Weslaco Independent School District

Rudy Silva Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Silva Elementary is a family of learners. We seek to create a challenging learning environment that encourages high expectations for success. We are dedicated to achieving excellence by giving our personal best every day to produce life-long learners. As a Leader in Me school, we promote safety, orderly, caring and supportive environment.

Vision

Our Silva Community strives for higher academic achievement by providing effective learning and leadership opportunities in a positive environment that will empower students to be life-long learners.

Motto

We Lead

We Rise

We Achieve

Silva Student Creed

I am a Leader at Silva Elementary.

I can rise to the challenge

I will achieve my personal best, everyday.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Silva Elementary is one of 10 elementaries in Weslaco Independent School District (WISD). It is located in Hidalgo County, Texas.

In 2021, Silva Elementary has an enrollment of 480. In 2020, the total student population is 583 students. In 2019, the total student population at Silva Elementary was 633 students. The student population in 2018 was 677.

For the 2019 Fall PEIMS submission, Silva Elementary had 644 students and employed 67 staff. The student population was 100% % Hispanic and 80.5% Economically Disadvantaged. Other demographic information includes students in Special Education 11.4 %, At-Risk 67 %, Migrant 5.2 %, EL 26 % and Gifted and Talented 5%.

According to the most recent 2018-2019 TAPR Report, teachers serving the campus are 88.7 % Hispanic. There are no new teachers at our campus, Teachers with 1-5 yearsof experience account for 4.5 %, teachers with 6-10 years experience account for 9 %, 11-20 years account for 45.5 % of teachers, and teachers with over 20 years experience account for 41 %. The average years of overall experience is 16.6 years, while the average years of experience within the district is 18 years.

For the 2020-2021 school year, Silva Elementary has two administrators, one counselor, one librarian, one instructional coach, one STAAR teacher , one speech pathologist, one diagnostician, forty teachers, two nurses, six non-classroom staff, three instructional assistants, and four custodians.

Currently, we are an open enrollment campus/district. We have enrolled 590 students as of September 2020. Enrollment at Silva Elementary has declined from 2015 with 774 students, to 2016 with 729 students, to 2017 with 725 students, to 677 for 2018, 620 for 2019 and now 590 students for the 2020-2021 school year.

80.5% of students are economically disadvantaged. 30% of our students are EL. 1.4% are 504 Dyslexia and 67% are At Risk

Demographics Strengths

1. Attendance rates are higher than the State and our school has maintained a 97% or higher for the previous 2 years but fell below 97% this past year. (2019 TAPR)

- Improvements were made across all grades and contents.
- All Students, Hispanics, Econ. Dis, and EL students met their target for Academic Growth in both Math and Reading.
- All Students, Hispanics, Econ. Dis, and EL students met their target for Academic Achievement in Math and Reading.
- All Students, Hispanics, Econ. Dis, and EL students met the target in Student Success.
- EL students are showing growth in Math and Reading.
- Writing went from a Q4 to a Q3 for Masters grade level
- Silva Elementary surpased the TELPAS target with a 44% from 36%

- Silva Elementary received 4 Distinction Designations: Reading, Math, Post-Secondary Readiness, and Academic Growth
- Silva Elementary has strong community support from businesses and parents.
- Silva Elementary provides opportunities for all students to participate in UIL, Art, Robotics, Mariachi, and Dance.
- Silva Elementary provides opportunities for all parents to participate in school activities, including Leader in Me and our Parent Volunteer Program
- Silva Elementary has a low teacher/staff turnover rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students did not meet the target for Academic Achievement. **Root Cause:** Special Education students are not instructed at the same level of rigor, and/or are pulled out of the general education setting. The achievement gap widens as they move on to a different grade level. Students need more supplemental aids and accommodations to close the gap. A science lab is needed for K-5. Science curriculum and scope and sequence is not defined.

Problem Statement 2 (Prioritized): General Education students who are 504 or RtI students are not performing at Meets or Mastery level in all content areas. **Root Cause:** Students are need of differentiation/intervention to be able to provide 1-1 or small group instruction.

Problem Statement 3 (Prioritized): Student enrollment has steadily declined within the past 4 years. **Root Cause:** As per parents, Silva needs more engaging, family activities, and community events to market the campus.

Problem Statement 4: Non-Continuosly enrolled population did not meet the target for Growth Status in the area of Math for 3 consecutive years. **Root Cause:** Students who are not enrolled continuously need intervention earlier identification with purposeful planning with special pop teams.

Problem Statement 5 (Prioritized): In first grade, only 25% of the students are reading on grade level. **Root Cause:** First grade students not have enough practice with sight words or have limited letter knowledge and letter sounds

Problem Statement 6: Early childhood students lack the academic vocabulary and social connections as seen on CLI, TXKEA and teacher observations **Root Cause:** The pandemic and learning in a virtual setting.

Problem Statement 7 (Prioritized): Students struggle to solve rigorous math computations. **Root Cause:** Students lack fundamental foundational math skills.

Problem Statement 8 (Prioritized): Students lack foundational writing skills such as handwriting, mechanics, fine motor skills, proximal contr.ol and stability to compose a writing piece **Root Cause:** Students have spent the last year and a half in virtual learning not practicing these skills.

Problem Statement 9 (Prioritized): There is a larger range of reading levels. **Root Cause:** Lack of face-to-face instruction.

Problem Statement 10: Students in second grade struggle with writing and counting numbers. **Root Cause:** The students lack the practice.

Problem Statement 11: Due to the lack of comprehension, of fourth grade students are reading below level at the beginning of this school year. **Root Cause:** Remote learning limited student presence and engagement in all areas of reading such as guided reading, independent reading, and shared reading

Student Learning

Student Learning Summary

Silva Elementary teachers and the campus leadership team disaggregated data using our State Accountability Reports, Aware on Eduphoria, teacher and parent feedback to analyze every students' strengths and weaknesses. The Campus Leadership team meets with each individual teacher or teacher teams to progress monitor students every six weeks. We specifically look at special populations, specifically our special needs, 504 students, EL, RtI students and those who are at risk to ensure we monitor them through the use of specific interventions and assistance. We look at data trends and prescriptively address those needs for each student. As a team, we purposefully and intentionally provide support in the area needed through constant feedback and monitoring.

2019 Accountability Data Table

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	78%	-	78%	-	-	-	-	-	74%	69%	73%	30%	84%	80%	67%
% at Meets GL Standard or Above	44%	-	44%	-	-	-	-	-	40%	32%	39%	12%	52%	45%	36%
% at Masters GL Standard	21%	-	21%	-	-	-	-	-	19%	13%	17%	10%	24%	22%	16%
Number of Tests															
# at Approaches GL Standard or Above	654	-	654	-	-	-	-	-	476	151	186	32	21	563	91
# at Meets GL Standard or Above	367	-	367	-	-	-	-	-	254	69	99	13	13	318	49
# at Masters GL Standard	179	-	179	-	-	-	-	-	123	29	43	11	6	157	22
Total Tests	843	-	843	-	-	-	-	-	640	218	254	107	25	708	135
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	79%	-	79%	-	-	-	-	-	76%	71%	75%	32%	78%	82%	65%
% at Meets GL Standard or Above	44%	-	44%	-	-	-	-	-	38%	32%	41%	13%	22%	48%	27%
% at Masters GL Standard	21%	-	21%	-	-	-	-	-	18%	11%	17%	8%	11%	23%	12%
Number of Tests															
# at Approaches GL Standard or Above	250	-	250	-	-	-	-	-	183	58	72	12	7	218	32
# at Meets GL Standard or Above	140	-	140	-	-	-	-	-	91	26	39	5	2	127	13
# at Masters GL Standard	67	-	67	-	-	-	-	-	43	9	16	3	1	61	6
Total Tests	315	-	315	-	-	-	-	-	240	82	96	38	9	266	49
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	80%	-	80%	-	-	-	-	-	78%	80%	82%	39%	89%	82%	73%
% at Meets GL Standard or Above	48%	-	48%	-	-	-	-	-	45%	37%	44%	13%	78%	48%	45%
% at Masters GL Standard	27%	-	27%	-	-	-	-	-	25%	18%	22%	13%	44%	27%	24%
Number of Tests															
# at Approaches GL Standard or Above	253	-	253	-	-	-	-	-	187	66	79	15	8	217	36
# at Meets GL Standard or Above	150	-	150	-	-	-	-	-	109	30	42	5	7	128	22
# at Masters GL Standard	84	-	84	-	-	-	-	-	60	15	21	5	4	72	12
Total Tests	315	-	315	-	-	-	-	-	240	82	96	38	9	266	49
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	69%	-	69%	-	-	-	-	-	68%	48%	50%	13%	*	73%	46%
% at Meets GL Standard or Above	29%	-	29%	-	-	-	-	-	25%	16%	19%	7%	*	31%	15%
% at Masters GL Standard	5%	-	5%	-	-	-	-	-	4%	0%	0%	7%	*	6%	0%
Number of Tests															
# at Approaches GL Standard or Above	70	-	70	-	-	-	-	-	52	12	13	2	*	64	6
# at Meets GL Standard or Above	29	-	29	-	-	-	-	-	19	4	5	1	*	27	2
# at Masters GL Standard	5	-	5	-	-	-	-	-	3	0	0	1	*	5	0
Total Tests	101	-	101	-	-	-	-	-	77	25	26	15	*	88	13
Science															
Percent of Tests															
% at Approaches GL Standard or Above	72%	-	72%	-	-	-	-	-	65%	52%	61%	19%	*	73%	71%
% at Meets GL Standard or Above	43%	-	43%	-	-	-	-	-	42%	31%	36%	13%	*	41%	50%
% at Masters GL Standard	21%	-	21%	-	-	-	-	-	20%	17%	17%	13%	*	22%	17%
Number of Tests															
# at Approaches GL Standard or Above	81	-	81	-	-	-	-	-	54	15	22	3	*	64	17
# at Meets GL Standard or Above	48	-	48	-	-	-	-	-	35	9	13	2	*	36	12
# at Masters GL Standard	23	-	23	-	-	-	-	-	17	5	6	2	*	19	4
Total Tests	112	-	112	-	-	-	-	-	83	29	36	16	*	88	24

Student Learning Strengths

- The campus went from zero disctinctions to four distinctions.
- The campus received a "B" Rating
- 44% of all 3rd-5th grade students scored a Meets grade level in Reading
- 48% of all 3rd-5th grade students scored a Meets grade level in Math
- 43% of all 5th grade students scored a Meets grade level in Science

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in grade 5 Science scores a 31% at Meets as compared to 52% for State and 46% for District. **Root Cause:** Students are lacking background knowledge and fundamental skills in the area of science,, specifically analyzing strategies in test items to prior knowledge and science objectives. Students lack the knowledge and experience in using data and using higher order thinking skills. Students lack some basic Science concepts to ensure mastery in more complex Science concepts.

Problem Statement 2: Students grade 5 Science have not received a Quartile 1. **Root Cause:** Not enough students are scoring in the Mastery level among our comparison group for accountability.

Problem Statement 3: Special Education students did not meet the target for Academic Achievement. **Root Cause:** Special Education students are not instructed at the same level of rigor, and/or are pulled out of the general education setting. The achievement gap widens as they move on to a different grade level. Students need more supplemental aids and accommodations to close the gap. A science lab is needed for K-5. Science curriculum and scope and sequence is not defined.

Problem Statement 4 (Prioritized): In first grade, only 25% of the students are reading on grade level. **Root Cause:** First grade students not have enough practice with sight words or have limited letter knowledge and letter sounds

Problem Statement 5: Early childhood students lack the academic vocabulary and social connections as seen on CLI, TXKEA and teacher observations **Root Cause:** The pandemic and learning in a virtual setting.

Problem Statement 6 (Prioritized): Students struggle to solve rigorous math computations. **Root Cause:** Students lack fundamental foundational math skills.

Problem Statement 7 (Prioritized): Students lack foundational writing skills such as handwriting, mechanics, fine motor skills, proximal contr.ol and stability to compose a writing piece **Root Cause:** Students have spent the last year and a half in virtual learning not practicing these skills.

Problem Statement 8 (Prioritized): There is a larger range of reading levels. **Root Cause:** Lack of face-to-face instruction.

Problem Statement 9: Students in second grade struggle with writing and counting numbers. **Root Cause:** The students lack the practice.

School Processes & Programs

School Processes & Programs Summary

Silva Elementary has a Site-Based Decision Making Committee. Prior to every school year, all staff meet to discuss our campus programs and its structure. During this Campus Needs Assessment Meeting, we discuss ways to improve our systems and make recommendations to address changes. We use historical and current data. Staff analyzes this data and provides constructive feedback with recommendations to our Site-Based Decision Making Committee.

Strategies: Our school follows varied reform strategies. Every six weeks, teachers and staff develop strategies to ensure all our students achieve Meets Grade Level Performance or Masters Grade Level Performance. These strategies are based on analyzed data into quintiles and disaggregated by subgroup. Strategies are first identified, implemented, and changed when needed to address each specific student's needs. Also, the strategies that are implemented during the school year are shared during grade level meetings, PLCs, and other staff development sessions. Strategies include; differentiation, daily reading,blended learning, data disagregation through data binders. As a leadership team we use TTESS Impact Coaching, Instructional Rounds, and conferences with teachers to ensure effective strategy implementation.

Highly Qualified Staff: Silva Elementary has a low teacher turn over rate. Teachers work together to build capacity in all content areas through the participation in Professional Learning Communities. When new teachers are hired, a Teacher mentor works with novice teacher to ensure transition, teacher effectiveness and student success. Teachers are also given opportunities to attend staff development. Administration monitors effectiveness of teacher delivery through the use of walkthroughs, observations, and coaching with constructive feedback.

Recruitment: When hiring professional and para-professional staff, the hiring committee which consists of administrators, teachers and para-professionals interview highly qualified staff as determined by our Human Resources department.

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events.

Positive Learning Environments: As students transition from grade level to grade level, or have never attended school such as with Pre-Kindergarten students, Silva staff works closely with parents to ensure a positive transition and most effective school-home partnership. This ensures students' affective filters are working together with their academic aspect to ensure success. We have six weeks assemblies, celebrate attendance winners on a weekly/six weeks basis, parent meetings by grade level, and literacy night to promote a positive culture.

Closing the Gap: Students who are consistently having difficulty in approaching or mastering grade level content are monitored through Response to Intervention, LPAC committee recommendations, teacher intervention and assistance provided through extended day and tutoring. Teachers are meeting with students and parents every grading period. Teachers and administration are meeting with parents to identify students at Response to Intervention program. Teachers are providing designated supports and accommodations to all students who require these services (RtI, EL, SPED, 504, Migrant, and other at-risk)

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teacher years of service-Average years experience as a campus is 15
- Number of teachers with graduate degrees
- LIAG trained teachers
- GT Core Trained Teachers
- Technology Google Certified teachers
- 100% of our teachers are remote-learning ready
- 100% of our teachers have their own Google Site

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional Learning Communities are held within grade levels or teams, and not held vertically (cadres). Teachers are not able to plan vertically. **Root Cause:** Planning time is needed every six weeks to provide teachers enough time to plan effective lessons.

Problem Statement 2 (Prioritized): In first grade, only 25% of the students are reading on grade level. **Root Cause:** First grade students not have enough practice with sight words or have limited letter knowledge and letter sounds

Problem Statement 3: Early childhood students lack the academic vocabulary and social connections as seen on CLI, TXKEA and teacher observations **Root Cause:** The pandemic and learning in a virtual setting.

Problem Statement 4 (Prioritized): Students struggle to solve rigorous math computations. **Root Cause:** Students lack fundamental foundational math skills.

Problem Statement 5 (Prioritized): Students lack foundational writing skills such as handwriting, mechanics, fine motor skills, proximal contr.ol and stability to compose a writing piece **Root Cause:** Students have spent the last year and a half in virtual learning not practicing these skills.

Problem Statement 6 (Prioritized): There is a larger range of reading levels. **Root Cause:** Lack of face-to-face instruction.

Problem Statement 7: Students in second grade struggle with writing and counting numbers. **Root Cause:** The students lack the practice.

Perceptions

Perceptions Summary

Staff is using Leader in Me language with students to ensure a positive learning environment.

This year, to improve our campus school climate, we will have various school events to showcase our students, staff and parents. During our Campus Needs Assessment meeting, staff included various ideas and initiatives we could implement to make our school great.

The initiatives are;

- Establishing warm, welcoming relationships between students, parents, staff, and administration.
- Reexamination of building for poor air quality or mold
- Allocate money for sound curriculum resources such as Sharon Wells, SIPPs, ABYDOS, and Mentoring Minds resources
- Literacy Night
- Career Day
- AR celebrations/recognitions with colored badges
- School Family Festivals (Fall Festival, Donuts with Dads, Silva Fiesta, Literacy Night)
- Better planning of events, calendars, agendas, and itineraries
- Student success through the literacy focus
- Team-Building Activities
- Including staff members in leadership development

Perceptions Strengths

- Good teacher/staff morale
- Close partnerships with community organizations and business such as HEB, Chick Fil-A, Golden Corral, Academy, Sonic and Wal-Mart
- Boys and Girls Club-Smart Moves Curriculum
- Leader in Me Language and Perception is improving
- Parents are more involved with school events and learning

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School culture with parents is in need of improvement. **Root Cause:** Parents feel there is a need to showcase more events for our students.

Problem Statement 2: Early childhood students lack the academic vocabulary and social connections as seen on CLI, TXKEA and teacher observations **Root Cause:** The pandemic and learning in a virtual setting.

Problem Statement 3 (Prioritized): There is a larger range of reading levels. **Root Cause:** Lack of face-to-face instruction.

Problem Statement 4: Students in second grade struggle with writing and counting numbers. **Root Cause:** The students lack the practice.

Priority Problem Statements

Problem Statement 1: General Education students who are 504 or RtI students are not performing at Meets or Mastery level in all content areas.
Root Cause 1: Students are need of differentiation/intervention to be able to provide 1-1 or small group instruction.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Student enrollment has steadily declined within the past 4 years.
Root Cause 2: As per parents, Silva needs more engaging, family activities, and community events to market the campus.
Problem Statement 2 Areas: Demographics

Problem Statement 3: In first grade, only 25% of the students are reading on grade level.
Root Cause 3: First grade students not have enough practice with sight words or have limited letter knowledge and letter sounds
Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Students struggle to solve rigorous math computations.
Root Cause 4: Students lack fundamental foundational math skills.
Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Students lack foundational writing skills such as handwriting, mechanics, fine motor skills, proximal contr.ol and stability to compose a writing piece
Root Cause 5: Students have spent the last year and a half in virtual learning not practicing these skills.
Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: There is a larger range of reading levels.
Root Cause 6: Lack of face-to-face instruction.
Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices

Goals

Revised/Approved: September 24, 2021

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 1: 90% or more of Silva students will demonstrate a "Approaches" performance on the STAAR Reading tests. 60% or more of Silva students will demonstrate "Meets." A minimum of 30% will demonstrate a "Masters" level performance.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Third through Fifth grade students will participate in Silva Reading Camps to help reinforce readiness and supporting standards on the STAAR Reading test. Students will also be provided with Dictionaries in order to be in compliance with the State Mandated Dictonary Policy. **Strategy's Expected Result/Impact:** Increased 3rd-5th grade Reading STAAR scores **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** Motivation Reading, Rally Education, Consumables, Incentives - State Comp Ed (SCE) - $39,301				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Guided Reading/Balanced Literacy in grades K-5th. Teachers in grades K-2nd read with students daily. 3rd-5th grade teachers will read with below level readers daily. Teachers will utilize the scholastic book room (Scholastic A-Z) *Read Aloud *Shared Reading * Independent Reading *Modeled Writing *Guided Reading **Strategy's Expected Result/Impact:** Student Reading Levels will increase **Staff Responsible for Monitoring:** Administration Teachers Librarian **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - State Comp Ed (SCE) - $16,356				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in K-2nd will receive 45 minutes daily instruction using Systematic Instruction in Phonemic Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension. **Strategy's Expected Result/Impact:** Performance on CBA's, Benchmarks, STAAR, and IRI **Staff Responsible for Monitoring:** Administration Teachers **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - State Comp Ed (SCE) - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students who are Levels 1-3 in I Station and still not achieving meets level will be provided different interventions within the classroom to allow for maximum success. Such as more small group instruction, one to one, or different reading STAAR materials to help target students area of weaknesses. IXL Mentoring Minds STAAR Master Measuring Up Teacher Pay Teachers (TPT) digital lessons for differentiation Student Workbooks (Summer School) Supplies **Strategy's Expected Result/Impact:** Performance on CBA's , Benchmarks **Staff Responsible for Monitoring:** Administration Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students who are in need of differentiated instruction and still not achieving meets level will be provided different interventions within the classroom to allow for maximum success. Such as more small group instruction, one to one, or different reading STAAR materials to help target students area of weaknesses. Instructional Materials will be provided to support hands-on learning and reinforcement of the TEKS learned. This will be facilitated through an open purchase order for teachers. **Strategy's Expected Result/Impact:** Progress in all areas with Phonics, Reading, Math and Science. **Staff Responsible for Monitoring:** Principal CIF STAAR Teacher Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Comp Ed (SCE)				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 2: 90% or more of Silva students will demonstrate a "Approaches" performance on the STAAR Math tests. 60% or more of Silva students will demonstrate "Meets." A minimum of 30% will demonstrate a "Masters" level performance.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System. **Strategy's Expected Result/Impact:** Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores **Staff Responsible for Monitoring:** Administration Teachers CIF Math Strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Math teachers will incorporate Blended Learning. This type of learning/teaching model will ensure small group instruction with stations. Programs used; Imagine Math-3rd-5th Reflex Math-1st-5th IXL 3rd-5th Mentoring Minds 3rd-5th Reasoning Mind-K-5 TEKS Resource System-K-5th ABC Mouse Kinder Sharon Wells Curriculum **Strategy's Expected Result/Impact:** Increase scores in CBA's, Benchmarks, and STAAR assessments. **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** - Title 1, Part A - $65,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in 3rd to 5th grade will increase their math comprehension through use of STAAR aligned consumable materials such as Think Up, STAAR Master, and STAAR Ready. **Strategy's Expected Result/Impact:** Increased rigor and stamina in instruction. Increased scores in CBA's, Benchmarks, and STAAR Math **Staff Responsible for Monitoring:** Administration Teachers **Funding Sources:** - Title 1, Part A - $4,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Third through fifth grade students will participate in STAAR Math camps which will enhance their knowledge in readiness and supporting standards for Math. **Strategy's Expected Result/Impact:** Increased scores on STAAR Math **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement problem solving strategies, skills and activities. Grades 2nd-5th will utilize Sharon Wells. Problem solving strategies to include: drawing a picture, making a T-chart, acting it out, working backwards, guess and check, making an organized list, making a pattern, and other research-based strategies. **Strategy's Expected Result/Impact:** Increase performance of students in all assessments local and STAAR **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: All Teachers will use NWEA MAP to disaggregate data, which will impact Student Achievement and Student Progress. Teachers will also provide incentives through school purchases for STAAR. **Strategy's Expected Result/Impact:** STAAR Progress Domain II A **Staff Responsible for Monitoring:** Admin Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE) - $8,921				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 3: Silva Migrant students will participate in the supplemental instructional activities and support services as required by the
Title I, Part C Migrant Education Program (MEP)

Targeted or ESF High Priority

Evaluation Data Sources: PBMAS Report
Parent Contact Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Migrant students will utilize specialized programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now Hatch Tablets-Phonics and Reading Language Arts Mechanics Kinder Musik **Strategy's Expected Result/Impact:** Improved assessment results **Staff Responsible for Monitoring:** Administration Teachers Migrant Aide **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 4: 90% or more of 5th grade Silva students will demonstrate a "Approaches" performance on the STAAR Science tests. 60% or more of Silva students will demonstrate "Meets." A minimum of 30% will demonstrate a "Masters" level performance.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 5th Grade students will participate in hands-on science stations and rigorous curriculum with TEKS resource system, Stemscopes, Edusmart, the use of Motivation Science, Countdown to Science, and FOSS science kits. Differentiation will be facilitated with blended learning, Nearpod, Google Classroom and playlist with the use of these resources. **Strategy's Expected Result/Impact:** Increased knowledge of Science Vocabulary applied to real-life experiences. **Staff Responsible for Monitoring:** Administration and teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title 1, Part A - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2:) Students will participate in District and Campus Science Fairs to develop their inquiry skills and strong knowledge of the scientific method with Science process skills. **Strategy's Expected Result/Impact:** Science Fair Projects Increase Science STAAR scores Campus Representation **Staff Responsible for Monitoring:** Administration Teachers District and Campus Science Fair Coordinators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will attend science field trips to acquire Science knowledge in all Science Areas; Such as TSTC Challenger Learning Center professional development. Student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and micronauts program for grades K-5. UTRGV Science partnership, Valley Nature Center and Esterno Llano grande. 5th Grade students will understand habitats through their real-life experience at Sea World field trip. Matter and Energy Force, Motion, and Energy Earth and Space Organisms and the Enviornment **Strategy's Expected Result/Impact:** Real-World/Life Experiences applied to Science content as evidenced in STAAR Science Scores, CBA's and Benchmarks. **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Fifth grade students will participate in STAAR Science camps to enhance their knowledge in readiness and supporting standards. **Strategy's Expected Result/Impact:** Increased STAAR Science results. **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** - Title 1, Part A - $5,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 5: By the Spring 2022 school year, the All EL students will improve at least 1 proficiency level on their TELPAS Composite Scores

Evaluation Data Sources: TELPAS 2020 and 2021 Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques **Strategy's Expected Result/Impact:** Increase in TELPAS Reading **Staff Responsible for Monitoring:** Administration Teachers Bilingual Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 6: All Students will be provided with a high-quality education through use of effective programs to complete elementary school and be prepared for middle/high school.

HB3 Goal

Evaluation Data Sources: STAAR
Closing the Performance Gap-
Academic Growth
Benchmark and CBA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment. *Red Ribbon Week *Fire Prevention Week *Childhood Cancer Awareness Month *Breast Cancer Awareness Month * Just Say No Week * Career Day * Anti-Bullying Week * Leadership Day * Kids Helping Kids-Vannie Cook *Leader in Me- Franklin Covey **Strategy's Expected Result/Impact:** Drug-Free, Bully-Free Environment **Staff Responsible for Monitoring:** Administration Counselor Teachers **Title I Schoolwide Elements:** 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Comp Ed (SCE) - $26,359				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be prepared for college by closely monitoring students through Response to Intervention and make connections to CCRS. **Strategy's Expected Result/Impact:** Improved Results for CBA's, Benchmarks, STAAR, CCRS **Staff Responsible for Monitoring:** Administration Teachers Counselors Parents **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All Silva Elementary Students will participate in Leader in Me- Habits of Happy Kids, Franklin Covey. All students and staff will complete vision, mission and WIGs yearly. All students and teachers will have access to leaaderinmeonline.com, student guides, and year-long coaching to strengthen the program implementation on campus. **Strategy's Expected Result/Impact:** Students will learn to lead through the use of the Seven Habits. **Staff Responsible for Monitoring:** All Staff, specifically administration, Leader in Me Coordinator, Action Teams and teachers. **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 7: Special Education Teachers will implement the inclusion teaching model to ensure all special education students in 3rd-5th grade improve by at least 30% in all content areas for STAAR.

Evaluation Data Sources: CBA's, Benchmarks, STAAR, TELPAS for ELLs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -Liag Training -Write Time for Kids -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System **Strategy's Expected Result/Impact:** Improvement in overall content area assessment **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** - Title 1, Part A - $12,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 8: 90% of all identified gifted and talented students will score at Master Grade level in at least 2 content areas of STAAR.

Evaluation Data Sources: CBA's
Benchmarks
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels. **Strategy's Expected Result/Impact:** Masters level in at least 2 areas. Improved STAAR, CCRS **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 9: 85% of all Silva Students will be reading within half a year on grade level by the end of the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: IRI assessments
SIPPS
I Station reports
End of Year Reading Benchmarks
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be motivated through reading contests -Read Across America Week -National Children's book week -National Library week -Author's visits -AR challenges-AR READER LEADER -Book it challenges **Strategy's Expected Result/Impact:** Improved reading level, STAAR results, end of year I Station results **Staff Responsible for Monitoring:** Librarian District Librarian Teachers Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE) - $32,994				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 10: 90% of all Silva students will score at Approaches level for Social Studies CBA's.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (including field trips)	Formative			Summative
	Nov	Jan	Mar	June
-Citizenship -Science -Technology -Civic Leadership -Culture **Strategy's Expected Result/Impact:** Improved learning **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE) - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Students will use effective reading strategies through social studies with the use of Social Studies Weekly.	Formative			Summative
Strategy's Expected Result/Impact: Improved performance for all populations	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 11: All 504 students, including Dyslexia students will receive their accommodations in all content areas and in their assessments

Evaluation Data Sources: Benchmark scores, Six Week's progress report Kurzweil 300 report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development for all staff working with 504 students. -Differentiatiion -TRS -Writing Academy -I Station small group -Guided Reading **Strategy's Expected Result/Impact:** Closing the gap for 504 students in CBA's, Benchmark, STAAR **Staff Responsible for Monitoring:** Administration Teachers Dyslexia Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE) - $10,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 12: All students at Silva will be given an opportunity to try out to participate in Fine Arts Clubs such as Dance Team, Mariachi, and Art Club

Evaluation Data Sources: Participation in clubs and events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions. **Strategy's Expected Result/Impact:** Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year. **Staff Responsible for Monitoring:** Administration Fine Arts Teachers Fine Arts Coordinator **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 13: During the 2021-2022 school year, 100% of all 3rd -5th grade students will participate in the Fitness gram.

Evaluation Data Sources: Fitness Gram

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess. **Strategy's Expected Result/Impact:** Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices Continuous monitoring of campus utilization of SPARK Curriculum Campus participation with SHAC, Fitnessgram **Staff Responsible for Monitoring:** Campus Principal Assistant Superintendent C&I Elementary Assistant Superintendent C&I Secondary Campus Physical Education Teachers District Physical Education Coordinator Athletic Director **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 14: By Spring 2022, all students in grades 4 and 5 will meet Academic Progress in the areas of Reading and Math for those who took STAAR in 2021.

Evaluation Data Sources: Domain II Part A and Domain III Closing the Gaps for STAAR assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will participate in staff development on the accountability system, on NWEA MAP GROWTH, SEL, instructional rounds, and differentiation. **Strategy's Expected Result/Impact:** Students meeting progress **Staff Responsible for Monitoring:** Admin. Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - State Comp Ed (SCE) - $20,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Engaging Learning Environment : safe, secure, drug free, Technology, rich, and inviting environments district-wide that promotes high performance.

Performance Objective 1: Silva Elementary students and staff will incorporate technology in their classroom, presentations, and activities.

Evaluation Data Sources: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Silva staff will be provided with professional training on campus computer software programs, blended learning,Google Applications such as Google Sheets, Google Docs, Google Classroom, Ed Puzzle, Class Dojo. This and other programs will be integrated in their lessons. **Strategy's Expected Result/Impact:** More Classrooms with Blended Learning Lessons **Staff Responsible for Monitoring:** Administration CTC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Comp Ed (SCE) - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in Pre-kinder through fifth grade will use technology to develop reading, writing, science, social studies, and math skills. Technology will include the use of Clear Touch Panels, Chromebooks, Ipads, Computers-desktop and laptops, document cameras, 3-D printers, media carts, scanners, tablets, drawing pens/accessories, and mounted projectors. **Strategy's Expected Result/Impact:** Increased technology knowledge to enhance learning in all content areas. This will impact student performance in assessment in all areas as well. **Staff Responsible for Monitoring:** Administration CTC Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE) - $50,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Technology needs for our campus will be addressed through the purchase of necessary components such as but not limited to: poster maker, supplies/consumables, printers, projectors, scanners, cameras, laptops, laptop accessories, light bulbs, software, document cameras, projectors and toner/print cartridges for printers, charging towers, video adapters, and external hard drives. **Strategy's Expected Result/Impact:** Increased Teacher effectiveness and learning time **Staff Responsible for Monitoring:** Administration CTC Teacher **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Title 1, Part A - $40,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All students will be engaged with instructional technology through the use of chromebooks for daily instruction to be used with I Station, Imagine Math, Reflex Math and IXL. Software such as Interclass will used for monitoring student engagement with instructional technology programs. **Strategy's Expected Result/Impact:** Differentiation and effective use of technology. **Staff Responsible for Monitoring:** Principal, CIF, STAAR Teacher, Instructional Coach and Classroom Teachers. **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Chromebooks - State Comp Ed (SCE)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Silva Staff and Administration will use any and all instructional and technology supplies needed for instructional success for all students across the curriculum including but not limited to; enrichment activities, materials to support and enhance instruction. Chromebooks, earphones, chargers, printers, ink, paper, pencils, folders, notebooks, projectors, and smart boards **Strategy's Expected Result/Impact:** Differentiation and effective use of technology **Staff Responsible for Monitoring:** Principal, CIF, STAAR teacher, Instructional Coach and Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Silva Elementary Staff will purchase furniture, blinds, storage containers, fabric, artificial plants, wall decor, curtains, rugs, frames, lighting, art supplies and other classroom items that will enhance the learning environment for students. **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Engaging Learning Environment : safe, secure, drug free, Technology, rich, and inviting environments district-wide that promotes high performance.

Performance Objective 2: All Silva Elementary Staff and Students will complete Internet Safety training using the Common Sense Media curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and the Instructional Coach will work together on various lessons with all core subjects to include differentiation and blended learning. **Strategy's Expected Result/Impact:** Elimination of Cyber-bullying and an increase of awareness in internet safety **Staff Responsible for Monitoring:** Administration CTC Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Engaging Learning Environment : safe, secure, drug free, Technology, rich, and inviting environments district-wide that promotes high performance.

Performance Objective 3: During the 2021-2022 school year, the number of discipline referrals will decrease by 10% from the 2020-2021 school year ensuring that all students learn in an atmosphere that promotes students success.

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness program for our students. Providing counseling lessons to K- 5th grade students to stress social skills and Bullying. **Staff Responsible for Monitoring:** Administration Counseling Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Title 1, Part A - $20,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Engaging Learning Environment : safe, secure, drug free, Technology, rich, and inviting environments district-wide that promotes high performance.

Performance Objective 4: During the 2021-2022 school year, a 100% of scheduled safety drills (to include fire drills and lock downs) will be conducted

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monthly fire drills will be conducted on the campus. **Staff Responsible for Monitoring:** Principal Security Guard **ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Engaging Learning Environment : safe, secure, drug free, Technology, rich, and inviting environments district-wide that promotes high performance.

Performance Objective 5: Nursing Staff, Security Guard and Special Ed. personnel will be train in CPR/AED/First Aid/CPI.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI. **Strategy's Expected Result/Impact:** Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI **Staff Responsible for Monitoring:** Campus Administration Nurse Coordinator Melissa Escalon **Funding Sources:** - Title 1, Part A - $10,000				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: There will be a minimum of a 30% increase of parents involved in campus parental involvement activities throughout the year.

Evaluation Data Sources: Parental involvement sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee will be utilized for relaying proper communication. **Staff Responsible for Monitoring:** Administrators Parent liaison **Title I Schoolwide Elements:** 3.1, 3.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide parent meetings that encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement. **Staff Responsible for Monitoring:** Administrators Parent Liaison **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - State Comp Ed (SCE) - $10,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 2: Student celebrations will take place at the end of the six weeks. We will celebrate through Superior Honor Roll, Honor Roll, Silva Reader, Perfect Attendance, and Brag Tags

Evaluation Data Sources: Attendance records, grade book, and Accelerated Reader Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) All Award Ceremonies will be held at the end of the 2nd six weeks, 4th six weeks and end of the year. Those students that achieved Cum Laude, Magna Cum Laude, Summa Cum Laude, Silva Reader Leader, Perfect Attendance and Silva Leader will be recognized. **Staff Responsible for Monitoring:** Teacher Principal CIF Media Aide Attendance Clerk CTC **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Critical Success Factors CSF 5 2) Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year **Staff Responsible for Monitoring:** Teacher Principal CIF Media Aide Attendance Clerk CTC **Funding Sources:** - State Comp Ed (SCE) - $50,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Critical Success Factors CSF 5 3) Teachers in grades 1st-5th will promote reading throughout the year by meeting goals that have been set for each grade level. Students will be recognized for meeting their goal and receive a colored brag tag for meeting number of words read and reading books at their level and receiving an 80% in comprehension. **Staff Responsible for Monitoring:** Teacher Principal CIF **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Growth/Leadership Development: High Quality, Research Bases Training Development And Support For All Employees.

Performance Objective 1: Improve instruction for all students including ELL, special education, at-risk, migrant, Hispanic and economically disadvantaged

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) 1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, Writing Academy, Abydos, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction **Strategy's Expected Result/Impact:** Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Individualized Student monitoring forms **Staff Responsible for Monitoring:** Administration Teachers Language Arts Strategists Bilingual Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title 1, Part A - $58,814				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 3) Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least two of the content areas. **Strategy's Expected Result/Impact:** Teachers District Content Strategists Formative: CAR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings **Staff Responsible for Monitoring:** Administration Teachers CTC **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 2) Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks.				

Teachers will have all updates of curriculum and be able to implement the activities successfully.

Strategy's Expected Result/Impact: Formative:
CAR Sessions
Lesson Plans
Walk Through
T-Tess
Student Learning Objective
Summative:
STAAR
PLC Training
Grade Level Meetings

Staff Responsible for Monitoring: Administration
Teachers
District Content
Strategists

Title I Schoolwide Elements: 2.4, 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Professional Growth/Leadership Development: High Quality, Research Bases Training Development And Support For All Employees.

Performance Objective 2: Professional Learning Communities in grades K-5 will meet with their respective grade levels to collaborate on developing activites, weekly tests, quizzes, and share strategies.

Evaluation Data Sources: Performance on CBA's
District Benchmarks and STAAR assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Each grade level will conduct a purposeful grade level PLC, plan and turn in minutes and admin. will oversee results. **Staff Responsible for Monitoring:** Administrator ITC STAAR Teacher **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: FINANCIAL STRENGTH- Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding

State Compensatory

Personnel for Rudy Silva Elementary

Name	Position	FTE
Belinda Pequeno	Counselor Aide	0
Carmen Briones	Campus Instructional Facilitator	0
Julissa Mendoza	At-Risk Attendance Clerk	0
Leticia Jasso-Vallejo	STAAR Teacher	0
Maria Moreno	Library Aide	0
Moises Serrano	Library Aide	0
Paul Slasor	Instructional Technology Coach	0
Sandra Maldonado	Media Aide	0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Student needs are being met according to the strategies found on the following pages;

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Sonia Gonzalez- Principal

Carmen A. Briones- Campus Instructional Facilitator

Leticia Caballero- Parent Specialist

Jesus Chavez-Kinder Teacher

Kimberly Cantu- First Grade Teacher

Nora Marines- Second Grade Teacher

Esmeralda Figueroa- Third Grade Teacher

Amy Gutierrez- Fourth Grade Teacher

Adriana Venegas- Fifth Grade Teacher

Walter Garcia - PE Coach

Leticia Vallejo - STAAR Teacher

Chelsea Juarez- Parent/Community

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

Name	Position	Program	FTE
Ana L. Garces	LVN	Title I Part A	1
Berenice Cantu	Instructional Aide Pre-Kinder	Title I Part A	1
Cynthia Lopez	Instructional Aide Special Ed.	Federal Special Ed.	1
Deborah W. Rodriguez	Computer Lab Aide	Title I Part A	1
Homer Llanos	Teacher Class Size Reduction	Title II Part A	1
Josephine P. Espinosa	Instructional Aide	Title I Migrant	0.45
Josephine P. Espinosa	Instructional Aide Pre-Kinder	Title I Migrant	0.05
Leticia Caballero	Parent Specialist	Title I Part A	1
Mary E. Pena	Case Management Clerk	Federal Special Ed.	0.2
Rosa M. Nieto	Instructional Aide	Title I Part A	1
Sylvia A. Cantu	Occupational Therapist Aide	Federal Special Ed.	0.1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Motivation Reading, Rally Education, Consumables, Incentives		$39,301.00
1	1	2			$16,356.00
1	1	3			$2,000.00
1	1	5			$0.00
1	2	6			$8,921.00
1	6	1			$26,359.00
1	9	1			$32,994.00
1	10	1			$10,000.00
1	11	1			$10,000.00
1	14	1			$20,000.00
2	1	1			$5,000.00
2	1	2			$50,000.00
2	1	4	Chromebooks		$0.00
3	1	2			$10,000.00
3	2	2			$50,000.00
				Sub-Total	$280,931.00

Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$65,000.00
1	2	3			$4,000.00
1	4	1			$12,000.00
1	4	4			$5,000.00
1	7	1			$12,000.00
2	1	3			$40,000.00
2	3	1			$20,000.00
2	5	1			$10,000.00
4	1	1			$58,814.00

Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$226,814.00
				Grand Total	$507,745.00

Addendums