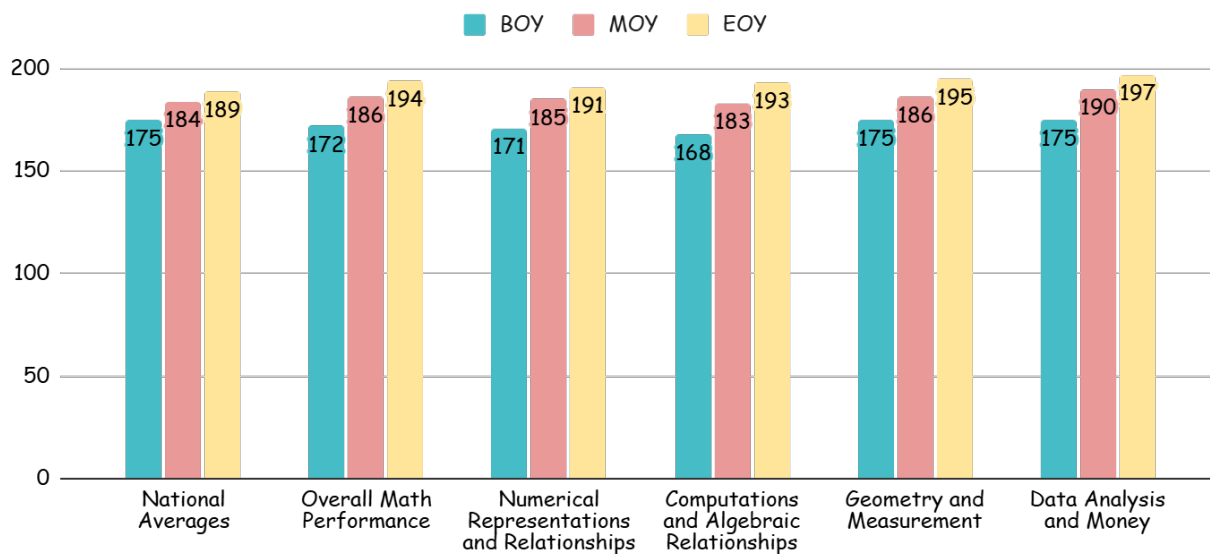
Kindergarten - NWEA MAP Growth - Math



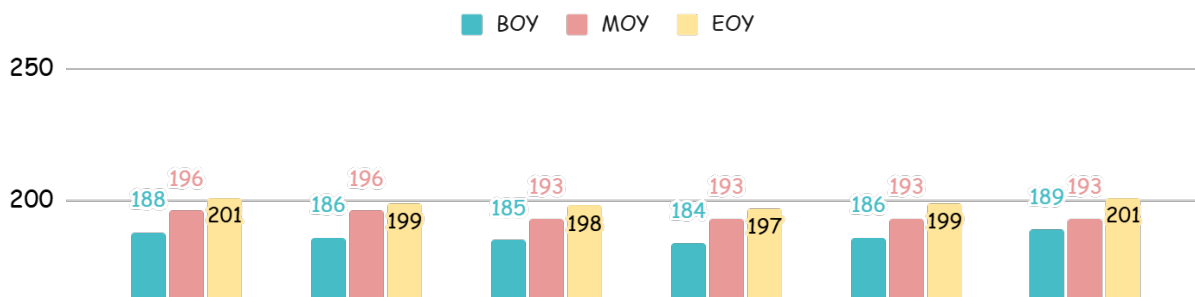
1st Grade - NWEA MAP Growth - Math

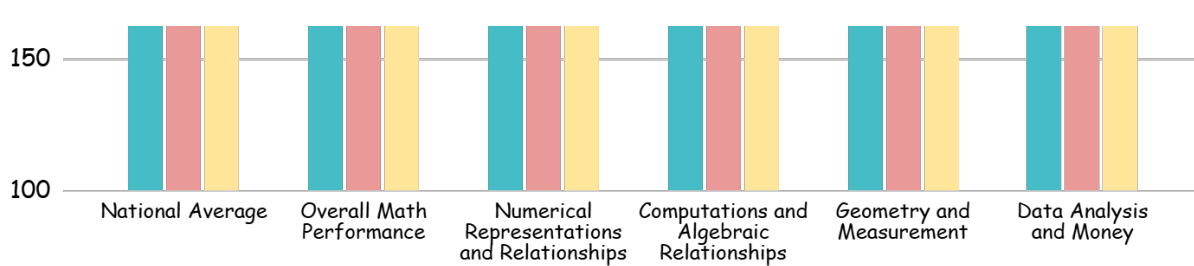


2nd Grade - NWEA MAP Growth - Math



3rd Grade NWEA MAP Growth - Math





CCMR is used when determining Domain 1 and Domain 3 data for campus and district-wide accountability.

2025 CCMR State Rate Calculation - Based on the Data Included in the 2025 CCMR Verifier
[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 (Current + Monitor)	SpEd (Current)	High Focus	Highly Mobile	Foster	Homeless	Migrant	SpEd (Former)	Cor Enr
# of CCMR Points	137	31	14	82	0	1	0	9	89	0	25	94	This information is not included in the 2025 CCMR Verifier student listing					119
# Graduates	185	48	15	108	0	1	0	13	128	0	30	133						154
% Meeting CCMR Cap on Sunsetting IBCs	74	65	93	76				69	70		83	71						77
# CCMR Points (Adjusted)	137																	
# Graduates	185																	
2025 CCMR Raw Score (for Domains 1 and 2B)	74																	

Silsbee High School CCMR score increased from 64 in 2024 to 74 in 2025.

The 2025 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 2025 Accountability Report provided graduation rates and dropout rates for grades 9-12. The 4-year graduation rate in Domain 1 for the Class of 2024 was 97.8%. The 5-year graduation rate in Domain 1 for the class of 2023 was 96.8%. The 6-year graduation rate for the class of 2022 was 96.8%. The annual dropout rate in Domain 1 for the 2023-2024 school year was 1.3%.

The 2024 TEA Results-Driven Accountability report indicates that 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 consistently perform below the minimum level of satisfactory or higher 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. The official 2025 results will be released in November.

Strengths

- Overall, in the majority of subject areas, the percentage of students achieving Meets and Masters has gone up.
- Overall, scores have gone up.
- There was a significant increase in College, Career, and Military Readiness.
- NWEA scores are increasing by a greater amount than or equal to national norms.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Overall, we saw an increase in Meets and Masters performance last year; however, that increase comes after several years of decline. The district is still performing significantly lower than the region and the state in most areas. There is a need to enhance the performance of Meets and Masters further.	After COVID, the district has struggled to keep up with the increasing rigor of the STAAR assessment, the new accountability system, and the newly adopted standards. There is a need for more consistent implementation of quality Tier 1 instruction and a tighter alignment to standards across grade levels.
2★ The overall district accountability rating of 'D' indicates a need to improve scores and enhance student achievement.	The district must increase the percentage of students performing at the "Meets" level, as this level indicates grade-level proficiency. There is a need to improve Tier 1 instruction to ensure that students can access grade-level content.

★ = Priority

District Processes & Programs

Summary

Curriculum and Instruction

- 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, K-2 Bluebonnet Learning, and 6-8 STEMScopes, which provide 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, help monitor the implementation and effectiveness of the CIA process. Surveys of campus administrators and teachers indicate that 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 campuses to support and guide instructional staff in the CIA processes and procedures, as well as in making decisions regarding student achievement. In-house and on-demand professional development and coaching are provided to all staff to enhance and support instructional delivery in meeting the needs of all students.

Technology Integration

- 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, along with intervention programs to support at-risk learners. Updates to the district's network, along with the addition of staff to the technology department, have helped ensure the successful implementation of the equipment.

Special Education

- Silsbee ISD's Department of Special Programs is dedicated to improving educational outcomes for children with disabilities, ages birth through 21 by providing leadership and support to professionals who offer 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 review and monitoring of service provision. Current processes under review include Evaluation Process, 504 Committee Process, ARD Committee Process, 504 Plan Implementation, IEP Implementation, and Progress Reporting. The 2025 TEA Results-Driven Accountability report indicates that the district's Special Education continues to be at risk for state intervention requirements.

Dyslexia

- Dyslexia guidelines and procedures have been updated to align with HB3928, the new Texas TAC updates, and the updated 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 of 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 who require specially designed reading instruction for individuals with dyslexia.

ESL

- The English as a Second Language program currently serves 74 students in grades EE-12. We ended 24/25 with 71 students. There

have been seven new students enrolled for 25/26 and we successfully exited four students from the ESL program. Currently, we have four students in their first year of monitoring and six students in their second year of monitoring. Scores from the March 2025 TELPAS (for students in 2nd grade and above) indicate that 83% of our currently active ESL students fall within the intermediate to advanced range of language proficiency. This represents a 1% increase from our March 2024 scores. Silsbee currently has nineteen certified ESL teachers serving students in the ELAR classroom. In the district, we have a total of thirty-nine staff members in various positions who hold certifications for ESL. Silsbee has one ESL interventionist who services students district-wide, and needs at least four more ELAR teachers to get certified at the secondary level. Currently, we do not have enough teachers certified in ESL who teach ELAR to meet state standards by the November 1st deadline. As a result, we will file a waiver for five teachers with the Texas Education Agency for the ESL program.

Gifted and Talented

- The District G/T Plan has been updated to align with the 2024 Texas State Plan for the Education of Gifted/Talented Students. All G/T Program teachers in grades K-5 have completed their initial 30-hour G/T certification training and continue to receive their annual 6-hour G/T Update training. Grades 6-12 GT students receive their services through advanced, honors, Pre-AP/AP, and dual credit classes. Secondary G/T teachers have or will complete their 30-hour initial training during the fall semester of 2025. The number of G/T-trained teachers has increased from 27 in the 2024-2025 school year to 36 for the 2025-2026 school year. All G/T certified teachers currently serving G/T students are members of TAGT, and we have made plans for four teachers to attend the TAGT Conference in December.

Parent & Family Engagement

- Title I, Part A Parent and Family Engagement (PFE) is defined as the mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement, family well-being, and the continuous learning and development of children, families, and educators. Family engagement is fully integrated into the child's educational experience, supporting the whole child, and is both culturally responsive and linguistically appropriate.
- Parent Involvement vs. Parent Engagement: Not all school activities can be considered Parent and Family Engagement. When parents learn something that can help their child succeed, the event can be regarded as a form of parent engagement. Example: Muffins with Mom (with no ties to curriculum) is an example of parent involvement; STEM night with a TEKS focus is an example of parent engagement.
- PFE aims to ensure that families play a vital role in supporting 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.

Personnel

- The district continues to experience 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 are 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 is provided ongoing professional development beginning each summer and continuing through the school year. 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 for a third year with Texas Instructional Leadership to support campus staff with closing this gap. Additionally, coaching is provided to all teachers using Get Better Faster research-based strategies that focus on management of student behaviors and rigor of instructional practices.
- Administrators attend 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.

Strengths

Due to the presence of instructional coaches and instructional leaders, teachers have access to high-impact professional development throughout the year. This PD is on-demand and based on teacher/student need. Access to technology is another key strength of the district.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 Our Special Education program remains at risk for state intervention requirements.	There is a need for a review of processes and protocols within the district systems. Additionally, there is a need for more continuous, purposeful professional development related to supporting our special education population.

★ = Priority

Perceptions

Summary

[School Quality Surveys](#) note parent/guardian and staff perceptions.

Strengths

Based on staff, student, and parent survey data, the following indicators were areas of strength:

- Students are challenged by their school work.
- Teachers set high expectations for students.
- There is a teacher, counselor, or other staff member to whom a student can go to for help with a personal or school problem.
- The school offers a variety of extracurricular activities.
- School administrators are courteous when concerns are voiced.
- Families are encouraged to attend school-sponsored activities.
- Staff members treat each other with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Families indicate the need for more timely and helpful feedback on class assignments.	There is a need to tighten gradebook systems and requirements to mirror district policy better. Also, it would be helpful for teachers to provide opportunities for at-home learning support to help parents work with students at home.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Enrollment across the district has decreased.

Post-COVID enrollment numbers have continued to decline. As some families are moving outside of the district, others are electing to homeschool their children. Additionally, with the emphasis on school choice, more of our students are moving into private schools.

2
★

Overall, we saw an increase in Meets and Masters performance last year; however, that increase comes after several years of decline. The district is still performing significantly lower than the region and the state in most areas. There is a need to enhance the performance of Meets and Masters further.

After COVID, the district has struggled to keep up with the increasing rigor of the STAAR assessment, the new accountability system, and the newly adopted standards. There is a need for more consistent implementation of quality Tier 1 instruction and a tighter alignment to standards across grade levels.

3
★

The overall district accountability rating of 'D' indicates a need to improve scores and enhance student achievement.

The district must increase the percentage of students performing at the "Meets" level, as this level indicates grade-level proficiency. There is a need to improve Tier 1 instruction to ensure that students can access grade-level content.

4
★

The district is facing a decline in average daily attendance and an increase in chronic absenteeism.

There is a need for district-wide Tier-1 attendance practices to be standardized and monitored for timeliness, consistency in interventions, and differentiation to meet the specific needs of individual students.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

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
- ☒ 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
- ☒ 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 increase student achievement and close gaps by ensuring every student engages daily in high-quality, standards-aligned, and rigorous instruction, with targeted acceleration and supports that lead to early literacy/numeracy proficiency and college, career, or military readiness for all students.

Performance Objective 1 High Priority HB3 Goal

The percent of 3rd-grade students who score Meets grade level or above on STAAR Reading will increase from 37% to 45% by June 2026.

Evaluation Data Source: STAAR Assessment, CBA Data, Unit Assessment Data

Strategy 1

EC 1.1 The percent of PreK students that score on track in CLI Reading Literacy Measures will increase from 21% at the beginning of the year to 70% by the end of the year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in students reading on grade level.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Strategy 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 39% at the beginning of the year to 60% by the end of the year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in students reading on grade level by the time they reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Strategy 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. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in students reading on grade level by the time they reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Strategy 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 34% to 60% by the end of year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in students reading on grade level by the time they reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Overall, we saw an increase in Meets and Masters performance last year; however, that increase comes after several years of decline. The district is still performing significantly lower than the region and the state in most areas. There is a need to enhance the performance of Meets and Masters further.	After COVID, the district has struggled to keep up with the increasing rigor of the STAAR assessment, the new accountability system, and the newly adopted standards. There is a need for more consistent implementation of quality Tier 1 instruction and a tighter alignment to standards across grade levels.

Performance Objective 2 High Priority HB3 Goal

The percent of 3rd-grade students who score Meets grade level or above on STAAR Math will increase from 35% to 43% by June 2026.

Evaluation Data Source: STAAR Assessment, CBA Data, Unit Assessment Data

Strategy 1

EC 2.1 The percent of PreK students that score "on track" on the CLI Math Overall Measure will increase from 61% at the beginning of the year to 92% by the end of the year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in overall mathematical fluency by the time the students reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Strategy 2

EC 2.2 The average RIT score of Kindergarten students' NWEA MAP Growth performance will increase from 140 at the beginning of the year to 160 by the end of the year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in overall mathematical fluency by the time the students reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Strategy 3

EC 2.3 The average RIT Score of Grade 1 students' NWEA MAP Growth performance will increase from 156 to 175 by the end of the year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in overall mathematical fluency by the time the students reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Strategy 4

EC 2.4 The average RIT Score of Grade 2 students' NWEA MAP Growth performance will increase from 167 to 190 by the end of the year. This will be accomplished through the use of high-quality instructional materials, research-based Instructional strategies for early literacy, data-driven instruction, and consistent observation and feedback cycles.

Strategy's Expected Result/Impact: There will be an increase in overall mathematical fluency by the time the students reach 3rd grade.

Staff Responsible for Monitoring: Assistant Superintendent, Elementary Instructional Coordinator, Campus Principal

Problem Statements: Student Learning 1

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall, we saw an increase in Meets and Masters performance last year; however, that increase comes after several years of decline. The district is still performing significantly lower than the region and the state in most areas. There is a need to enhance the performance of Meets and Masters further.

After COVID, the district has struggled to keep up with the increasing rigor of the STAAR assessment, the new accountability system, and the newly adopted standards. There is a need for more consistent implementation of quality Tier 1 instruction and a tighter alignment to standards across grade levels.

Performance Objective 3 HB3 Goal

The percent of graduates that meet the CCMR readiness criteria evaluated under the student achievement domain and reported on the TAPR will increase from 74% to 80% by June 2026.

Evaluation Data Source: CCMR

Strategy 1

CCMR 3.1 The percent of annual graduates who met the TSI criteria on the TSIA Reading will increase from 38% to 45% as reported on August Accountability Report. This will occur as a result of regular TSI intervention before reassessment, access to study materials, and a commitment to rigorous instruction.

Strategy's Expected Result/Impact: More students will be prepared to enter college and complete their studies.

Staff Responsible for Monitoring: Assistant Superintendent, High School Counselors, Campus Principal

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Strategy 2

CCMR 3.2 The percent of annual graduates who met the TSI criteria on the TSIA Math will increase from 28% to 35% as reported on August Accountability Report. This will occur as a result of regular TSI intervention before reassessment, access to study materials, and a commitment to rigorous instruction.

Strategy's Expected Result/Impact: More students will be prepared to enter college and complete their studies.

Staff Responsible for Monitoring: Assistant Superintendent, High School Counselors, Campus Principal

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Strategy 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 44% to 50%. This will occur as a result of all programs of study offering an Industry Based Certification and opportunities throughout the year to study for assessment items.

Strategy's Expected Result/Impact: More students will be prepared to enter college and complete their studies.

Staff Responsible for Monitoring: Assistant Superintendent, High School Counselors, Campus Principal

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Performance Objective 4 **High Priority**

All Students in each test achieving the Meets standard of performance on the STAAR assessment will increase from 35% in 2025 to 43% in 2026.

Evaluation Data Source: STAAR Assessment, CBA Data, Unit Assessment Data

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

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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

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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

Staff Responsible for Monitoring: State and Federal Programs Coordinator

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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

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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.

Strategy's Expected Result/Impact: Regular use of high quality instructional materials during daily instruction; improved student outcomes

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Instructional Coordinators

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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).

Strategy's Expected Result/Impact: Increased student outcomes and teaching performance

Staff Responsible for Monitoring: Assistant Superintendent

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Performance Objective 5

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.

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's Expected Result/Impact: campus benchmark exams, classroom walk-throughs, performance on STAAR

Staff Responsible for Monitoring: Campus Principals

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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.

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

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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's Expected Result/Impact: appropriate student performance on STAAR EOC

Staff Responsible for Monitoring: Campus Principals

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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

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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

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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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: McKinney-Vento Liaison

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Performance Objective 6

Students will show academic growth progress in the Academic Growth component, increasing from 67 in 2025 to 75 in 2026 as measured by the accountability system.

Evaluation Data Source: STAAR Assessment, CBA Data, Unit Assessment Data

Strategy 1 Results Driven Accountability

Campuses will disaggregate state assessment results and unit assessment data to monitor student TEKS progress and design specific student interventions that promote academic growth.

Strategy's Expected Result/Impact: There will be an increase in band jumpers (students who move from Low Did Not Meet to High Did Not Meet, High Did Not Meet to Low Approaches, etc).

Staff Responsible for Monitoring: Campus Principals

Problem Statements: Student Learning 1, 2

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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: Staff will have a clearer understanding of student progress as well as high impact strategies for closing achievement gaps.

Staff Responsible for Monitoring: Campus Principals; Instructional Coordinators

Formative Reviews

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall, we saw an increase in Meets and Masters performance last year; however, that increase comes after several years of decline. The district is still performing significantly lower than the region and the state in most areas. There is a need to enhance the performance of Meets and Masters further.

After COVID, the district has struggled to keep up with the increasing rigor of the STAAR assessment, the new accountability system, and the newly adopted standards. There is a need for more consistent implementation of quality Tier 1 instruction and a tighter alignment to standards across grade levels.

2

The overall district accountability rating of 'D' indicates a need to improve scores and enhance student achievement.

The district must increase the percentage of students performing at the "Meets" level, as this level indicates grade-level proficiency. There is a need to improve Tier 1 instruction to ensure that students can access grade-level content.

Performance Objective 7

100% of students will remain in school until they obtain a high school diploma.

Evaluation Data Source: TAPR report

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 Principals

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Strategy 2

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

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Strategy 3

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

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Strategy 4

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

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Strategy 5

Our district's Pregnancy Related Services (PRS) provides eligible pregnant/parenting students with coordinated academic support, counseling, and case management, including Compensatory Education Home Instruction (CEHI) in which a certified teacher delivers home-based lessons during prenatal/postpartum periods to preserve attendance, credits, and on-time graduation. The Compensatory Education Allotment for PRS funds CEHI instruction, required materials, and targeted wraparound supports.

Strategy's Expected Result/Impact: Increased likelihood of our pregnant students graduating with a diploma.

Staff Responsible for Monitoring: State and Federal Programs Coordinator

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Performance Objective 8

The percentage of district-wide student attendance will increase to 95% by the end of the school year, and chronic absenteeism will be decreased to improve academic outcomes and overall student success.

Evaluation Data Source: ADA reports, student data

Strategy 1

Hiring Truancy Administrator to track student attendance, contact students/parents, and file any necessary paperwork according to the compulsory attendance law.

Strategy's Expected Result/Impact: Higher ADA percentage, less chronic absentee students.

Staff Responsible for Monitoring: Fisher - Truancy Administrator

Problem Statements: Demographics 1, 2

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Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Enrollment across the district has decreased.	Post-COVID enrollment numbers have continued to decline. As some families are moving outside of the district, others are electing to homeschool their children. Additionally, with the emphasis on school choice, more of our students are moving into private schools.
2 The district is facing a decline in average daily attendance and an increase in chronic absenteeism.	There is a need for district-wide Tier-1 attendance practices to be standardized and monitored for timeliness, consistency in interventions, and differentiation to meet the specific needs of individual students.

Goal 2

Silsbee ISD will strengthen two-way partnerships with families and community stakeholders to support student learning and whole-child development by expanding access to curricular, co-curricular, and extracurricular opportunities and removing barriers to participation for all student groups.

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 Source: Sign In Sheets, Agendas, Website Publications, Dual Language Publications, Calendars, Special Events Announcements

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. The expected impact will be to increase parent involvement.

Staff Responsible for Monitoring: Campus Principal

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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

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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

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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

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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

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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

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Goal 3

Silsbee ISD will ensure every student is taught daily by an effective, appropriately certified teacher and supported staff, strengthened by robust recruitment, induction, coaching, and retention systems so that staffing is stable, instruction is high quality, and results improve for all student groups.

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 Source: Sign in sheets, teacher certifications, workshop completion certificates

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: Teachers will have a stronger understanding of the Special Education Corrective Action Plan (CAP) requirements, including accurate IEP development and delivery of an intense program of instruction. This will lead to improved compliance with state and federal special education regulations, higher-quality individualized instruction for students with disabilities, and more consistent student progress toward IEP goals.

Staff Responsible for Monitoring: Special Education Director

Funding Sources: Special Education,

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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: Beginning teachers and teachers new to the district will receive targeted support, guidance, and professional development through structured mentoring, leading to improved instructional practices and teacher effectiveness. Mentor-led support and ongoing feedback will increase teacher confidence, reduce early-career attrition, and ultimately contribute to higher student achievement. The program will also foster a culture of collaboration and continuous improvement among teachers and administrators.

Staff Responsible for Monitoring: Assistant Superintendent, Federal and State Programs Coordinator

Funding Sources: Title II, Part A,

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Strategy 3

District will provide supplemental stipends to teachers in high-need subject areas to attract and retain certified educators, ensuring all students have access to highly qualified instruction in these critical courses.

Strategy's Expected Result/Impact: The stipends will incentivize teachers to remain in or move into high-need subject areas, reducing vacancies and reliance on uncertified staff. This will ensure students consistently receive instruction from certified teachers, improving instructional quality, equity of access, and student learning outcomes.

Staff Responsible for Monitoring: Assistant Superintendent, Executive Director of Human Resources

Funding Sources: State and Local,

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Performance Objective 2

100% of core academic teachers will receive tiered coaching using the Get Better Faster Framework to improve both classroom management and rigor of instruction.

Evaluation Data Source: Get Better Faster Dashboard

Strategy 1

Establish clear coaching cycles (weekly, biweekly, or monthly depending on support tier) where instructional coaches conduct short, frequent observations and walkthroughs followed by immediate feedback, action steps, and practice.

Strategy's Expected Result/Impact: Teachers will receive targeted, actionable feedback that leads to measurable growth in classroom management techniques and rigor of instruction. Over time, this will result in more consistent, high-quality instruction across classrooms, stronger student engagement, and improved student outcomes.

Staff Responsible for Monitoring: Principals, Instructional Coaches, Assistant Superintendent

Funding Sources: State and Local,

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Strategy 2

Facilitate PLCs where teachers collaborate around the Get Better Faster strategies, review coaching feedback trends, practice high-leverage teaching moves, and share evidence of growth.

Strategy's Expected Result/Impact: Teachers will build a shared understanding of effective practices and gain confidence in applying them. This collective learning culture will reinforce coaching, increase teacher ownership of instructional growth, and create a district-wide consistency in classroom rigor and management.

Staff Responsible for Monitoring: Principals, Instructional Coaches, Assistant Superintendent

Funding Sources: State and Local,

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Strategy 3

Use the internally developed Get Better Faster Dashboard to track teacher progress on specific Get Better Faster action steps, coaching frequency, and implementation trends. Campus and district leaders will review the data monthly to identify areas of growth, pinpoint coaching gaps, and adjust support plans accordingly.

Strategy's Expected Result/Impact: Data analysis will ensure coaching is strategic and aligned with teacher needs. Instructional leaders be able to monitor progress in real time, celebrate growth, and intervene early when progress stalls. This will lead to higher fidelity of implementation and accelerated teacher effectiveness.

Staff Responsible for Monitoring: Principals, Instructional Coaches, Assistant Superintendent

Funding Sources: State and Local,

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Performance Objective 3

90% of teachers and staff will meet and maintain certified status by the end of the school year.

Evaluation Data Source: Teacher certifications

Strategy 1

Campus principals will review teachers' certifications, transcripts, and experience to ensure all staff are appropriately qualified for their assignments. Principals will provide parents with information about their right to request details regarding the professional qualifications of their child's teacher. Additionally, if a student is assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks, the campus will provide timely, individualized notice to parents.

Strategy's Expected Result/Impact: This process will ensure compliance with state and federal requirements regarding teacher qualifications, increase transparency with parents, and maintain high instructional quality. Timely notification will empower parents to make informed decisions and help the district address any staffing gaps proactively, ensuring students are consistently taught by appropriately certified teachers.

Staff Responsible for Monitoring: Campus Principals, Executive Director of Human Resources

Funding Sources: State and Local,

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Strategy 2

District will provide targeted professional development opportunities designed to maintain and enhance high-quality classroom instruction, tailored to teachers' identified instructional needs

Strategy's Expected Result/Impact: Teachers will strengthen their instructional skills, implement research-based strategies more effectively, and address areas of growth identified through observations and student performance data. This will lead to more engaging, rigorous instruction and improved student learning outcomes across all classrooms.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals

Funding Sources: Title I, Part A,

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Strategy 3

In alignment with the district's comprehensive needs assessment and CFR-200 (Sec. 200.459), the district will contract professional and consultant services to provide technical assistance for specified federal programs, ensuring program efficiency and compliance. Additionally, the district will implement compliance and document management software to streamline recordkeeping, monitor adherence to federal requirements, and support data-driven decision-making

Strategy's Expected Result/Impact: This approach will enhance the district's ability to maintain full compliance with federal program requirements, improve the accuracy and accessibility of documentation, and increase operational efficiency. As a result, the district can more effectively manage federal funds, reduce risk of noncompliance, and ensure that program services are delivered with fidelity to support student outcomes.

Staff Responsible for Monitoring: Federal & State Programs Coordinator, Assistant Superintendent

Funding Sources: Title I, Part A, , Title II, Part A, , State Compensatory Education (SCE),

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Strategy 4

Human Resources will maintain a structured monthly progress-monitoring system for all teachers enrolled in an Alternative Certification Program (ACP). This will include scheduled face to face check-ins and monthly email communications to review progress on program coursework, testing requirements, and deadlines. Additionally, Human Resources will partner with principals and the curriculum team to ensure all teachers hired wwho have not yet completed Alternative Certification receive the support and resources needed.

Strategy's Expected Result/Impact: Techers enrolled in an Alternative Certification program will stay on track with certification requirements, reducing the risk of delays or lapses in certification. Increased accountability and proactive communication will ensure that at least 90% of staff maintain certified status, ultimately stabilizing staffing, improving instructional quality, and strengthening compliance with state certification requirements.

Staff Responsible for Monitoring: Executive Director of Human Resources, Principals

Funding Sources: State and Local,

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Performance Objective 4

90% of our certified teachers will be retained for the following year.

Evaluation Data Source: attrition rate, certification report in Skyward

Strategy 1

Offer financial incentives for all returning teachers (such as a Retention Stipend and Longevity Stipend). Communicate these incentives clearly during the school year and highlight them during staff meetings and newsletters to reinforce the value of continued service.

Strategy's Expected Result/Impact: Financial incentives will motivate teachers to remain with the district, reinforcing a culture of loyalty and appreciation.

Staff Responsible for Monitoring: Executive Director of Human Resources; Director of Communications; Campus Principals

Funding Sources: State and Local,

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Strategy 2

Provide comprehensive professional development for all teachers, including on-site trainings, mentorship, and coaching. Maintain open and ongoing communication to proactively address teacher concerns, build strong professional relationships, and support teacher growth and satisfaction.

Strategy's Expected Result/Impact: Teachers will gain enhanced instructional skills, increased confidence, and targeted support tailored to their needs. Proactive communication and mentorship will strengthen teacher engagement, build trust, and reduce attrition risk, contributing to higher retention rates and improved student learning outcomes.

Staff Responsible for Monitoring: Principals, Instructional Coaches, Assistant Superintendent, Executive Director of Human Resources

Funding Sources: State and Local,

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Strategy 3

Conduct campus surveys to identify challenges impacting retention. Use data to implement improvements in workload, resources, and support systems.

Strategy's Expected Result/Impact: Proactive problem-solving based on teacher feedback will address retention risks early, creating a positive work environment and helping maintain at least 90% of certified teachers for the following year.

Staff Responsible for Monitoring: Campus principals, Executive Director of Human Resources

Funding Sources: State and Local,

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Performance Objective 5

100% of existing teaching positions will be given the opportunity to complete an exit survey or in person exit interview in order to gain understanding of why teachers are leaving Silsbee ISD

Evaluation Data Source: survey data, interview meeting notes

Strategy 1

Conduct exit surveys with all teachers who resign to gather feedback on their reasons for leaving, workplace experiences, and suggestions for improvement.

Strategy's Expected Result/Impact: Collecting and analyzing exit survey data will provide actionable insights into factors contributing to teacher turnover. This information will enable the district to identify trends, address retention challenges proactively, and implement targeted strategies to improve teacher satisfaction and reduce future attrition.

Staff Responsible for Monitoring: Executive Director of Human Resources

Funding Sources: State and Local,

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Performance Objective 6

Ensure that all instructional staff are trained and demonstrate proficiency in the I.E.P. process, including development, implementation, progress monitoring, and compliance with state and federal regulations.

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

Strategy 1

Provide all instructional staff with targeted training and ongoing coaching on IEP development, the correlation of IEP goals to the TEKS, and strategies for effective implementation and progress monitoring of IEP goals.

Strategy's Expected Result/Impact: Instructional staff will gain the knowledge and skills to align IEPs with grade-level standards, implement accommodations and interventions effectively, and monitor student progress consistently. This will lead to improved academic outcomes for students with disabilities, ensure compliance with special education requirements, and enhance teachers' confidence and instructional effectiveness.

Staff Responsible for Monitoring: Special Education Director, Campus Principals

Funding Sources: Special Education,

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Strategy 2

Provide all instructional staff with comprehensive training on data collection methods and progress monitoring for students receiving special education services, including how to use data to inform instruction and interventions.

Strategy's Expected Result/Impact: Instructional staff will accurately collect and analyze student data, make informed instructional decisions, and adjust interventions to meet individual student needs. This will lead to more effective instruction, improved academic progress for students with disabilities, and stronger compliance with IEP goals and special education requirements.

Staff Responsible for Monitoring: Special Education Director, Campus Principals

Funding Sources: Special Education,

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Performance Objective 7

The number of ESL Certified teachers in Secondary English will increase from 25% to 40% by the end of the 2025-2026 school year.

Evaluation Data Source: teacher certifications

Strategy 1

Provide all instructional staff with targeted training and ongoing coaching on implementing the English Language Proficiency Standards (ELPS) in the classroom, including strategies for instructional accommodations and accurate documentation of student support.

Strategy's Expected Result/Impact: Instructional staff will effectively integrate ELPS into classroom instruction, ensuring English learners receive appropriate accommodations and supports. This will lead to improved language development, stronger academic performance for English learners, and increased compliance with state and federal guidelines for English learner instruction.

Staff Responsible for Monitoring: Federal & State Programs Coordinator, Special Education Director

Funding Sources: Bilingual Education,

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Strategy 2

Provide financial reimbursement to teachers who successfully obtain their ESL certification to incentivize and support professional growth in serving English learners.

Strategy's Expected Result/Impact: Teachers will be more motivated to pursue ESL certification, increasing the number of qualified ESL-certified educators in the district. This will enhance instructional quality for English learners, improve academic outcomes, and help meet the district goal of increasing ESL-certified teachers in high-need areas.

Staff Responsible for Monitoring: Federal & State Programs Coordinator

Funding Sources: State and Local,

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Performance Objective 8

The number of ESL Certified teachers in core elementary classes will increase from 34% to 50% by the end of the 2025-2026 school year.

Evaluation Data Source: teacher certifications

Strategy 1

Provide all instructional staff with targeted training and ongoing coaching on implementing the English Language Proficiency Standards (ELPS) in the classroom, including strategies for instructional accommodations and accurate documentation of student support.

Strategy's Expected Result/Impact: Instructional staff will effectively integrate ELPS into classroom instruction, ensuring English learners receive appropriate accommodations and supports. This will lead to improved language development, stronger academic performance for English learners, and increased compliance with state and federal guidelines for English learner instruction.

Staff Responsible for Monitoring: Federal & State Programs Coordinator, Special Education Director

Funding Sources: Bilingual Education,

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June

Strategy 2

Provide financial reimbursement to teachers who successfully obtain their ESL certification to incentivize and support professional growth in serving English learners.

Strategy's Expected Result/Impact: Teachers will be more motivated to pursue ESL certification, increasing the number of qualified ESL-certified educators in the district. This will enhance instructional quality for English learners, improve academic outcomes, and help meet the district goal of increasing ESL-certified teachers in high-need areas.

Staff Responsible for Monitoring: Federal & State Programs Coordinator

Funding Sources: State and Local,

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Performance Objective 9

The retention rate for TIA designated teachers will increase from 90% to 92% by the beginning of school year 2026-2027.

Evaluation Data Source: Attrition rate of designated teachers, TIA Allotments and Designations received, Annual TIA survey, Active Teachers in Skyward with TIA Designation

Strategy 1

Annually review Teacher Incentive Allotment (TIA) survey results to evaluate the effectiveness of

TIA implementation in supporting teacher retention, identifying strengths and areas for improvement in the program.

Strategy's Expected Result/Impact: The analysis will provide actionable insights into how TIA impacts teacher satisfaction and retention. This will enable the district to make data-informed adjustments to the program, strengthen teacher engagement, and increase the likelihood of retaining designated teachers year over year

Staff Responsible for Monitoring: Executive Director of Human Resources

Funding Sources: State and Local,

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Goal 4

Silsbee ISD will provide a safe, secure, and healthy learning and work environment where students and staff feel physically and emotionally safe every day, through proactive prevention, clear protocols, timely response, and whole-child wellness supports.

Performance Objective 1

100% of students and staff will feel physically safe on school grounds before, during, and after the school day as indicated on surveys conducted by May 2026.

Evaluation Data Source: School climate and safety surveys

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's Expected Result/Impact: Decrease in violent offenses

Staff Responsible for Monitoring: Campus Principals, Safety Director, Special Education Director

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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's Expected Result/Impact: Increased staff and student safety

Staff Responsible for Monitoring: Campus Principals, Behavior Threat Assessment Teams, Safety Director

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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's Expected Result/Impact: Increased faculty and staff awareness of warning signs

Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent, Counselors

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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's Expected Result/Impact: Decrease in serious offenses

Staff Responsible for Monitoring: Superintendent, Chief of Police

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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.

Strategy's Expected Result/Impact: Increased protection of students and staff

Staff Responsible for Monitoring: Campus Principals, Director of Safety

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Performance Objective 2

100% of students and staff will feel mentally safe on school grounds before, during, and after the school day, as indicated on surveys conducted by May 2026.

Evaluation Data Source: School climate and safety surveys

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's Expected Result/Impact: Decreased instances of bullying offenses.

Staff Responsible for Monitoring: Campus principals, Safety Director

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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's Expected Result/Impact: Increase staff awareness of serious mental health indicators

Staff Responsible for Monitoring: Campus Principals, Executive Director of Human Resource, Counselors, Assistant Superintendent

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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's Expected Result/Impact: Increase in student and staff overall feelings of safety

Staff Responsible for Monitoring: Campus Principals, Counselors, Director of Safety, Director of Nursing

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Strategy 4

The district will implement a comprehensive school counseling program to help students develop academically, socially, emotionally, and professionally.

Strategy's Expected Result/Impact: Improved student outcomes

Staff Responsible for Monitoring: Campus Principals, Counselors, Executive Director of Human Resources

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Performance Objective 3

100% of staff will be trained on suicide prevention prior to the start of the school year (training to be done every 5 years as part of our DOI plan).

Evaluation Data Source: Responsive Learning

Strategy 1

Train all staff on suicide prevention through Responsive Learning.

Strategy's Expected Result/Impact: 100% of staff trained in suicide prevention.

Staff Responsible for Monitoring: HR

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Performance Objective 4

100% of SISD campuses will use the StopIt program for violence prevention and conflict resolution. StopIt helps protect the community's physical, social, and emotional well-being by providing solutions that uncover the unseen, intervene in the imminent, and prevent the unthinkable.

Strategy 1

All campuses will have StopIt posters and signage around campus for students to utilize as needed.

Strategy's Expected Result/Impact: Reduction in violence, resolving conflicts before they escalate.

Staff Responsible for Monitoring: Biddle, Fisher

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Committees

Committees

District Advisory Committee

Members

First Name	Last Name	Position	Committee Role
Gregg	Weiss	Superintendent	District-level Professional
Kimberly	Cyr	State and Federal Programs Coordinator	Chairperson
Bridget	Kirby	Assistant Superintendent	Chairperson
Deidra	Porter	Business Representative	Business Representative
Ada	Hartman	Business Representative	Business Representative
Rachel	Cox	Business Representative	Business Representative
Donita	Banks	Community Representative	Community Representative
Amanda	Lowe	Community Representative	Community Representative
Jerry	Leverett	Community Representative	Community Representative
Tabitha	Joines	Parent	Parent
Bradley	Foster	Parent	Parent
Kyle	Smith	Parent	Parent
Brittney	Smith	Parent	Parent
Brittany	Comeaux	SMS Paraprofessional	Paraprofessional
Caren	Felps	Pre-K Teacher	Classroom Teacher
Nicole	Marble	Kindergarten Teacher	Classroom Teacher
Jennifer	Fisher	Truancy and Safety Administrator	District Administrator
Christina	Kirkendall	1st Grade Teacher	Classroom Teacher
Kayla	Whitehead	2nd Grade Teacher	Classroom Teacher
Amanda	Droddy	PE Teacher	Classroom Teacher
Monica	Jones	3rd Grade Teacher	Classroom Teacher
Denisha	Dodis	4th Grade Teacher	Classroom Teacher
Noelle	Ramsey	5th Grade Teacher	Classroom Teacher

Brittany	Thompson	SES Assistant Principal	Administrator
Leslie	Reline	SMS Teacher	Classroom Teacher
Judy	Landis	SMS Teacher	Classroom Teacher
Billy	Meineke	SMS Teacher	Classroom Teacher
Christa	Lacey	LRP Assistant Principal	Administrator
Peggy	Burnthorn	SHS Teacher	Classroom Teacher
Michelle	Weichert	SHS Teacher	Classroom Teacher
Danielle	Hennigan	SHS Assistant Principal	Administrator
Karen	Ford	Executive Director of Human Resources	District-level Professional
Scott	Schwartz	Director of Special Education	District-level Professional
Kara	Baker	SHS Teacher	Classroom Teacher
Tricia	Brooks	Director of Finance	District-level Professional



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance