

**Weslaco Independent School District**  
**Rudy Silva Elementary**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

**At Rodolfo “Rudy” Silva, Jr. Elementary, our mission is to embrace the cultural and linguistic assets of students in order to reach their potential and create a rigorous learning environment that instills a sense of community.**

**En la primaria Rodolfo “Rudy” Silva, Jr., nuestra misión es aprovechar los valores culturales y lingüísticos de los estudiantes para que alcancen su potencial y crear un entorno de aprendizaje riguroso que inculca un sentido de comunidad.**

## Vision

**At Rodolfo "Rudy" Silva, Jr. Elementary, we empower our life-long learners with confidence and high academic standards to serve as competitive bilingual and bi-literate individuals within our global society.**

**En la Primaria Rodolfo “Rudy” Silva, Jr., empoderamos a nuestros estudiantes durante toda la vida con confianza y altos estándares académicos para servir como individuos competitivos que son bilingües y alfabetizados en dos idiomas dentro de nuestra sociedad global.**

## Motto

**Legacy of Leaders, con Orgullo y Honor**

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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 2022, Silva Elementary has an enrollment of 595. The school has seen an increase in enrollment by approximately 100 students since the 2021-2022 school year.

At the start of the 2022-2023 school year, 84% of students were EcoDisc, 24% are emergent bilinguals, 10.9% receive special education services, 27% are At Risk, 5% are GT, 2.6% Migrant, 1.6% student under 504 provisions.

According to the most recent 2020-2021 TAPR Report, teachers serving the campus are 92 % Hispanic. There are no new teachers at our campus. Teachers with 1-5 years of experience account for 2.7 %, teachers with 6-9 years experience account for 13.3%, 11-20 years account for 33.5 % of teachers, and teachers with over 20 years experience account for 47.9 %. The average years of overall experience is 16.6 years, while the average years of experience within the district is 19.9 years.

For the 2022-2023 school year, Silva Elementary has two administrators, one counselor, one librarian, two instructional coaches, one speech pathologist, one diagnostician, 35 teachers, two nurses, five non-classroom staff, five instructional assistants, and four custodians.

Currently, we are an open enrollment campus/district. We have enrolled 595 students as of September 2022. Enrollment at Silva Elementary has increased by approximately 18%. The school is in a transition year to open as the Rodolfo "Rudy" Silva, Jr. Elementary Dual Language Academy.

### Demographics Strengths

1. Silva Elementary has increased enrollment by over 100 students.
2. In regards to State Accountability:
  - The campus received an A in Domain II for School Progress with a score of 94 component score in Academic Growth
  - The campus received a distinction for Comparative Academic Growth
3. The campus has an experienced staff with an average of 20 years of teaching experience.
4. The campus has 27 general education teachers of which 81% are Bilingual Certified.
5. The campus has 14 teachers in K-3rd grade of which 87% have completed the Texas Reading Academies

6. The campus has been selected as the future home of Weslaco ISD's first ever Dual Language Academy
7. The campus has a strong sense of community including numerous parent volunteers who serve actively on various committees schoolwide.

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

**Problem Statement 1:** In Spring 2022, 69% of third through fifth graders did not meet grade level performance on STAAR reading assessments. **Root Cause:** Students have experience a gap in learning due to a year and a half of virtual learning.

**Problem Statement 2 (Prioritized):** In Spring 2022, 32% of Kindergartners and 55% of first graders were not reading on grade level by the end of the school year. **Root Cause:** A large number of students did not attend Pre-K or Kindergarten as a result of the COVID pandemic resulting in less time to learn and practice foundational reading skills.

**Problem Statement 3:** In Spring 2022, Special Education and Emergent Bilinguals did not meet Mathematics targets for the Closing the Gaps Domain. **Root Cause:** Students are in need of differentiated instruction and varied instructional approaches to meeting their learning differences and linguistic needs.

**Problem Statement 4 (Prioritized):** As of September 23, 2022, Silva Elementary has not met an ADA of 98% and instead has only reached as high as a 92.99% ADA for a week of instruction. **Root Cause:** Students and parents are transitioning into a post COVID world where old practices such as keeping students home has become the alternate to sending a child to school.

# Student Learning

## Student Learning Summary

Students are currently scheduled to receive additional support during for the high quality and high impact tutoring for targeted support by elective teachers. In addition, 4th and 5th grade will implement Flex Fridays starting September 30, 2022 to ensure that all 4th and 5th grade HB4545 students receive targeted support.

## Student Learning Strengths

- 99 students in grades 3-5 showed academic growth in Spring 2022 on reading and math STAAR assessments
- Emergent bilinguals and special education students met targets in reading in the Closing the Gaps Domain

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** In Spring 2022, only 50% of 1st graders were reading on level by the end of the school year. **Root Cause:** A large number of students did not attend Kindergarten.

# 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 disaggregation 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:** The elementary schedule does not allow for vertical team planning on a weekly basis and is instead limited to only once a six weeks during PLC days. **Root Cause:** District and campus administration are in need of training on how to develop innovative schedules that will allow for vertical planning.



# 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:** Faculty and staff are currently transitioning and adjusting to a new Campus Leadership Team. **Root Cause:** Previous administration including the School Principal, Assistant Principal, and School Counselor were reassigned by district level administration.

# Priority Problem Statements

**Problem Statement 1:** In Spring 2022, 32% of Kindergartners and 55% of first graders were not reading on grade level by the end of the school year.

**Root Cause 1:** A large number of students did not attend Pre-K or Kindergarten as a result of the COVID pandemic resulting in less time to learn and practice foundational reading skills.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** As of September 23, 2022, Silva Elementary has not met an ADA of 98% and instead has only reached as high as a 92.99% ADA for a week of instruction.

**Root Cause 2:** Students and parents are transitioning into a post COVID world where old practices such as keeping students home has become the alternate to sending a child to school.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**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 an "Approaches" performance on the STAAR Reading and Math assessments. 60% or more of Silva students will demonstrate "Meets." A minimum of 30% will demonstrate a "Masters" level performance.

**High Priority**

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Guided Reading/Balanced Literacy in grades K-5th. Teachers in grades K-2nd read with students daily. Further, 3rd-5th grade teachers will read with below-level readers daily.</p> <p>*Read Aloud                      *Shared Reading                      * Independent Reading                      *Modeled Writing                      *Guided Reading</p> <p><b>Strategy's Expected Result/Impact:</b> Student Reading Levels will increase                      Student Reading Comprehension will increase</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      Literacy Coach                      Teachers                      Librarian</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive differentiated instruction based on individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Reading , Benchmarks, IStation</p> <p><b>Staff Responsible for Monitoring:</b> Administration Literacy Coach Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


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


**Performance Objective 2:** By the Spring 2023 school year, all Emergent Bilingual students will improve at least 1 proficiency level on their TELPAS Composite Scores


**High Priority**


**Evaluation Data Sources:** TELPAS 2021 and 2022 Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement LIAG and SIOP model strategies to help ELL students.</p> <ul style="list-style-type: none"> <li>*Small group discussion</li> <li>*Peer tutoring</li> <li>*Use of graphic organizers</li> <li>*Vocabulary instruction</li> <li>*Questioning techniques</li> <li>*Lab-based lessons</li> <li>*Scaffolding techniques</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS Reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration Literacy Coach Teachers Bilingual Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 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:** 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 through targeted and differentiated instruction that will improve Domain III Closing the Gaps scores to meet designated targets.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR

Closing the Performance Gap

Academic Growth

Benchmark Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be prepared for college by closely monitoring students through Response to Intervention and making connections to CCRS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Results for NWEA MAP. Benchmarks, STAAR, CCRS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches Teachers Counselors Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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

**Performance Objective 4:** Eighty-five percent of all Silva students will be reading within half a year on grade level by the end of the 2022-2023 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** IRI assessments





SIPPS

IStation reports

End of Year Reading Benchmarks

MAP Growth & MAP Fluency

Accelerated Reading Reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of classroom dual language libraries based on student interest.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading levels, NWEA MAP results, STAAR results, EOY IStation results</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Teachers Administration Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 5:** By Spring 2023, all students in grades 4 and 5 will meet Academic Progress in the areas of Reading and Math for those who took STAAR in 2022.

**High Priority**





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in staff development on the accountability system, on NWEA MAP GROWTH, instructional rounds, and differentiation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students meeting progress</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Engaging learning environments that are innovative, inviting, safe, secure, drug-free, technology-rich, and that promote high performance.

**Performance Objective 1:** Silva Elementary staff will engage students in personalized learning and blended learning models.

**Evaluation Data Sources:** Classroom observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided devices to engage in innovative technology learning experiences and flexible seating to work and communicate openly and collaboratively while fostering creativity and critical thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased technology and flexible seating knowledge to enhance learning in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher will be provided technology equipment to provide students innovative teaching experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Teacher effectiveness and learning time.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches Teacher</p> <p><b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Engaging learning environments that are innovative, inviting, safe, secure, drug-free, technology-rich, and that promote high performance.

**Performance Objective 2:** During the 2022-2023 school year, students will be afforded opportunities to participate in a variety of clubs and school wide celebrations and field trips.

**Evaluation Data Sources:** Teacher Surveys

**Goal 2:** Engaging learning environments that are innovative, inviting, safe, secure, drug-free, technology-rich, and that promote high performance.





**Performance Objective 3:** Students and staff will engage in safety and security training and practices.

**High Priority**

**Evaluation Data Sources:** Threat Assessment Committee

Stop the Prop Video

BOY Procedures Training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create an anti-bullying environment by providing staff development opportunities for our staff and providing awareness programs for our students. Providing counseling lessons to K-5th grade students to stress social skills.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will engage in character building. <b>Strategy's Expected Result/Impact:</b> Leader in Me curriculum. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Strengthen and increase our parental involvement, and community engagement by a minimum of 3% throughout the year.

**HB3 Goal**

**Evaluation Data Sources:** Campus Parent Meetings

Parental involvement sign-in sheets

District & Campus Events

Annual Parent-Teacher-Student Conference Form





Campus Six Weeks Reports

Parent Evaluations

Parent Advisory Council

School Health Advisory Council





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to increase communication between the campus and the home, Silva shall utilize various forms of contact: phone calls, school messenger, emails, campus newsletters, flyers sent home (when applicable), Social media (Class Dojo, Facebook, Twitter), different platforms utilized by teachers, parent-teacher conferences, school-parent meetings, marquee, and home visits.</p> <p><b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate in their child's school lives, (campus events &amp; activities) student achievement increases. The more parents are involved in their children's education, the better their entire class's motivation, behavior, and grades become.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal &amp; Administration                      Instructional Coaches                      Grade Level Chairperson's                      Teachers                      Librarian                      Parent Specialist                      Campus Counselor                      ALC Coordinator</p> <p><b>Title I:</b>                      4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parent meetings that encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collaboration between home and school to support parental involvement and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Parent Specialist</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 for different measures including but not limited to academic progress and attendance.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in awards assemblies and 98% club attendance celebrations during each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Virtual assemblies during the 1st, 3rd, &amp; 5th six weeks Face-to-face assemblies for the 2nd, 4th, and End of Year assemblies Increased Attendance Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principal Assistant Principal Instructional Coaches Parent Specialist Media Aide Attendance Clerk</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be rewarded for meeting reading goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students Reading Daily Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principal Assistant Principal Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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

**Performance Objective 3:** Provide district aligned parent training and resources as well as family events.





**Evaluation Data Sources:** Parent surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administration, Parent Specialist, Instructional Coaches, and Teachers will engage in periodic discussions to brainstorm topics for presentations and ideas to increase attendance, student achievement, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Attendance Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** Provide opportunities for teachers to serve on a variety of committees aimed at meeting the needs of our school community.

**Evaluation Data Sources:** Teacher Surveys





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grade level chairs will recruit staff to serve on various committees. <b>Strategy's Expected Result/Impact:</b> Variety and diversity of teachers serving on committees <b>Staff Responsible for Monitoring:</b> Principal Asstistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Faculty will collaborate as a professional learning community to improve academic achievement.

**High Priority**

**Evaluation Data Sources:** Data Room Transformation  
Campus Leadership Team Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each grade level will conduct a purposeful grade level PLC, plan and turn in minutes and administration will oversee results.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement Planning &amp; Collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches</p> <p><b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Faculty will engage in professional learning related to academic progress and school programs such as dual language.

**High Priority**

**Evaluation Data Sources:** MAP Reading

MAP Language

MAP Math

MAP Science





Istation

Fountas and Pinnel IRIs

District Assessments

STAAR Assessments

Formative Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus leadership team will work collaboratively to plan for innovative professional learning experiences and recruit potential consultants to lead our transition to a Dual Language Academy.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Campus budget allocations will be strategically related to a transition into the Dual Language Academy.

**High Priority**

**Evaluation Data Sources:** Campus Budget

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

**Performance Objective 2:** All decisions affecting the entire campus will be made through the SBDM Committee.

**High Priority**

**Evaluation Data Sources:** SBDM Agendas

# State Compensatory

## Budget for Rudy Silva Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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## Personnel for Rudy Silva Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Astrid Aguilar	Instructional Aide	1
Belinda Duque	Teacher PK	0.5
Berenice Cantu	Instructional Aide	1
Leticia Jasso-Vallejo	Instructional Coach	1
Maria Carr	Teacher PK	0.5
Maria Moreno	Counselor Clerk	1
Paul Slasor	Instructional Coach	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana L. Garces	LVN	Title I Part A	1
Deborah W. Rodriguez	Computer Lab Aide	Title I Part A	1
Diana Edith Lozoya	Library Aide	Title I Part A	1
Josephine Espinoza	Instructional Aide	Title I Part A	1
Leticia Caballero	Parent Specialist	Title I Part A	1
Moises Serrano	Library Aide	Title I Part A	1
Ruth Leal	Teacher Class Size Reduction	Title II Part A	1
Sandra Maldonado	Media Aide	Title I Part A	1
Vacancy	Instructional Aide Sp. Ed.	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1