

# Silsbee Independent School District

## District Improvement Plan

### 2017-2018



**Board Approval Date:** December 9, 2015

# Mission Statement

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

## Vision

The students of Silsbee ISD are equipped with the values to envision a better world, the skills to create it, and the confidence to take the lead.

Values . . . Skills . . . Confidence

## School Board Goals

Silsbee ISD will develop a comprehensive system of benchmarks that will drive continuous improvement in student achievement and operational efficiency.

Silsbee ISD will enhance offerings and facilities so that all students have access to courses that progressively prepare them for success in their chosen post-secondary pursuits.

Using board, student, and community-leader resources, Silsbee ISD will develop, communicate, and execute a Board-Superintendent initiated plan to promote parent and community support of educational efforts of the district.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment by grade level, ethnicity and program was reviewed for the past four years including the beginning of the 2016-2017 school year as well as enrollment in free and reduced lunch program. The district has highest enrollment for the beginning the 2016-17 school year than the past four years. The elementary campuses have an average grade enrollment of 225 while the secondary grade level average enrollment is 203. Approximately 61% of the population at the early elementary campuses participates in the free and reduced lunch program with participation dropping off at middle school and high school. Review of program enrollment shows steady participation in most programs with C&TE and 504 having a slight decline in participation while At-Risk has had an increase in participation. Students identified as at-risk have the largest program enrollment.

Drop-out rates for the 2014-2015 school year is 0%. Attendance rate for the 2014-2015 school year was 96% which is a decline from the prior year of 96.3%.

Currently, the District employes 368 staff members of which 239 are professional instructional staff and 129 are professional and non-professional support staff. The following lists are for the professional instructional staff:

Years of Experience	
0-4 =	83
5-9 =	43
10-14 =	39
15-19 =	28
20-24 =	23
25-29 =	16
30+ =	7

Gender	Race
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Female =	203	African Am =	8
Male =	36	Hispanic =	6
		White =	225

### **Demographics Strengths**

1. Stability in the overall ethnic and program demographics for the past four years.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Staff demographics are greatly disproportionate to student demographics.

## Student Achievement

### Student Achievement Summary

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

A review of the 2016 Accountability Summary indicates the District *Met Standard* and met 25 out of 31 (81%) of the Safeguard Indicators. All campuses *Met Standard* with EJMS Middle School receiving one *Distinction Designations*, Laura Reeves Elementary receiving four *Distinction Designations*, and Read-Turrentine receiving two *Distinction Designations*. Silsbee High School met 15 out of 18 (83%) of the Safeguard Indicators. EJMS Middle School met 18 out of 24 (75%) of the Safeguard Indicators. Laura Reeves Elementary met 24 out of 25 (86%) of the Safeguard Indicators. Read-Turrentine Elementary met 8 out of 8 (100%) of the Safeguard Indicators.

2016 STAAR Performance	Satisfactory Standard			Postsecondary Readiness			Advanced Standard		
	State	Region	District	State	Region	District	State	Region	District
ELA/R	73%	69%	<b>75%</b>	46%	40%	<b>45%</b>	17%	13%	<b>16%</b>
Math	76%	71%	<b>82%</b>	43%	34%	<b>42%</b>	19%	12%	<b>17%</b>
Writing	69%	67%	<b>74%</b>	41%	36%	<b>48%</b>	15%	12%	<b>20%</b>
Science	79%	75%	<b>79%</b>	47%	41%	<b>43%</b>	16%	11%	<b>13%</b>
Social Studies	77%	74%	<b>85%</b>	47%	39%	<b>48%</b>	22%	16%	<b>20%</b>

2016 STAAR Met or Exceeded Progress	State	Region	District
Reading	60%	58%	<b>56%</b>
Math	63%	60%	<b>60%</b>

A review of the 2016 spring results indicate the district grades 3-8 scores were higher than the state and region in all areas except grade 8 science, which is equal to the region. Performance in EOC assessments is equal to or higher than the state and region in all but two subjects; English I and Algebra I which is higher than the state but lower than the region. Performance ranges for each subject are as follows: ELA-R 67-93, math social studies 82-95, science 73-96, and writing 76-83. The subject with lowest results across the district is science. The sub-populations performing the highest in each subject area are Hispanic, White, Economically Disadvantaged, and Two or more Races while African American and Special Education performing the lowest. Compared to last years performance, 35% of All Students met or exceeded progress on their STAAR performance.

The state will be using Satisfactory Performance at the next standard progression to determine if a student Met Standard on the state assessments. Reviewed were the points necessary for Satisfactory performance at the Final recommendation and Advanced performance. The report indicated that Writing requires the least amount of points to reach the Final recommended performance. Math, Science, and then Social Studies have the greatest number of points to reach the Final recommended performance level.

A review of TPRI along with Campus Data Digs for grades K-3 indicates that many students continue to lack sufficient fluency and comprehension skills necessary to adequately tackle the rigorous reading skills required at subsequent grade levels. However, the number of first graders leaving with the appropriate fluency and comprehension skills to be considered “developed” at the advanced level of TPRI has improved from prior years. Approximately 46% of first graders were "still developing" on TPRI at end of the year. Approximately 22% of second graders did not meet the advanced level considered “developed” in TPRI at end of year. While progress is being made at each grade from Beginning of the Year screening to End of the Year screening, efforts need to be continued to close the gap in early reading skills. Balanced Literacy training has been provided to each K-3 teacher.

Universal screening outcomes to determine foundational prerequisite skills of reading fluency and math computation/application were reviewed. 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. During the 2015-2016 school year, grades K-8 did not meet the 80% standard in reading. Results, with the exception of math, indicate minimum growth for reading and math from Beginning of the Year to End of the Year. In grades 2-8 Reading, 7 areas are assessed in which none met target of 80% and 75% showed a gain. In grades 2-8 Math, 6 areas are assessed in which three scored above the target of 80% and 33% showed a gain.

Teacher observation of early elementary pre-skills necessary for school readiness (such as pencil grip, holding a book, coloring) is not as developed as the past generation of students.

The 2015-16 TAPR reports was reviewed to determine a 3 trend for students graduating from high school, taking a rigorous curriculum, and other college and career ready indicators. The report indicated that while the district has significantly higher graduation rates than the state and region, the rate of students graduating with an advanced graduation plan falls significantly behind the state. This was also shown in the rate of student advanced course completion falling below the state in ELA, math and social studies. Additionally, the AP course participation is lower than the state in ELA and math with no participation in science and social studies. However, AP results for ELA and math show a significantly higher percentage of students scoring higher than the state at the criterion standard. Similarly, SAT/ACT results reviled while higher or equal than state participation rates, performance rates are significantly lower. In addition, the rate of graduates enrolled in a Texas institution of higher education falls below the state and region rates. Gradates completing one year of a Texas institution of higher education had comparable rates as the state and region.

## **Student Achievement Strengths**

Universal screening conducted for each student at the beginning, middle and end of the year are analyzed (Data Digs) at the elementary and middle school level.

An established RtI process to monitor and review assessment data for identified students.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Early elementary students enter lacking the skills necessary for school readiness.

**Problem Statement 2:** A low percentage of students are performing at the higher standards of Meets and Masters grade level on the STAAR assessment.

**Problem Statement 3:** Students lacking the necessary foundation skills to successfully perform grade level content.

**Problem Statement 4:** All students are not making progress from one grade level to the next as measured by STAAR.

**Problem Statement 5:** Small percentage of secondary students successfully meeting the criteria for college readiness.

**Problem Statement 6:** Small percentage of secondary students taking and successfully completing advanced or dual credit course work.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The District staffs 368 employees; Auxiliary Staff=28, Clerical=31, Instructional Aide=60, Teachers=202, Professional Support Staff=25, Assistant Principals=8, Principals=3, Instructional Coordinators=4, Directors=5, Assistant Superintendent=1, Superintendent=1. Employee by degree type; Doctorate=5, Masters=64, Bachelors=182. Twenty percent of the employees have been with the District for 19 or more years.

All District teachers are certified for their content area. Teachers with four years or less of experience increased from thirty percent to thirty-four percent while teachers with twenty or more years of experience increased from fourteen percent to twenty percent. All District paraprofessionals meet certified status. Teachers are evaluated using the T-TESS. Four instructional coordinators are provide to support campus staff by providing curriculum and instructional support and professional development. District staff was provided on-demand professional development for the 2016 summer. Additional professional development is provided as the district implementated a New Teacher Mentoring program.

When necessary, district administrators attend college job fairs to recruit employees. The primary source of recruitment continues to be the district website and personal recommendations.

Not considering the funding source, this school year the district filled 47 teaching positions and 24 non-teaching positions. Of the 47 teaching positions, 14 were filled with a transfer from within the district and 33 positions filled with employees new to the district. New positions were created for two AVID teachers, two high school CT&E teachers, one elementary art teacher, two PreK teachers and three PreK paraprofessionals, one ECHS coordinator, and one secondary instructional coordinator. EJMS Middle School had the lowest number of staff turn over.

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 professionanl and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

### **Staff Quality, Recruitment, and Retention Strengths**

1. majority of staff is certified for courses taught
2. in-house and on-demand staff development
3. district-wide teacher mentoring program for all new hires

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Increase the quality of support for teachers new to the district ensuring successful classroom practices and teachers retention.

**Problem Statement 2:** Our highest poverty campus is serviced by a larger percentage of inexperienced teachers than the campus serving fewer low-income students.

**Problem Statement 3:** The time and expense involved in training and paying existing personnel in all facets of state and federal programs is to great for one person with shared responsibilities.

**Problem Statement 4:** Compliance and documentation management is a tedious and time intensive process and is difficult to achieve consistency in design and content across the district.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

A Curriculum Management Plan has been created to outline the district processes and procedures for curriculum, instruction and assessment (CIA). Positive efforts have been made to establish procedures for instructional planning, common unit assessments and lesson design. A guaranteed and viable curriculum is achieved through the TEKS Resource System for planning instructional strategies 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 and revisions, and unit assessments are outlined in the teachers CIA Guide. Instructional meetings and observations along with professional development surveys assist in monitoring the implementation and effectiveness of the CIA process. Survey of campus administrators and teacher indicate sufficient instructional resources are provided to cover 100% of the TEKS. Resources, materials and technology implementation are aligned to the TEKS. Instructional Coordinators are assigned to the campuses to support and guide instructional staff with the CIA processes and procedures and in making decisions regarding student achievement. In-house and on-demand professional development is provided to all staff to enhance and support instructional delivery in meeting the needs of all students.

### **Curriculum, Instruction, and Assessment Strengths**

1. District-wide CIA process and management procedures
2. Sufficient instructional materials, including technology, are provided
3. Campus based instructional coordinators

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Need to increase the use of research based instructional strategies which supports rigor, differentiation, and collaboration in all courses and grade levels.

**Problem Statement 2:** Teacher instructional support by the use of coaching strategies.

**Problem Statement 3:** Lack professional development opportunities to address grade level TEKS and alignment with instruction and assessments ensuring appropriate rigor for each.

**Problem Statement 4:** Lack of opportunities for vertical alignment meetings.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

The District reviewed campus input from surveys, needs assessments and staff meetings regarding parent involvement. Campuses indicated awards programs, open house, volunteering and student performances have the greatest amount of parent participation. Reported types of parent involvement of the five campuses are: two reported parent trainings on grade level/content skills, state assessment and academic preparedness; three reported training on college/career readiness; one reported training on parenting skills and health/safety issues. Advisory teams and parent conferences are cited as the primary way in which families and community members are involved in school decision making. All campuses reported at least one parent conference a year is held for each student. Multiple forms of communication with parents are used including, but not limited to, letters, newsletters, website, email, and Skyward Family Access. Communication is provided in English and Spanish to the extent possible. A new district website is being implemented making it accessible to individuals with disabilities as well as translate to languages other than English. All Title I campuses have Parent Compacts along with Parent Involvement Policies as well as the district. A Parent Liaison has been designated for the elementary campuses. Community and business involvement is through donations of funds, rewards and supplies.

### **Parent and Community Engagement Strengths**

1. Strong parent involvement at elementary and middle school campuses.
2. Multiple methods of communication.
3. Parent volunteers

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** The need to build parent capacity to support their child academically.

**Problem Statement 2:** Lack of training activities for parent engagement as opposed to participation activities.

# **Technology**

## **Technology Summary**

Silsbee ISD strives to improve technology across the district. Each year, a review is conducted of the network infrastructure, student & teacher to computer ratios, instructional technology equipment and supports as well as administrator and teacher competencies based on the STaR Chart. Along with the current District Technology Plan. Budget constraints have impeded many of the plans.

By providing leadership, network infrastructure, instructional support, and professional development, the Silsbee ISD Technology Department empowers students, educators, and staff to utilize current and emerging technologies as tools for life-long learning.

## **Technology Strengths**

1. Each campus is interconnected with at least a 1GB fiber connection with some campuses having as high as 10GB.
2. All campuses are wireless.
3. Students have more access to technology with the awarding of two T.E.A. technology grants.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

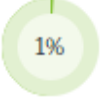








# Goals

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

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

**Evaluation Data Source(s) 1:** Sign In Sheets, Agendas, Website Publications, Dual Language Publications, Calendars, Special Events Announcements

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
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	1.0, 6.0	Campus Principals	Meeting notes, meeting agendas, parent involvement policy, parent involvement compact, increase in parent involvement	 1%	 55%	 100%
2) The district ensures equitable access to families with different language backgrounds are able to access important information in a language they can understand regarding their child's academic progress, social/behavioral progression, and upcoming events, socials and parent gatherings	6.0	Campus Principals and Counselors	Assorted publications in dual language	 33%	 38%	 86%
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.	1.0, 6.0, 10.0	Campus Principals	Meeting notes, agendas, parent involvement policy and parent involvement compact authored	 2%	 2%	 100%

4) The district will host, at the campus level, several activities to promote parental involvement including, but 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	6.0	Campus Principals, Campus Counselors, Teachers	Sign in sheets, calendar of events, increase in parental involvement			
	Problem Statements: Parent and Community Engagement 2					
5) School Success Web will be used to provide daily-updated parent involvement information on the Silsbee ISD website. It provides professional, research-based tips and ideas for school success on responsibility, respect, student motivations, reading, math, homework, study skills, routines, discipline, etc. In addition, it provides daily parent tips and ideas, weekly quizzes, articles, and an "Ask the Experts" feature.	6.0	Superintendent, Campus Principal	Parent involvement records, number of users, information posted to system			
	Problem Statements: Parent and Community Engagement 1					
6) 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.	6.0	Campus principals, teachers, paraprofessionals	agendas, sign-in sheets, increase in parent involvement, training notes			
	Problem Statements: Parent and Community Engagement 1, 2					
7) A stipend will be provided for an elementary Parent Involvement Liaison to develop activities and training which builds the parents capacity to support their child academically.		elementary principal	agendas, sign-in sheets, schedule of activities, training notes			
	Problem Statements: Parent and Community Engagement 1, 2					
= Accomplished     = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> The need to build parent capacity to support their child academically.
<b>Problem Statement 2:</b> Lack of training activities for parent engagement as opposed to participation activities.



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

**Performance Objective 1:** 75% of all students in each test, will achieve the Meets standard of performance on the STAAR assessment contributing to the district accountability Met Standard rating.

**Evaluation Data Source(s) 1:** STAAR assessment results

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>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, CSR, SUCCESS, Curriculum/Instruction/Assessment Notebooks, data analysis of assessment with DMAC (both common unit assessments and STAAR/EOC/TAKS).</p>	2.0	Curriculum director, campus principals	classroom walk throughs, lesson plans, CIA notebooks, student performance on benchmark exams and performance on STAAR/EOC			
Problem Statements: Student Achievement 2, 4						
<p>2) A full day prekindergarten program will be conducted through the coordination of state and local funds. The program will be open to all students meeting the state criteria of being eligible for participation. Support for special needs students through PPCD will be offered. Registration and orientation will be hosted to assist preschool children in the transition from early childhood programs to elementary school and provide an opportunity to be familiar with the campus and available resources. Notifications will be made available through advertisements and enrollment packets delivered to early childhood centers and local area sites such as WIC, churches, Christian Care Center, and others.</p>	7.0, 10.0	Primary Principal, Special Programs Director	enrollment data, registration packets, advertisements			
Problem Statements: Student Achievement 1						

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).	2.0, 8.0, 9.0	campus principals, teachers, curriculum director	intervention schedule, DMAC data, lesson plans, performance on STAAR/TAKS/EOC			
	Problem Statements: Student Achievement 2, 3, 4					
4) Reduce the student to teacher ratio at Laura Reeves Primary and Silsbee Elementary allowing for greater individualized emphasis on basic skills attainment. Budget information found in campus plans.	2.0	Campus Principals	Class Sizes reduced below 22:1			
	Problem Statements: Student Achievement 3					
<b>System Safeguard Strategy</b> 5) Elementary and secondary teachers will evaluate STAAR Writing results and responses to determine areas of weakness for improvement. Analyzing research based teaching practices for writing, campuses will design a plan of strategies to be implemented for all grade levels and subjects ensuring writing is a priority for all students and staff.		Curriculum Director Campus principals, teachers	Elementary Writing Plan Secondary Writing Plan improved STAAR results			
	Problem Statements: Student Achievement 2					
= Accomplished     = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Early elementary students enter lacking the skills necessary for school readiness.
<b>Problem Statement 2:</b> A low percentage of students are performing at the higher standards of Meets and Masters grade level on the STAAR assessment.
<b>Problem Statement 3:</b> Students lacking the necessary foundation skills to successfully perform grade level content.
<b>Problem Statement 4:</b> All students are not making progress from one grade level to the next as measured by STAAR.

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

**Performance Objective 2:** 65% of all special population students tested, will Met or Exceed Progress on STAAR assessment contributing to the district accountability Met Standard rating.

**Evaluation Data Source(s) 2:** STAAR assessment results

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Instructional (teacher) coordinators will facilitate and support teacher instruction for those students identified as at-risk and struggle academically to meet assessment standards by providing Response to Intervention (RTI) tiered, differentiated instruction and monitored interventions (see attached SCE addendum with budget information).</p>	9.0	Curriculum Director	campus benchmark exams, classroom walk-throughs, performance on STAAR			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2                      Funding Sources: Title I, Part A - 97600.00, State Compensatory Education (SCE) - 49280.00</p>						
<p><b>System Safeguard Strategy</b></p> <p>2) The Response-To-Intervention (RTI) process is aligned to identify, monitor and provide intervention for targeted learners that have identifiable academic gaps and/or deficiencies, as measured on the state standards in the previous grade or current academic benchmarks/ screening. A progress monitoring tool will be used to provide frequent, direct and continuous student assessments to determine the level of RTI. As a result, identified learners will be provided opportunities to extend learning experiences to supplement the core. This will reduced the number of students referred for Special Education services. Monitoring will be conducted to ensure strategies are used with fidelity.</p>	2.0, 9.0	Curriculum director, campus principals	campus benchmark exams, classroom walk-throughs, performance on STAAR, reduced number of SPED referrals			
<p>Problem Statements: Student Achievement 1, 3</p>						

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), content mastery, PPCD, Spindeltop MHMR, and instructional support with the Beaumont ISD Regional Day School for Deaf Services. Students will also have access to tiered instructional supplies, supports such as RTI interventions and tutoring.	9.0, 10.0	Social worker, Director of Special Services campus principals	IEPs, ARD minutes, student performance on STAAR/TAKS/EOC at the level of proficiency as determined by ARD, tutoring lists			
	Funding Sources: IDEA-B Formula - 195930.64					
4) The district will continue to implement a co-teaching, inclusion model to provide students with the duality of inclusion within a general education classroom along with the expertise and support of the special education teacher who can accommodate, modify, monitor and teach in accordance to the students' IEP. Instructional supplies and professional development will also be provided to support this classroom model of teaching.	9.0	Director of Special Services, Campus Principals	master schedule, classroom walk-throughs, IEPs, ARD minutes, student performance on STAAR/TAKS/EOC at the level of proficiency as determined by ARD			
	Funding Sources: IDEA-B Formula - 5250.00					
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 K-8). The district will provide supplemental support to reduce class size within the dyslexia program. Students in grades 9-12 may take part in an after school voluntary program that will be offered two times a week throughout the school year (see attached SCE addendum with budget information).	9.0, 10.0	Dyslexia Coordinator, campus principals	number of students participating, lesson plans, performance on STAAR/TAKS/EOC, report card grades			
	Problem Statements: Student Achievement 3 Funding Sources: State Compensatory Education (SCE) - 66477.00					
6) The district will provide a homeless liaison that will collaborate with district administrators, counselors and nurses in the identification and provision of services to homeless students that support the students' individual and unique needs.	2.0	Homeless Liaison; Superintendent	Services rendered and documented			
	Funding Sources: Title I, Part A - 500.00					
= Accomplished      = No Progress      = Discontinue						

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Early elementary students enter lacking the skills necessary for school readiness.
<b>Problem Statement 3:</b> Students lacking the necessary foundation skills to successfully perform grade level content.
<b>Staff Quality, Recruitment, and Retention</b>

**Problem Statement 1:** Increase the quality of support for teachers new to the district ensuring successful classroom practices and teachers retention.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Need to increase the use of research based instructional strategies which supports rigor, differentiation, and collaboration in all courses and grade levels.

**Problem Statement 2:** Teacher instructional support by the use of coaching strategies.

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

**Performance Objective 3:** 75% of all students will show growth in their STAAR assessments results from the prior year.

**Evaluation Data Source(s) 3:** Accountability Report: Index 2  
TAPR

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Campuses will disaggregate state assessment results and unit assessment data to monitor student TEKS progress and design specific student interventions which promote academic growth.</p>		Campus Principals	agenda, minutes and sign-in sheets of meetings, student intervention plans			
Problem Statements: Student Achievement 4						
= Accomplished                = No Progress                = Discontinue						

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 4:</b> All students are not making progress from one grade level to the next as measured by STAAR.

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

**Performance Objective 4:** 85% of students will be college and/or career ready as measured for accountability ratings.

**Evaluation Data Source(s) 4:** TAPR Report

**Summative Evaluation 4:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
1) Implement schoolwide the AVID process of closing the achievement gap to prepare all students for college and other postsecondary opportunities by training campus site teams and teachers, offering AVID as an elective and hiring tutors.		Campus Principal	course schedule, training sign-in sheets, tutors hired, AVID site plan and evaluation			
	Problem Statements: Student Achievement 5, 6					
2) Opportunities for students to complete college credit will be established in a dual credit program and in an Early College High School program.		Campus Principal	list of dual credit courses offered ECHS application and evaluation			
	Problem Statements: Student Achievement 5, 6					
3) Evaluate the Career and Technical Education (CTE) course offerings ensuring opportunities for a coherent sequencing of courses leading to postsecondary career interest, entry level certifications, and/or industry certifications.		Campus Principal	list of coherently sequenced courses entry level certifications list industry certifications list			
	= Accomplished               = No Progress               = Discontinue					

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 5:</b> Small percentage of secondary students successfully meeting the criteria for college readiness.
<b>Problem Statement 6:</b> Small percentage of secondary students taking and successfully completing advanced or dual credit course work.

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

**Performance Objective 5:** 100% of students will remain in school until they obtain a high school diploma.

**Evaluation Data Source(s) 5:** TAPR report, attendance reports, graduation rate

**Summative Evaluation 5:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
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.	2.0, 6.0	Campus Principals	Parent receipt of handbook signature form, attendance record			
2) Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.	6.0	Campus Principals	phone call documentation, conference notes, charges filed, notification information, attendance records			
3) Silsbee campuses will focus on intervention and proactive strategies for students with previous attendance problems to insure improvement in their behavior.	2.0	Campus Principals	PEIMS 425 records, attendance records, truancy reports			
4) Students not on track to graduate with their class will have the opportunity to attend the Academy (AEP) to accelerate course accrual.		Campus Principals	secondary course accrual, Academy referrals and enrollment			
5) A summer credit recovery program will be offered to middle and high school students to regain lost credits.		Campus Principals	student referrals and enrollment, course credit attempts and completions			
= Accomplished               = No Progress               = Discontinue						



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

**Performance Objective 6:** 65% of K-2 students will perform at the Tier 1 level as determined on the universal screener ISIP.

**Evaluation Data Source(s) 6:** Istation ISIP reports

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
1) Professional Learning Communities will be focused on providing teachers with pedagogical practices to develop strategies for working with students who are struggling in learning to read.	9.0	Campus Principals	teacher increase of understanding of learning to read			
	Problem Statements: Student Achievement 3					
2) Provide targeted intervention services for students who are struggling to read. Possible services include (but not limited to) ELI, Reading Lab, Class Support with a Para, Small Group targeted instruction with the classroom teacher.	9.0	Campus Principals	students increased basic reading skills			
	Problem Statements: Student Achievement 3					
= Accomplished                = No Progress                = Discontinue						

**Performance Objective 6 Problem Statements:**

Student Achievement
<b>Problem Statement 3:</b> Students lacking the necessary foundation skills to successfully perform grade level content.

**Goal 3: All Silsbee ISD students will receive instruction by staff members certified for the courses taught.**

**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(s) 1:** Sign in sheets, teacher certifications, workshop completion certificates

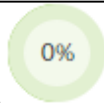
**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
1) Silsbee ISD will provide teachers with updated training in the Special Education Comprehensive Analysis Plan (CAP), eSpEd, focusing on the five cap components: Initial Evaluations, Least Restrictive Environment (LRE), Related Services, Transitions and Re-evaluations.	4.0, 10.0	Special Education Director	Training certificates, training notes, agendas			
	Funding Sources: IDEA-B Formula - 9850.00					
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, improve their performance and effectiveness to increase student achievement, provide support and training for mentor teachers, provide training to administrators to support beginning teachers and mentors and increase beginning teacher retention. 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.	3.0, 4.0	Campus Principals	Teacher retention ratio			
<b>Equity Plan Strategy</b> 3) Provide alternative options for training leaders and teachers.	4.0	Curriculum Director, Campus Principals	training offered by multiple methods			
<b>Equity Plan Strategy</b> 4) Develop a instructional strategies and coaching training program for instructional leaders.		Curriculum Director	opportunities for instructional leaders to be trained			
Problem Statements: Curriculum, Instruction, and Assessment 2						



= Accomplished



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 2:** Teacher instructional support by the use of coaching strategies.

**Goal 3:** All Silsbee ISD students will receive instruction by staff members certified for the courses taught.

**Performance Objective 2:** 100% of teachers and staff will meet and maintain certified status during for the school year.

**Evaluation Data Source(s) 2:** Teacher Certifications

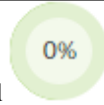
**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
1) Human Resources and Campus Principals will analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet highly qualified status. The campus will provide to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher. If a child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks, the campus will provide timely notice to each individual parent.	5.0	Superintendent	100% certificated for teaching assignment			
2) Professional Development opportunities will be provided for maintaining and enhancing highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals to maintain the district's highly qualified status of 100%.	4.0	Curriculum Director, Campus Principals	100% certificated for teaching assignment, training certificates			
3) The DAT will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers will be recruited through the Region V Personnel Services Cooperative along with University and College Job Fairs. Recruiting activities will ensure that Silsbee ISD has 100% highly qualified faculty in each teaching position.	5.0	Superintendent	100% certificated for teaching assignment			
4) The district will contract for professional and consultant services to provide technical assistance related to specified federal program in order to maintain efficiency and compliance. In addition, the district will utilize software for compliance and document management.	10.0	Curriculum Director	DIP/CIPs, training agendas, sign in sheets			
Problem Statements: Staff Quality, Recruitment, and Retention 3, 4 Funding Sources: Title I, Part A - 102074.00, Title II, Part A - 1608.00, State Compensatory Education (SCE) - 18000.00						



= Accomplished



= No Progress



= Discontinue

**Performance Objective 2 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 3:** The time and expense involved in training and paying existing personnel in all facets of state and federal programs is to great for one person with shared responsibilities.

**Problem Statement 4:** Compliance and documentation management is a tedious and time intensive process and is difficult to achieve consistency in design and content across the district.

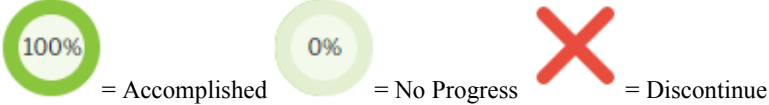
**Goal 3:** All Silsbee ISD students will receive instruction by staff members certified for the courses taught.

**Performance Objective 3:** Increase the applicant pool of experienced teachers and understand why experienced teachers leave the district.

**Evaluation Data Source(s) 3:** applicant pool report  
exit interview summary report

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	June
<b>Equity Plan Strategy</b> 1) Develop marketing opportunities to promote the benefits of working in and the values of a small town district.		Superintendent	attracting a large applicant pool			
Problem Statements: Staff Quality, Recruitment, and Retention 2						
<b>Equity Plan Strategy</b> 2) Explore salary compensation incentives		Superintendent	retaining experienced teachers			
Problem Statements: Staff Quality, Recruitment, and Retention 2						
<b>Equity Plan Strategy</b> 3) Developed a process by which Exit Interviews are compiled, analyzed and used to make decisions.		Superintendent	understanding reason for employee leaving			
Problem Statements: Staff Quality, Recruitment, and Retention 2						
<b>Equity Plan Strategy</b> 4) Establish a process by which existing staff are surveyed regarding campus climate and data is compiled, analyzed and used to make decisions.		Superintendent	gain insight to campus/district culture			
Problem Statements: Staff Quality, Recruitment, and Retention 2						
						

**Performance Objective 3 Problem Statements:**

Staff Quality, Recruitment, and Retention
<b>Problem Statement 2:</b> Our highest poverty campus is serviced by a larger percentage of inexperienced teachers than the campus serving fewer low-income students.

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	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, CSR, SUCCESS, Curriculum/Instruction/Assessment Notebooks, data analysis of assessment with DMAC (both common unit assessments and STAAR/EOC/TAKS).
2	1	5	Elementary and secondary teachers will evaluate STAAR Writing results and responses to determine areas of weakness for improvement. Analyzing research based teaching practices for writing, campuses will design a plan of strategies to be implemented for all grade levels and subjects ensuring writing is a priority for all students and staff.
2	2	1	Instructional (teacher) coordinators will facilitate and support teacher instruction for those students identified as at-risk and struggle academically to meet assessment standards by providing Response to Intervention (RTI) tiered, differentiated instruction and monitored interventions (see attached SCE addendum with budget information).
2	2	2	The Response-To-Intervention (RTI) process is aligned to identify, monitor and provide intervention for targeted learners that have identifiable academic gaps and/or deficiencies, as measured on the state standards in the previous grade or current academic benchmarks/ screening. A progress monitoring tool will be used to provide frequent, direct and continuous student assessments to determine the level of RTI. As a result, identified learners will be provided opportunities to extend learning experiences to supplement the core. This will reduced the number of students referred for Special Education services. Monitoring will be conducted to ensure strategies are used with fidelity.
2	3	1	Campuses will disaggregate state assessment results and unit assessment data to monitor student TEKS progress and design specific student interventions which promote academic growth.

# State Compensatory

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Hill	Teacher	Supplemental Dyslexia	1.0
Bridget Kirby	Coordinator	Instructional	.25
Jamie Parker	Coordinator	Instructional	.25
Tammy McDuff	Coordinator	Instructional	.25



# Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bridget Kirby	Coordinator	Instructional	.5
Jamie Parker	Coordinator	Instructional	.5
Tammy McDuff	Coordinator	Instructional	.5

## District Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Chairperson	Richard Bain	Superintendent
Chairperson	Sherrie Thornhill	Curriculum Director
Administrator	Jennifer Dauric	Assistant Principal/SES/19-20
Administrator	Natasha Simmons	Assistant Principal/SHS/19-20
Administrator	Sunee Stephens	Principal/EJMSMS/17-18
Administrator	Darlene Watson	Associate Principal/LRP/18-19
Business Representative	Kathy Merritt	Business
Classroom Teacher	Alison Taylor	Eighth Grade/EJMSMS/19-20
Classroom Teacher	Christa Bennefield	Second Grade/SES/18-19
Classroom Teacher	Amy Hoke	Fourth Grade/SES/19-20
Classroom Teacher	Jennifer Fisher	Social Studies/SHS/18-19
Classroom Teacher	Rhett Moore	CTE/SHS/19-20
Classroom Teacher	Shani Griffin	Fifth Grade/SES/17-18
Classroom Teacher	Elizabeth Green	Teacher/SHS/17-18
Classroom Teacher	Amanda Love	Seventh Grade/EJMSMS/17-18
Classroom Teacher	Laurie Fletcher	First Grade/SES/17-18
Classroom Teacher	Charles Fletcher	Sixth Grade/EJMSMS/18-19
Classroom Teacher	Teshauna Turk	Third Grade/SES/18-19
Classroom Teacher	Danielle Wehmeyer	Science/SHS/18-19
Classroom Teacher	Caren Felps	PreK/LRP/17-18
Classroom Teacher	Jennifer Gergross	Kindergarten/LRP/19-20
Community Representative	Donita Banks	Community
Parent	Brandi McBride	Parent
Parent	Laurie Morales	Parent
Parent	Amanda Morgan	Parent

# District Funding Summary

<b>Title II, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	4	contracted services		\$1,608.00
<b>Sub-Total</b>					\$1,608.00
<b>State Compensatory Education (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	.75 FTEs - 3 Coordinators		\$49,280.00
2	2	5	1 FTE Certified Teacher		\$66,477.00
3	2	4	contracted services		\$18,000.00
<b>Sub-Total</b>					\$133,757.00
<b>Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	1.5 FTEs - 3 Coordinators		\$97,600.00
2	2	6			\$500.00
3	2	4	contracted services		\$102,074.00
<b>Sub-Total</b>					\$200,174.00
<b>IDEA-B Formula</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	3	Clerks FTEs 2.00		\$49,530.64
2	2	3	Contracted Occupational Therapy Services		\$35,000.00
2	2	3	Contracted Physical Therapy Services		\$35,000.00
2	2	3	Contracted Music Therapy Services		\$10,000.00
2	2	3	Contracted Counseling Services		\$30,000.00
2	2	3	Contracted Speech Therapy Services		\$30,000.00
2	2	3	Contracted Assessment Services		\$5,000.00
2	2	3	Counseling Diagnostics Supplies/Materials		\$1,400.00

2	2	4	PD Travel for SPED		\$2,000.00
2	2	4	PD Travel for Counseling		\$2,250.00
2	2	4	Social Work Services PD Travel		\$1,000.00
3	1	1	Curriculum Supplies and Materials		\$500.00
3	1	1	Social Work Supplies and Materials		\$500.00
3	1	1	ESpEd Subscription		\$8,850.00
<b>Sub-Total</b>					\$211,030.64
<b>Grand Total</b>					\$546,569.64

# **Addendums**

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Kevin Wharton	Student Handbook Board Policy FFI(local)
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Use and success of methods of physical activity</li> <li>• Nutrition Guidelines and Education</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local) and FFAA	Michelle Hardy	Wellness Policy
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Kevin Wharton	Board Policy FOCA(Legal)
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Richard Bain	Evaluation documentation

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>5. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Intervention reading program</li> <li>• Program Evaluation</li> </ul>	TEC 11.252(a)(3)(B)	Tammy McDuff	Dyslexia Program and Administrative Procedures
<b>6. Advanced Academic Services</b> <ul style="list-style-type: none"> <li>• Program services provided</li> <li>• Teacher training</li> <li>• Program evaluation</li> </ul>		Dawn Helton	AAS Program and Administrative Procedures
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• Shared Services Arrangement with Region 5 ESC</li> </ul>	P.L. 107-110, Section 1415(b)	Tammy McDuff	Contracted Services with ESC Region 5
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		Sherrie Thornhill	PRS Homebound Procedures
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices</li> </ul> </li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Sherrie Thornhill  Campus Counselors	Campus Counselors Report

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>for beyond high school               <ul style="list-style-type: none"> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Richard Bain  Campus Principals	Employee File  ESSA Equity Plan
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>● Child Abuse and Neglect</li> <li>● Student Welfare</li> </ul>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Richard Bain	Superintendent Report
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal) Board Policy DMA(Legal)	Kevin Wharton  Michelle Hardy  Campus Counselors	Program report  Training Report



MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Student Discipline</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression training</li> <li>○ Sexual harassment training</li> <li>○ Harassment and dating violence training</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Richard Bain  Kevin Wharton	FFH (Exhibit)
<p><b>14. Instruction of students with disabilities–</b></p> <ul style="list-style-type: none"> <li>● Training designed for educators who work primarily outside the area of special education</li> <li>● Texas Behavior Support Initiative (TBSI)</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)	Cindy Smith  Campus Principals	Program Report  Training Report
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	TEC 11.252(a)(3)(D)  TEC 28.001	Dawn Helton	District Technology Plan

# Silsbee Independent School District

*District Improvement Plan*

*State Compensatory Education Programs*

*School Year 2017-2018*



## State Compensatory Education Information for Stakeholders

In accordance with the Texas Education Code (TEC), Sec. 11.252, Silsbee ISD annually reviews its improvement plan and conducts a comprehensive needs assessment to “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the (most current) achievement indicators.”

The State Compensatory Education (SCE) program in Texas is designed to assist students identified as being in at-risk situations to achieve the same academic levels as their non-at-risk peers. Another specific goal of the SCE program is to reduce the dropout rate and, correspondingly, increase the graduation rate of students. All of this is partly accomplished through the efficient and effective use of state-provided funds used to supplement the basic educational program at each campus. The role of the district in this process is to allocate these supplemental funds to each campus and provide support to ensure that each campus has all the personnel, professional development and instructional resources required to achieve the program’s goal of reducing or eliminating any disparity between at-risk and the non-at-risk students on the state-mandated assessment instruments—currently the STAAR tests. Silsbee ISD uses the thirteen following statutory criteria to identify students for SCE services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- 1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;*
- 2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;*
- 3. was not advanced from one grade level to the next for one or more school years;*
- 4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;*

5. *is pregnant or is a parent;*
6. *has been placed in an alternative education program in accordance with Sec. 37.006 during the preceding or current school year;*
7. *has been expelled in accordance with Sec.37.007 during the preceding or current school year;*
8. *is currently on parole, probation, deferred prosecution, or other conditional release;*
9. *was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;*
10. *is a student of limited English proficiency, as defined by Sec.29.052;*
11. *is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;*
12. *is homeless, as defined by 42 U.S.C. Sec.11302, and its subsequent amendments; or,*
13. *resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.*

In order to ensure the most effective campus support, Silsbee ISD coordinates SCE expenditures based on its own comprehensive needs assessment, which takes into account the needs reported by each campus. When possible, the district allows campuses to utilize their SCE allocation “to support their Title I, Part A schoolwide programs provided the campus has a low-income percentage of forty percent or higher and is eligible under Title I of the Elementary and Secondary Education Act of 1965”. In such cases, the district still meets all allowable use-of-funds requirements detailed in the Texas Education Code (TEC) Sec.42.152(c)(c-1)(c-2) as well as the program requirements outlined in TEC 29, Subchapter C and the mandates of Module 9 of the Financial Accountability System Resource Guide (FASRG). TEC 29, Subchapter C requires the district to use student performance data resulting from the STAAR assessment instruments and achievement tests “to design and implement appropriate compensatory, intensive, or accelerated

instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term." The district does not use SCE funds to support Title I, Part A programs at the district level.

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), Silsbee ISD provides accelerated instruction for students failing an end-of-course (E-O-C) assessment or other assessment administered under TEC, Sec. 39.023(c). This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C required for graduation or other assessment administered under TEC, Sec. 39.023(c) are made prior to budgeting SCE funds for any other purpose.

Silsbee ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services. This process ensures that students who enter an "at-risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program.

In order to best inform instruction and improve the achievement of students in at-risk situations, Silsbee ISD conducts data analysis of student achievement as well as other measurable factors to provide more accurate feedback on which SCE program decisions will be made.

At least fifty-two percent of the Silsbee ISD allotment is used to provide direct services to students for specific interventions identified in the Programs and Services sections of each campus improvement plan.

The amount of SCE funds received by Silsbee ISD is based on:

- the number of students reported on the free- or reduced-price lunch count from the average of the district's best six-months' enrollment from the previous school year

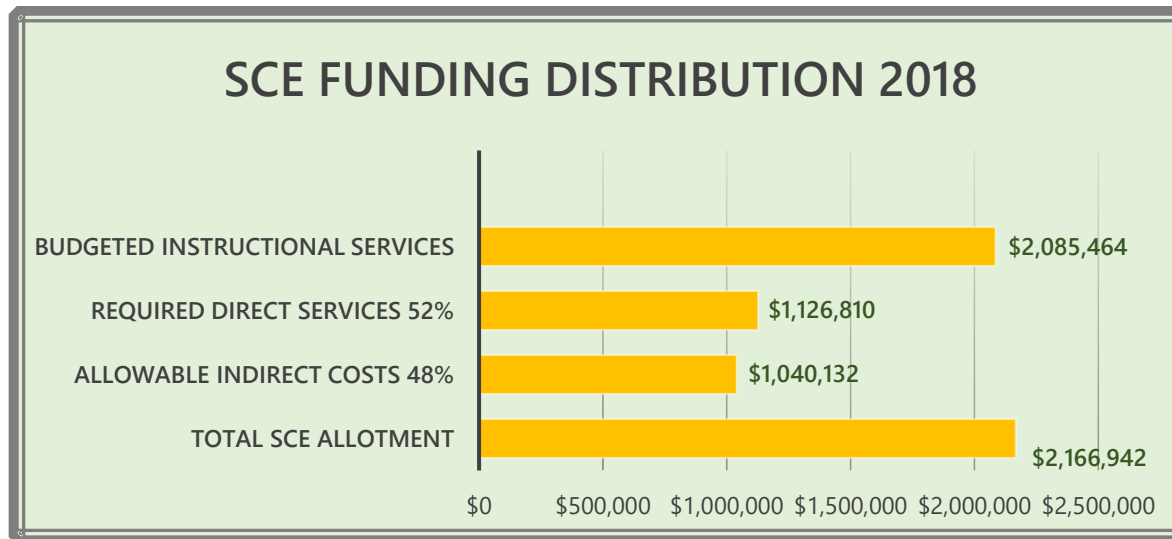
- an annual allotment for students who reside in a residential placement facility in a district in which the student’s parent or legal guardian does not reside; and
- an annual allotment for pregnant students or students who are parents that attend school full time and participate in a program under Section 29.081 of Texas Education Code (TEC).
- an annual allotment for military dependent students [42.152(c)]
- 

According to TAC, Title 19, Part 2, Chapter 105, Subchapter B, §105.11, “no more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to compensatory education (SCE). Indirect costs may be attributed to the following expenditure function codes: 34--Student Transportation; 41--General Administration; 81--Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, *Financial Accountability System Resource Guide*.” Silsbee ISD complies with this mandate as shown in the attached detailed budget.

## Data Analysis

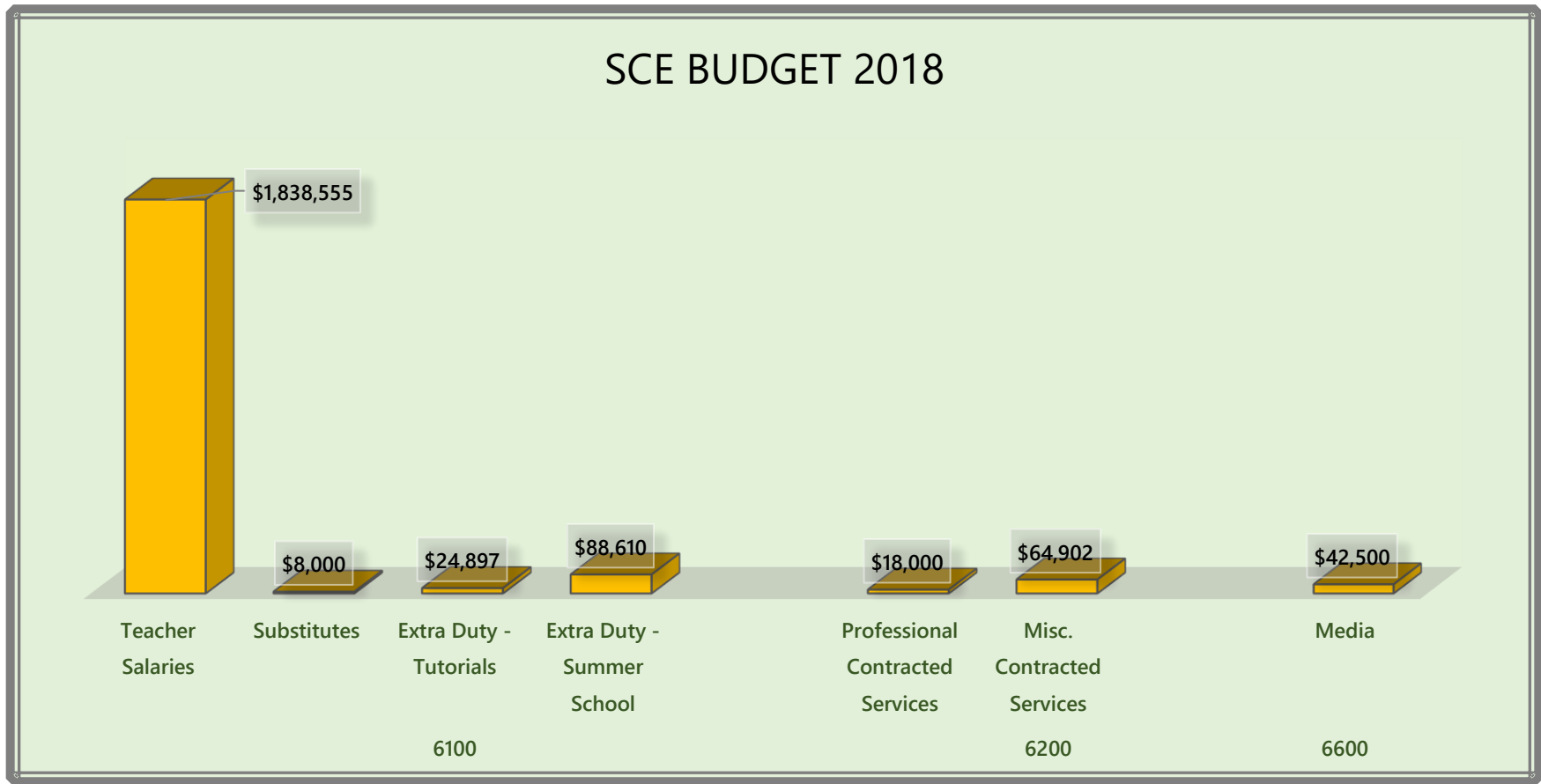
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### Funding Analysis of District SCE Services for Fiscal 2018



The SCE Funding Analysis table above shows that Silsbee ISD meets and exceeds the required 52% direct services to students. In addition, the total budget exceeds the current allocation illustrating the district's commitment to improving the achievement of at-risk students.

## District Planned Expenditures on SCE Program Activities by Category for Fiscal 2018

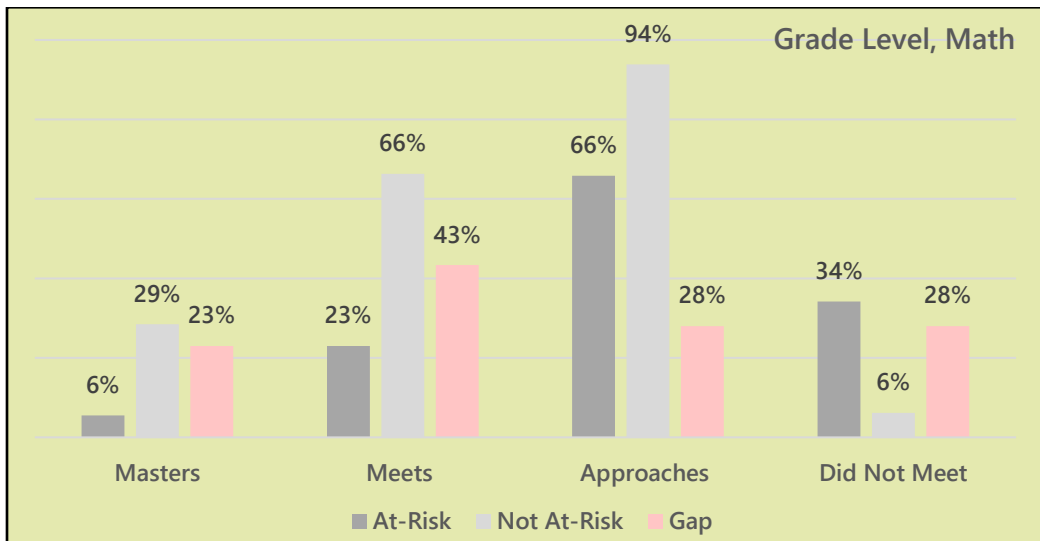
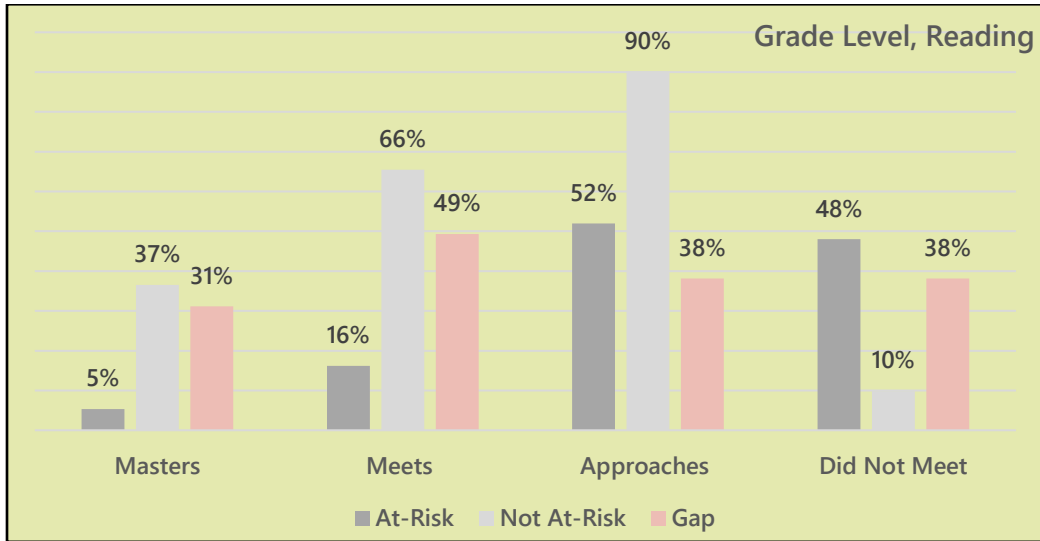




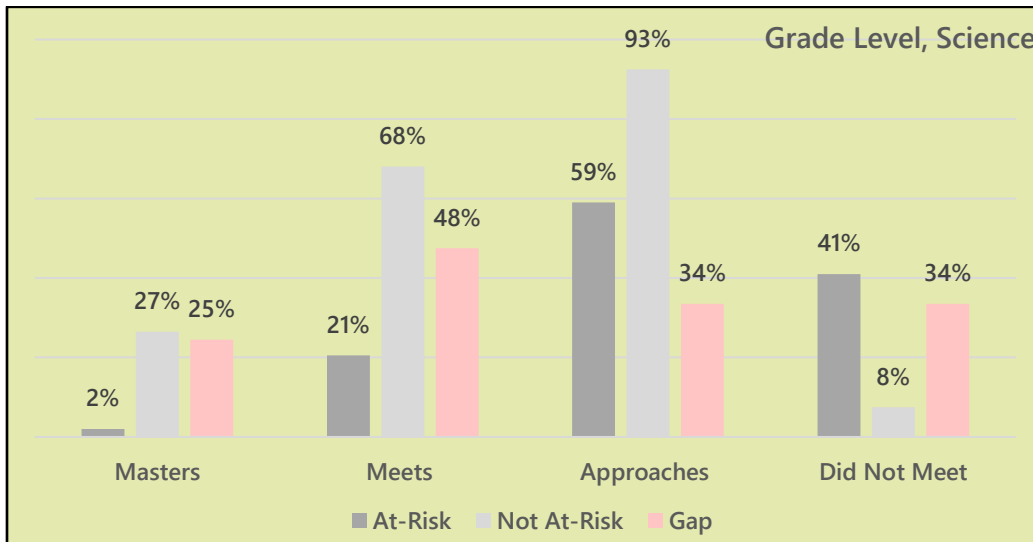
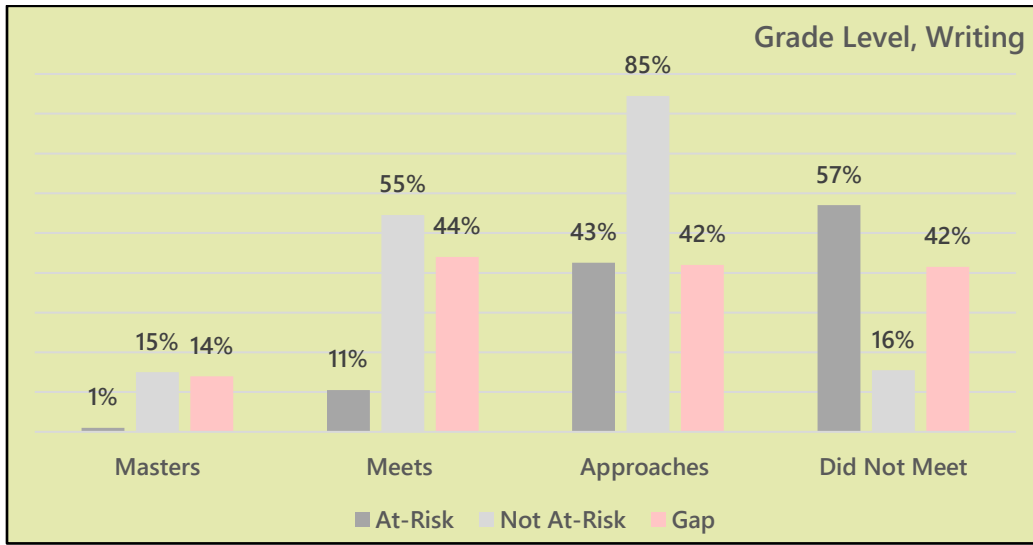
## Number of Students Identified for the SCE Program by State Criterion for School Year 2017- 2018

Silsbee ISD			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Expelled		Parole/ Probation		Dropped Out		LEP		DPRS		Homeless		Residential Placement	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	108	4%	108	100%			0	0%			0	0%	0	0%	0	0%	0	0%	0	0%	5	5%	1	1%	16	15%	5	5%
K	209	7%	147	70%			9	4%			0	0%	0	0%	0	0%	0	0%	0	0%	5	2%	6	3%	32	15%	2	1%
1	218	8%	157	72%			20	9%			0	0%	0	0%	0	0%	0	0%	0	0%	9	4%	0	0%	20	9%	0	0%
2	247	9%	166	67%			26	11%			0	0%	0	0%	0	0%	0	0%	0	0%	6	2%	4	2%	35	14%	3	1%
3	250	9%	154	62%			42	17%	8	3%	0	0%	0	0%	0	0%	0	0%	0	0%	7	3%	3	1%	29	12%	2	1%
4	244	8%					58	24%	68	28%	0	0%	1	0%	0	0%	0	0%	0	0%	5	2%	2	1%	24	10%	0	0%
5	231	8%					58	25%	113	49%	0	0%	1	0%	0	0%	0	0%	0	0%	3	1%	1	0%	24	10%	2	1%
6	197	7%					55	28%	86	44%	0	0%	3	2%	0	0%	0	0%	0	0%	2	1%	1	1%	9	5%	0	0%
7	190	7%			49	26%	71	37%	92	48%	0	0%	10	5%	0	0%	0	0%	0	0%	2	1%	6	3%	16	8%	1	1%
8	223	8%			56	25%	74	33%	137	61%	2	1%	11	5%	0	0%	1	0%	0	0%	2	1%	5	2%	11	5%	0	0%
9	209	7%			28	13%	63	30%	90	43%	4	2%	20	10%	1	0%	2	1%	1	0%	1	0%	1	0%	11	5%	0	0%
10	184	6%			33	18%	58	32%	96	52%	3	2%	25	14%	0	0%	2	1%	0	0%	0	0%	3	2%	11	6%	0	0%
11	209	7%			54	26%	72	34%	126	60%	9	4%	33	16%	1	0%	9	4%	1	0%	1	0%	7	3%	23	11%	2	1%
12	182	6%			47	26%	81	45%	102	56%	7	4%	17	9%	1	1%	10	5%	1	1%	1	1%	1	1%	18	10%	0	0%
	2,901	100%	732	25%	267	9%	687	24%	918	32%	25	1%	121	4%	3	0%	24	1%	3	0%	49	2%	41	1%	279	10%	17	1%

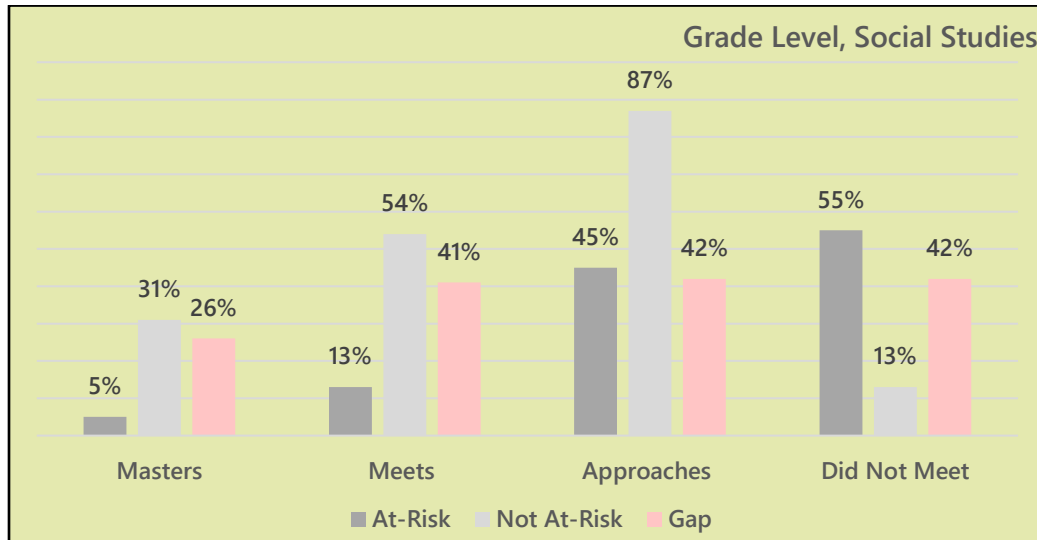
## District STAAR Results, Grades 3-8, Spring 2017



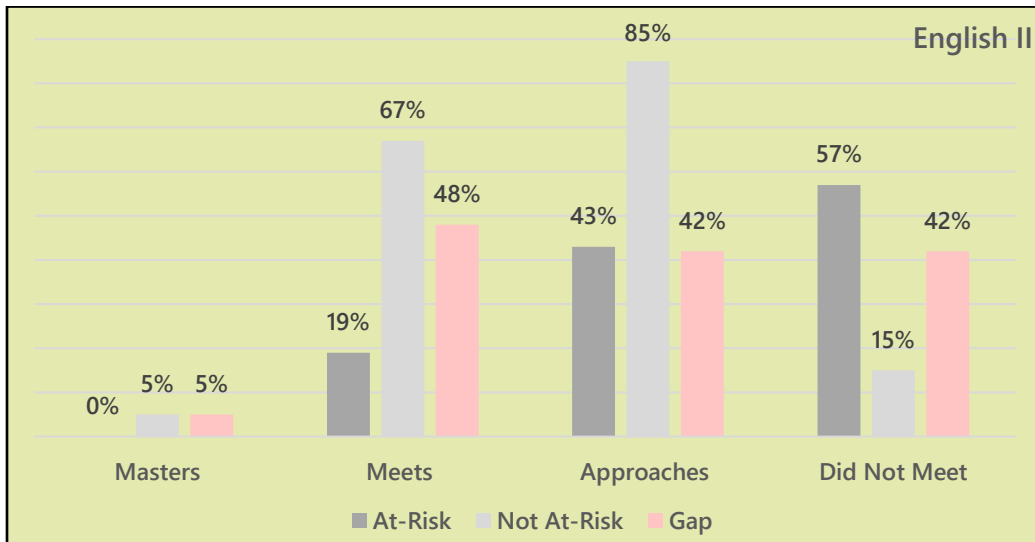
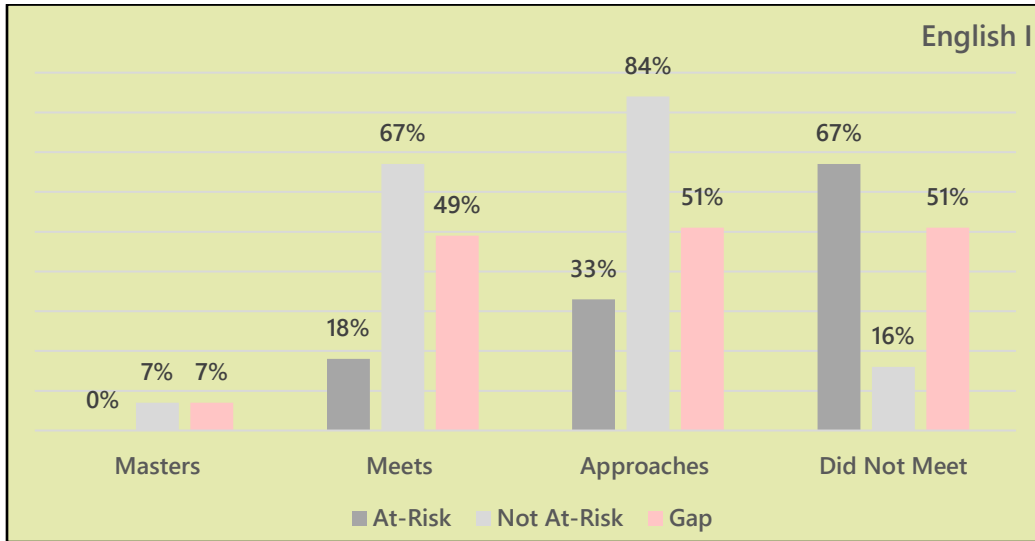
## District STAAR Results, Grades 3-8, Spring 2017 (Cont.)



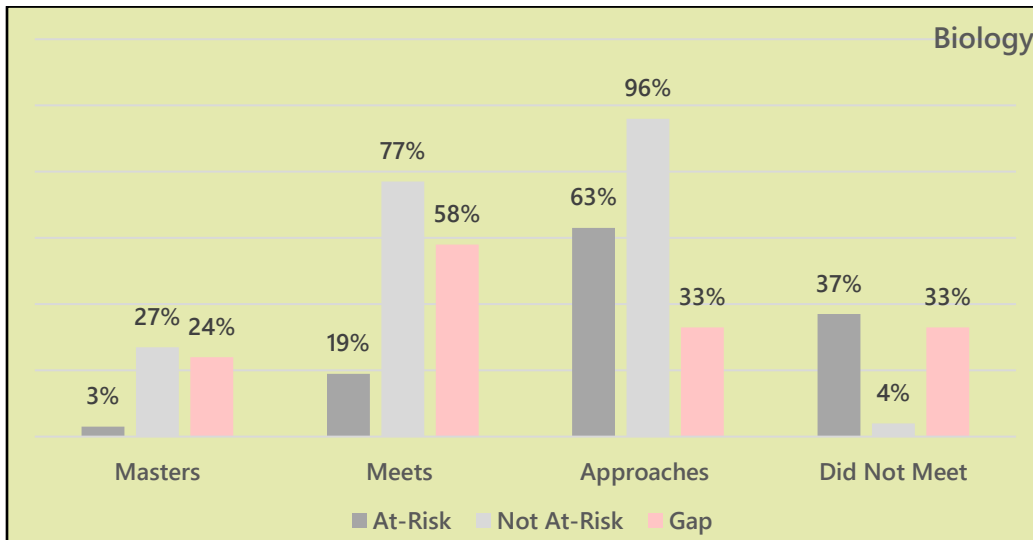
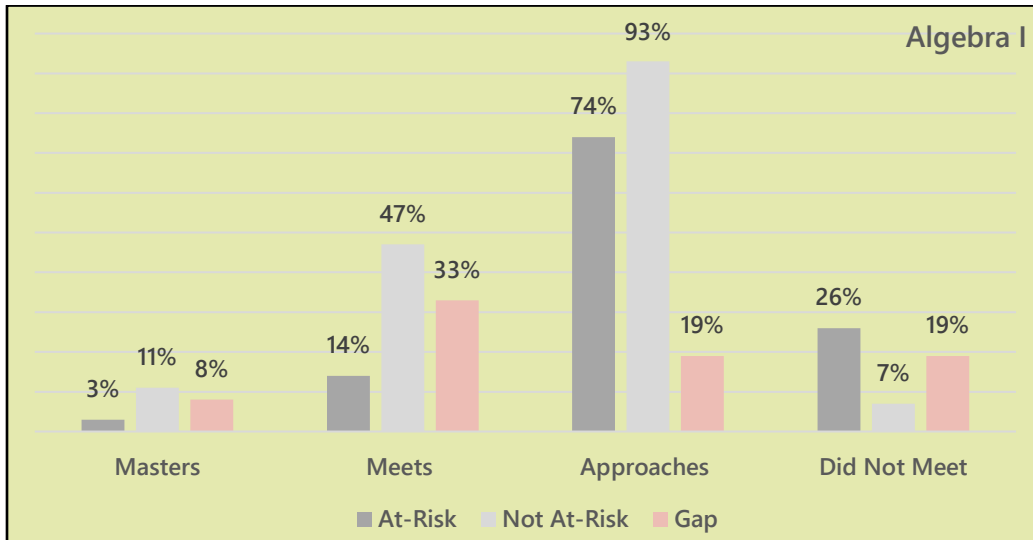
## District STAAR Results, Grades 3-8, Spring 2017 (Cont.)



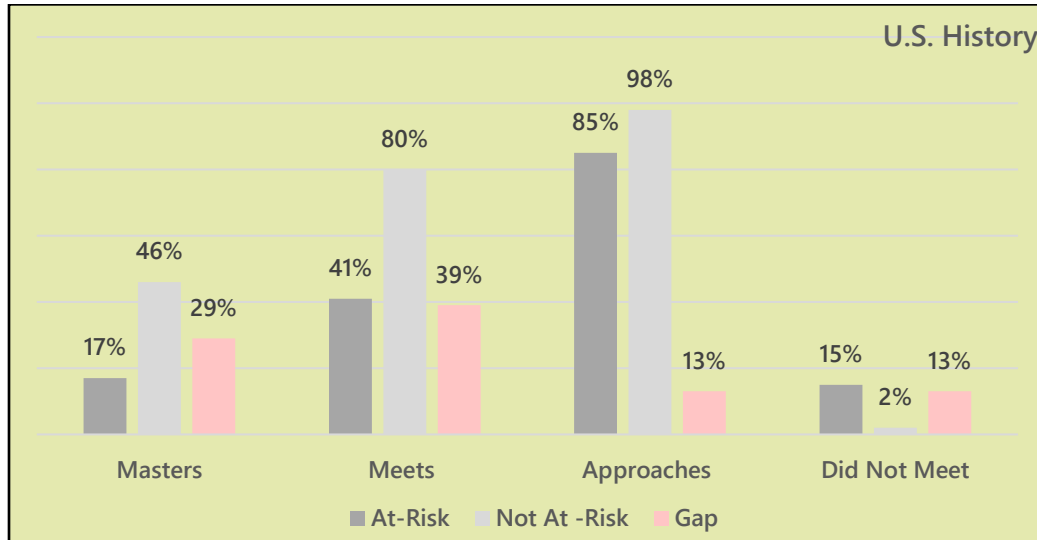
## District STAAR Results, E-O-C, Spring 2017



## District STAAR Results, E-O-C, Spring 2017



## District STAAR Results, E-O-C, Spring 2017



## SCE-Funded District-Level Programs and Services at Silsbee ISD

It is the responsibility of Silsbee ISD to provide fiscal and academic support to each of its campuses in order to ensure the successful implementation of the SCE program and to assist the campuses in achieving their goals and objectives. Each campus conducts its own SCE-funded instructional activities and these may be viewed in each campus's improvement plan while those serving all grades in the district may be found in the district improvement plan.

## 2016-2017 State Compensatory Education Program Evaluation

As required by TEC, Sec. 29.081(b)(1), Silsbee ISD evaluates the effectiveness of its state compensatory education program, the results of which are included in this district improvement plan. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Silsbee ISD gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this district improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Silsbee ISD chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation,



continuous improvement’s primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly-trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students’ needs. While collecting and organizing the data is important, with the performance data type of evaluation, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

## 2016-2017 State Compensatory Education Program Evaluation

Silsbee ISD SCE Evaluation					
SCE-Funded Program Name	Evaluation Criteria	# of participating students	# of successful students	% Students Successful	Review/Modify (yes no)
Supplemental Dyslexia	Meet or exceed Reading target	99	84	85%	Yes
Instructional Coordinators	Passing STAAR/EOC	1427	1113	78%	Yes

## SCE Budget, 2017-2018

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to the campuses. Silsbee ISD is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by the campuses are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget.

In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Silsbee ISD bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

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

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), Silsbee ISD provides accelerated instruction for students failing an end of course (E-O-C) assessment required for graduation and for all students identified as being at risk of dropping out of school (TEC, Sec. 28.0211 (a-1)). This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as

deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C assessment required for graduation are made prior to budgeting SCE funds for any other purpose.