

Weslaco Independent School District
Rudy Silva Elementary
2023-2024 Campus Improvement Plan



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 2023, Silva Elementary currently has an enrollment of 606. The school has seen an increase in enrollment by approximately 100 students since the 2021-2022 school year.

At the start of the 2023-2024 school year, 84% of students were EcoDisc, 17% are emergent bilinguals, 13% receive special education services, 27% are At Risk, 4% are GT, 2% Migrant, 1.6% student under 504 provisions.

According to the most recent 2021-2022 TAPR Report, teachers serving the campus are 91% Hispanic. There are no new teachers at our campus. Teachers with 1-5 years of experience account for 4.1 %, teachers with 6-9 years experience account for 13.2%, 11-20 years account for 28.2 % of teachers, teachers with over 20 years experience account for 51.6 %, and teachers with over 30 years experience account for 2.9 %. The average years of overall experience is 19.1 years, while the average years of experience within the district is 15.9 years.

For the 2023-2024 school year, Silva Elementary has two administrators, one counselor, one librarian, one instructional coach, one speech pathologist, one diagnostician, 35 teachers, two nurses, five non-classroom staff, six instructional assistants, and four custodians.

Currently, we are an open-enrollment campus/district. We have enrolled 606 students as of September 1, 2023.

Demographics Strengths

1. Silva Elementary has increased enrollment by over 100 students since 2021-2022.
2. In regards to State Accountability:
 - The campus improved in Domain I by 8 points. In 2022, the score was 62 and in 2023 it increased to 70.
 - 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 85% are Bilingual Certified.
5. The campus has 14 teachers in K-3rd grade of which 93% 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 2023, 54% of third through fifth graders did not meet grade level performance on STAAR reading assessments. **Root Cause:** Students continue experiencing a gap in learning and teachers need additional ongoing training in curriculum internalization in both Reading. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

Problem Statement 2 (Prioritized): In Spring 2023, 28% of Kindergartners and 45% 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 2023, 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): For school year 2022-2023, Silva Elementary reached an ADA of 93.83% and did not meet its target of 96% ADA. **Root Cause:** Students and parents are transitioning into a post-COVID world where old practices such as keeping students home have become the alternative to sending a child to school.

Problem Statement 5: In Spring 2023, 64% of third through fifth graders did not meet grade level performance on STAAR mathematics assessments. **Root Cause:** Students continue experiencing a gap in learning and teachers need additional ongoing training in curriculum internalization in both Math. This training should include questioning techniques that increase higher-order thinking skills, problem-solving, and student engagement.

Student Learning

Student Learning Summary

4th and 5th grade will implement Flex Fridays starting September 15, 2023 to ensure that all 4th and 5th grade HB4316 students receive targeted support.

Student Learning Strengths

- 123 students in grades 3-5 showed academic growth in Spring 2023 on reading 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 2023, only 55% 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.

Problem Statement 2: In Spring 2023, 54% of third through fifth graders did not meet grade level performance on STAAR reading assessments. **Root Cause:** Students continue experiencing a gap in learning and teachers need additional ongoing training in curriculum internalization in both Reading. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

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.

Problem Statement 2: In Spring 2023, 54% of third through fifth graders did not meet grade level performance on STAAR reading assessments. **Root Cause:** Students continue experiencing a gap in learning and teachers need additional ongoing training in curriculum internalization in both Reading. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

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.

Problem Statement 2: In Spring 2023, 54% of third through fifth graders did not meet grade level performance on STAAR reading assessments. **Root Cause:** Students continue experiencing a gap in learning and teachers need additional ongoing training in curriculum internalization in both Reading. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

Priority Problem Statements

Problem Statement 1: In Spring 2023, 28% of Kindergartners and 45% 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: For school year 2022-2023, Silva Elementary reached an ADA of 93.83% and did not meet its target of 96% ADA.

Root Cause 2: Students and parents are transitioning into a post-COVID world where old practices such as keeping students home have become the alternative 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>Strategy 1: 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>Strategy's Expected Result/Impact: Student Reading Levels will increase Student Reading Comprehension will increase</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated whole group instruction *Content and questioning that targets the needs of students' diverse academic levels in the classroom. Strategy's Expected Result/Impact: Closing students' academic achievement gaps. Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted small group instruction *Differentiating the level of content complexity to close the student's achievement gap. Strategy's Expected Result/Impact: Closing students' academic achievement gaps. Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: 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 2024 school year, all Emergent Bilingual students will improve at least 1 proficiency level on their TELPAS Composite Scores


High Priority


Evaluation Data Sources: TELPAS 2022 and 2023 Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement LIAG and SIOP model strategies to help ELL students.</p> <ul style="list-style-type: none"> *Small group discussion *Peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab-based lessons *Scaffolding techniques <p>Strategy's Expected Result/Impact: Increase in TELPAS Reading</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers Bilingual Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: 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>Strategy 1: Students will be prepared for college by closely monitoring students through Response to Intervention and making connections to CCRS.</p> <p>Strategy's Expected Result/Impact: Improved Results for NWEA MAP. Benchmarks, STAAR, CCRS.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers Counselor Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2023-2024 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>Strategy 1: Implementation of classroom dual language libraries based on student interest.</p> <p>Strategy's Expected Result/Impact: Improved reading levels, NWEA MAP results, STAAR results, EOY IStation results</p> <p>Staff Responsible for Monitoring: Librarian Teachers Administration Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2024, all students in grades 4 and 5 will meet Academic Progress in the areas of Reading and Math for those who took STAAR in 2023.

High Priority





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in staff development on the accountability system, on NWEA MAP GROWTH, instructional rounds, and differentiation.</p> <p>Strategy's Expected Result/Impact: Students meeting progress</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 that are developmentally appropriate for all students including newly added Pre-K students.

Evaluation Data Sources: Classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased technology and flexible seating knowledge to enhance learning in all content areas.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher will be provided technology equipment to provide students innovative teaching experiences.</p> <p>Strategy's Expected Result/Impact: Increased Teacher effectiveness and learning time.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teacher</p> <p>Title I: 2.5</p> <p>- ESF Levers: 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2023-2024 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			
<p>Strategy 1: The Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage in character building.</p> <p>Strategy's Expected Result/Impact: Leader in Me curriculum.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: By June 2023, the campus will implement high-leverage SEL strategies that meet the needs of the students, staff, and the community.

High Priority

Evaluation Data Sources: Panorama Staff & Student Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will provide SEL through counseling classes and the use of Ripple Effects.</p> <p>Strategy's Expected Result/Impact: Students will be able to self-regulate when discomfort, stress, and/or external conflict arises.</p> <p>Staff Responsible for Monitoring: School Counselor Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The teachers will provide SEL through classroom lessons that are supported through Leader in Me.</p> <p>Strategy's Expected Result/Impact: Students will be able to self-regulate when discomfort, stress, and/or external conflict arises.</p> <p>Staff Responsible for Monitoring: Teachers School Counselor Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be supported in their mental health and well-being by the creation of a destress room maintained by the school counselor.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to rest, relax and recharge.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: School Counselor
Administration

ESF Levers:
Lever 3: Positive School Culture

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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: 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>Strategy 1: 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>Strategy's Expected Result/Impact: When parents are engaged and participate in their child's school lives, (campus events & 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>Staff Responsible for Monitoring: Campus Principal & Administration Instructional Coach Grade Level Chairperson's Teachers Librarian Parent Specialist Campus Counselor ACE Campus Coordinator</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent meetings that encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between home and school to support parental involvement and student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Parent Specialist</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
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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>Strategy 1: Students will participate in awards assemblies and 97% club attendance celebrations during each six weeks.</p> <p>Strategy's Expected Result/Impact: Virtual assemblies during the 1st, 3rd, & 5th six weeks Face-to-face assemblies for the 2nd, 4th, and End of Year assemblies Increased Attendance Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teacher Principal Assistant Principal Instructional Coach Parent Specialist Media Aide Attendance Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be rewarded for meeting reading goals.</p> <p>Strategy's Expected Result/Impact: Students Reading Daily Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teacher Principal Assistant Principal Librarian</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will be rewarded for meeting math goals. Strategy's Expected Result/Impact: Students Working on Imagine Math Daily Increased Student Achievement	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 3: Provide district aligned parent training and resources as well as family events.





Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased Student Attendance Increased Student Achievement</p> <p>Staff Responsible for Monitoring: 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			
<p>Strategy 1: Grade level chairs will recruit staff to serve on various committees.</p> <p>Strategy's Expected Result/Impact: Variety and diversity of teachers serving on committees</p> <p>Staff Responsible for Monitoring: Principal Asstistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: Each grade level will conduct a purposeful grade level PLC, plan and turn in minutes and administration will oversee results.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Planning & Collaboration</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4 - ESF Levers: 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 Math

MAP Science

Istation

i-Ready





SUMMIT K!2

Fountas and Pinnel IRIs

District Assessments

STAAR Assessments

Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 5

Brief Description of SCE Services and/or Programs

164 funds are use to supplement instruction during the school year through extended day and at the end of the school year through summer school instruction.

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

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
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