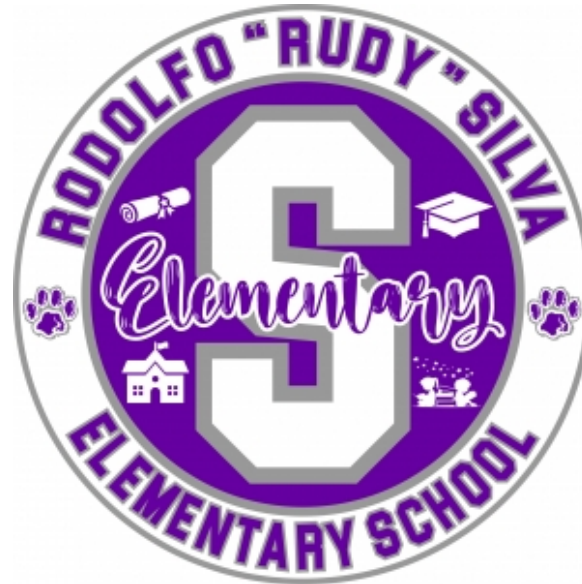


**Weslaco Independent School District**  
**Rudy Silva Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At Rodolfo "Rudy" Silva Elementary our mission is to empower the whole child by providing rigorous academic instruction and instilling, healthy physical and social habits in conjunction with offering opportunities for innovative thought.

## Vision

At Rodolfo "Rudy" Silva, Jr. Elementary, our vision is to empower every student with the skills, independence, and readiness needed for success in college, career, and military pursuits. Through high-quality, individualized instruction and active community involvement, we envision a future where all students thrive in an inclusive and supportive environment.

## Motto

**"Where Champions are Made"**

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# Comprehensive Needs Assessment

Revised/Approved: September 2, 2024

## Demographics

### Demographics Summary

Silva Elementary is one of 10 elementary schools in the Weslaco Independent School District (WISD). It is located in Hidalgo County, Texas. In 2024, Silva Elementary currently has an enrollment of 627. The school has seen an increase in enrollment by approximately 100 students since the 2022-2023 school year. At the start of the 2023-2024 school year, 83% of students were EcoDisc, 18% were emergent bilinguals, 15% received special education services, 29% are At Risk, 4% are GT, 3% Migrant, 1.9% student under 504 provisions. According to the most recent 2022-2023 TAPR Report, teachers serving the campus are 91% Hispanic. There are no two teachers at our campus. Teachers with 1-5 years of experience account for 4.1 %, teachers with 6-9 years of experience account for 13.2%, 11-20 years account for 28.2 % of teachers, teachers with over 20 years of 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. The campus has an experienced staff with an average of 20 years of teaching experience.
3. The campus has 27 general education teachers of which 85% are Bilingual Certified.
4. The campus has 14 teachers in K-3rd grade of which 93% have completed the Texas Reading Academies
5. 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 2024, 34% of third through fifth graders did not meet grade level performance on STAAR reading assessments. **Root Cause:** Root Cause: Students continue experiencing a gap in learning and teachers need additional ongoing training in curriculum internalization in both Reading, Math, and Science. Training will include DOK leveling.

# Demographics

## Demographics Summary

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

In 2024, Silva Elementary currently has an enrollment of 626. The school has seen an increase in enrollment by approximately 100 students since the 2022-2023 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 2022-2023 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 14.4 %, teachers with 6-10 years of experience account for 8.6%, 11-20 years account for 30.8 % of teachers, teachers with over 20 years of experience account for 31.7 %, and teachers with over 30 years experience account for 14.4 %. The average years of overall experience is 19 years, while the average years of experience within the district is 16.2 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 689 students as of September 1, 2024.

## Demographics Strengths

1. Silva Elementary has increased enrollment by over 150 students since 2021-2022.
2. The campus has an experienced staff with an average of 20 years of teaching experience.
3. The campus has 27 general education teachers of which 85% are Bilingual Certified.
4. The campus has 17 teachers in K-3rd grade of which 93% have completed the Texas Reading Academies.
5. 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 2024, 39% 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 2024, 34% of Kindergartners and 41% 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 2024, 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 2023-2024, Silva Elementary reached an ADA of 91.09% 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 2024, 39% 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 Intervention Time in the daily schedule starting on the First Day of School, August 19, 2024, 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 2024, 39% 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 2024, 39% 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 2024, 39% 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 2024, 34% of Kindergartners and 41% 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 2023-2024, Silva Elementary reached an ADA of 91.09% 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals



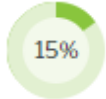





**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service-ready leaders.

**Performance Objective 1:** 80% or more of Silva students will demonstrate an "Approaches" performance on the STAAR Reading and Math assessments. 50% or more of Silva students will demonstrate "Meets." A minimum of 20% 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 Instructional 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> Differentiated whole group instruction            *Content and questioning that targets the needs of students' diverse academic levels in the classroom.  <b>Strategy's Expected Result/Impact:</b> Closing students' academic achievement gaps.  <b>Staff Responsible for Monitoring:</b> Administration            Instructional Coach            Teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Targeted small group instruction            *Differentiating the level of content complexity to close the student's achievement gap.  <b>Strategy's Expected Result/Impact:</b> Closing students' academic achievement gaps.  <b>Staff Responsible for Monitoring:</b> Administration            Instructional Coach            Teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**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><b>Strategy 1:</b> Implement CBL 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 Instructional 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
				
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**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 Coach Teachers Counselor Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 4:** Eighty percent of all Silva students will be reading within half a year on grade level by the end of the 2024-2025 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** IRI assessments

AR







A-Z Online Resource

SIPPS

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 Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 75%		
 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 Spring 2025, all students in grades 4 and 5 will meet Academic Progress in the areas of Reading and Math for those who took STAAR in 2024.

**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 Coach 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;"> <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 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><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 Coach 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 Coach 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>
				
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**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 2024-2025 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

**Summative Evaluation:** Some progress made toward meeting Objective

**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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><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.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will engage in character building.</p> <p><b>Strategy's Expected Result/Impact:</b> Leader in Me curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</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>				

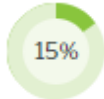



**Goal 2:** Engaging learning environments that are innovative, inviting, safe, secure, drug-free, technology-rich, and that promote high performance.







**Performance Objective 4:** By June 2025, 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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will provide SEL through counseling classes and the use of Ripple Effects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to self-regulate when discomfort, stress, and/or external conflict arises.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor Administration</p> <p><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>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The teachers will provide SEL through classroom lessons that are supported through Leader in Me.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to self-regulate when discomfort, stress, and/or external conflict arises.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers School Counselor Administration</p> <p><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>
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will be able to rest, relax and recharge.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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 1:** Strengthen and increase our parental involvement, and community engagement by a minimum of 8% 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 Coach                      Grade Level Chairperson's                      Teachers                      Librarian                      Parent Specialist                      Campus Counselor                      ACE Campus 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 97% club attendance celebrations during each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Face-to-face assembles for the 1st - 5th Six Weeks, and End of Year Assemblies</p> <p>Increased Attendance Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principal Assistant Principal Instructional Coach 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</p> <p>Reading Logs Teacher/Student Reading Contract 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>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will be rewarded for meeting math goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students Working on Saavas, and other Math Programs Daily Warm-Ups Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Teachers</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 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
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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

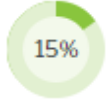





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade level chairs will recruit staff to serve on various committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Variety and diversity of teachers serving on committees</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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 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 Coach</p> <p><b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**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><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.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, 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 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







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet with campus secretary to create budget. <b>Strategy's Expected Result/Impact:</b> no budget amendments requiring board approval <b>Staff Responsible for Monitoring:</b> Principal	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 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Open lines of communication for all stakeholders through meetings. <b>Strategy's Expected Result/Impact:</b> Common vision and mission <b>Staff Responsible for Monitoring:</b> Principal	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>				

# State Compensatory

## Budget for Rudy Silva Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 14

### 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>
Aaron Burciaga	Teacher PK	0.5
Ana L. Garces	LVN	1
Aurora Escobar	Teacher PK	0.5
Belinda Duque	Teacher PK	0.5
Brianna Jimenez	Counselor Clerk	1
Claudia Mata	Instructional Coach	1
Deborah W. Rodriguez	Computer Lab Aide	1
Dimitri Leal	Instructional Aide	0.5
Gabrila Castillo	Community Aide	1
Homer Llanas	Teacher PK	0.5
Itzamar Sanchez	Instructional Aide	0.5
Joe Calderon	Instructional Aide	1
Maria Carr	Teacher PK	0.5
Marilu Garces-Soto	Teacher PK	0.5
Moises Serrano	Library Aide	1
Monica Rodriguez	Media Aide	1
Ruth Leal	Teacher Class Size Reduction	1
Sasha Carreron	Instructional Aide	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