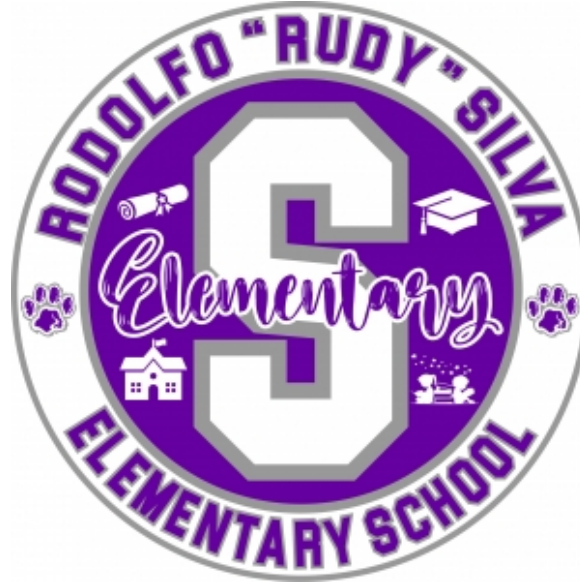


Weslaco Independent School District

Rudy Silva Elementary

2025-2026 Campus Improvement Plan



Mission Statement

At Silva, we learn with respect, grow with kindness, and lead with responsibility. We strive for excellence every day.

Vision

Silva Elementary is a united, safe, and caring school where all students succeed, grow, and become the future leaders of tomorrow.

Value Statement

On Our Way to an “A” Campus!

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Comprehensive Needs Assessment

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.

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
- Federal Report Card and accountability data
- 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
- Observation Survey 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			
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. *Read Aloud *Shared Reading * Independent Reading *Modeled Writing *Guided Reading Strategy's Expected Result/Impact: Student Reading Levels will increase Student Reading Comprehension will increase Staff Responsible for Monitoring: Administration Instructional Coach Teachers Librarian	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 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			
Strategy 1: Implement CBL model strategies to help ELL students. *Small group discussion *Peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab-based lessons *Scaffolding techniques Strategy's Expected Result/Impact: Increase in TELPAS Reading Staff Responsible for Monitoring: Administration Instructional Coach Teachers Bilingual Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

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			
Strategy 1: Students will be prepared for college by closely monitoring students through Response to Intervention and making connections to CCRS. Strategy's Expected Result/Impact: Improved Results for NWEA MAP. Benchmarks, STAAR, CCRS. Staff Responsible for Monitoring: Administration Instructional Coach Teachers Counselor Parents	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 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			
Strategy 1: Implementation of classroom dual language libraries based on student interest. Strategy's Expected Result/Impact: Improved reading levels, NWEA MAP results, STAAR results, EOY IStation results Staff Responsible for Monitoring: Librarian Teachers Administration Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> 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 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			
Strategy 1: Teachers will participate in staff development on the accountability system, on NWEA MAP GROWTH, instructional rounds, and differentiation. Strategy's Expected Result/Impact: Students meeting progress Staff Responsible for Monitoring: Administration Instructional Coach Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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			
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. Strategy's Expected Result/Impact: Increased technology and flexible seating knowledge to enhance learning in all content areas. Staff Responsible for Monitoring: Administration Instructional Coach Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher will be provided technology equipment to provide students innovative teaching experiences. Strategy's Expected Result/Impact: Increased Teacher effectiveness and learning time. Staff Responsible for Monitoring: Administration Instructional Coach Teacher ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 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

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			
Strategy 1: The Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will engage in character building. Strategy's Expected Result/Impact: Leader in Me curriculum. Staff Responsible for Monitoring: Administration Instructional Coach Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 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

Strategy 1 Details	Reviews			
Strategy 1: The counselor will provide SEL through counseling classes through use of district curriculum - Multi Tier Support System (MTSS) Strategy's Expected Result/Impact: Students will be able to self-regulate when discomfort, stress, and/or external conflict arises. Staff Responsible for Monitoring: School Counselor Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The teachers will provide SEL through classroom lessons that are supported through the district's anti bullying curriculum. Strategy's Expected Result/Impact: Students will be able to self-regulate when discomfort, stress, and/or external conflict arises. Staff Responsible for Monitoring: Teachers School Counselor Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Teachers will be able to rest, relax and recharge. Staff Responsible for Monitoring: School Counselor Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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. 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. Staff Responsible for Monitoring: Campus Principal & Administration Instructional Coach Grade Level Chairperson's Teachers Librarian Parent Specialist Campus Counselor ACE Campus Coordinator	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Provide parent meetings that encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement. Strategy's Expected Result/Impact: Increased collaboration between home and school to support parental involvement and student achievement. Staff Responsible for Monitoring: Administrators Parent Specialist ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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			
Strategy 1: Students will participate in awards assemblies and 97% club attendance celebrations during each six weeks. Strategy's Expected Result/Impact: Face-to-face assemblies for the 1st - 5th Six Weeks, and End of Year Assemblies Increased Attendance Increased Student Achievement Staff Responsible for Monitoring: Teacher Principal Assistant Principal Instructional Coach Parent Specialist Media Aide Attendance Clerk ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be rewarded for meeting reading goals. Strategy's Expected Result/Impact: Students Reading Daily Reading Logs Teacher/Student Reading Contract Increased Student Achievement Staff Responsible for Monitoring: Teacher Principal Assistant Principal Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	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 Saavas, and other Math Programs Daily Warm-Ups Increased Student Achievement Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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			
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. Strategy's Expected Result/Impact: Increased Student Attendance Increased Student Achievement Staff Responsible for Monitoring: Administration Parent Specialist	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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			
Strategy 1: Grade level chairs will recruit staff to serve on various committees. Strategy's Expected Result/Impact: Variety and diversity of teachers serving on committees Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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			
Strategy 1: Each grade level will conduct a purposeful grade level PLC, plan and turn in minutes and administration will oversee results. Strategy's Expected Result/Impact: Increased Student Achievement Planning & Collaboration Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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			
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. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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			
Strategy 1: Meet with campus secretary to create budget. Strategy's Expected Result/Impact: no budget ammendments requiring board approval Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>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			
Strategy 1: Open lines of communication for all stakeholders through meetings. Strategy's Expected Result/Impact: Common vision and mission Staff Responsible for Monitoring: Principal		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

State Compensatory

Budget for Rudy Silva Elementary

Total SCE Funds: \$16,765.00

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

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Dora Borjas	Kinder
Classroom Teacher	Cecila Valdez	Fourth Grade
TA	Alliyah Rodriguez	Instructional Assistant
Classroom Teacher	Sonia Garcia	4th Grade
Classroom Teacher	Ruth Leal	First Grade
Classroom Teacher	Belinda Hinojosa	Kinder Teacher
Classroom Teacher	Hilda Cabrera	Second Grade
Classroom Teacher	Leticia Balli	Fifth Grade
Classroom Teacher	Dora Brojas	Kinder Teacher
Classroom Teacher	Maria Castro	Special Education
Classroom Teacher	Claudia Jimenez	First Grade
Clerk	Melissa Castillo	Data Entry Clerk
GLC	Monica Rodriguez	Paraprofessional GLC
Classroom Teacher	Sonia Garcia	Fourth Grade
Classroom Teacher	Juliana Lopez	Third Grade
ACE Coordinator	Veronica Rivas	ACE Coordinator
Aide	Brianna Jimenez	Counselor Aide
Business Member	Stephanie Tamez	Parent & Business Community Member
Parent Specialist	Castillo Gabriela	Parent Specialist
Counselor	Jose Baron	Counselor
Administrator	Claudia Mata	Instructional Coach
Administrator	Debbie Juarez	Asst. Prin.
Administrator	Dr. Nancy Lopez Castillo	Administrator
Administrator	Claudia Martinez	Admin. In Charge
Community Representative	Jessica Rodriguez	Community Member
Parent	Amy Vasquez	Parent Representative
GLC	Monica Gonzalez	Special Education Teacher

Committee Role	Name	Position
Elective Teacher	Natalie White	Art Teacher
Classroom Teacher	Emily Guerra	Fifth Grade
Classroom Teacher	Abby Saenz	Fourth Grade
Classroom Teacher	Sandra Arce	First Grade
Classroom Teacher	Joann Morales	Second Grade
Classroom Teacher	Rosa Rodriguez	Kinder Teacher
Classroom Teacher	Jesus Chavez	Kinder Teacher
Classroom Teacher	Belinda Duque	Pre K Teacher

Addendums

Local Improvement Plan

District: Weslaco ISD

Campus: Rodolpho “Rudy” Silva Elementary

Year: 2025–2026

Campus Priorities

Our top three priorities are:

1. **High-quality instruction**
2. **Data-driven decision making**
3. **A culture of achievement**

Clear roles and responsibilities within the leadership team are the foundation for ensuring these priorities are implemented with consistency and impact.

Problem Statement

The campus has been understaffed, with unclear leadership roles, responsibilities, and systems. This has resulted in a reactive approach to behavior, limited focus on instruction (observations, feedback), underdeveloped data-driven practices, and a lack of coherence in campus culture. Without defined structures, the campus has struggled to proactively drive instructional excellence, student outcomes, and a positive culture of achievement.

Root Cause

- Leadership team roles and responsibilities not clearly defined or monitored.
- Staffing shortages limiting proactive focus on both instruction and behavior.
- Lack of systematic structures for culture, instruction, and data analysis.

Goal

By May 2026, the campus leadership team will **consistently** operate with clear roles and responsibilities that support proactive culture systems, consistent instructional observation and feedback, and effective use of data to improve student outcomes.

Strategy (ESF 1.3)

Establish a clear leadership structure and monitoring system that prioritizes instructional leadership, proactive culture systems, and consistent data-driven practices.

Key Actions

Roles & Responsibilities

- Requested an additional AP and counselor (AP granted, counselor pending).
- Assigned Dr. Castillo (AP) to lead campus observations and serve as first responder for behavior, safety, and security—freeing other leaders to focus on instruction.
- Assigned direct reports to leaders to ensure accountability.
- Established **bi-weekly check-ins** that flexibly serve as either in-person teacher feedback or data analysis sessions, depending on time and campus need.
- Weekly leadership team meetings with a dedicated block for outcomes, root cause analysis, and solution planning to drive weekly instructional rounds.

Culture

- Developed campus-wide systems and procedures with “how-to” [videos](#) for staff and students covering: beginning of day/ DEAR time, transitions, first five minutes of class, recess/lunch, and dismissal.
- Rolled out culture systems at BOY PD and reinforced them with students.
- Implementing Capturing Kids’ Hearts program campus-wide.
- Launching a book study of *The Energy Bus* to strengthen proactive, positive culture.

Instruction

- Created core instructional calendars aligned to campus priorities.
- Conducted bi-weekly observation and feedback cycles, reinforced through scheduled check-ins.
- Conducted weekly instructional rounds tied to leadership team meeting outcomes.
- Moved PLCs to Wednesdays and reframed them as teacher-led, with leadership support aligned to the campus PLC framework.
- Moved electives to after lunch and assigned elective teachers as additional support to teachers based on data. Teachers presented their plan to use them to ensure that they are contributing toward student outcomes.

Data-Driven Instruction

- Weekly leadership team meetings dedicated to student data review and action planning.
 - Instructional rounds focus on outcomes informed by data analysis.
 - PLCs used weekly for either lesson internalization or student work analysis.
-

Resources

- ESF 1.3 Guide
 - Additional AP (hired), counselor (pending)
 - Leadership meeting protocols/agendas
 - Capturing Kids' Hearts training/ program
 - *The Energy Bus* for book study
 - Core calendars & walkthrough tracking tools
-

Responsible Staff

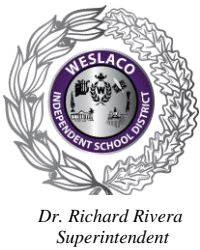
Principal, Assistant Principals, Instructional Coaches, Teacher Leaders

Timeline

- **Aug–Sept 2024:** Define/document roles; roll out systems and “how-to” videos; launch CKH and book study.
- **Sept–Dec 2024:** Implement bi-weekly observation/data analysis check-ins; conduct weekly instructional rounds; monitor culture systems.
- **Jan–May 2025:** Refine systems; evaluate culture initiatives; continue PLC cycles and data-driven leadership meetings.

Evidence of Success

- By the end of the 2025–2026 school year, 90% of teachers will receive documented bi-weekly feedback or data analysis support, tracked in Strive
- By the end of each month, leadership meeting agendas will include dedicated time to reviewing outcomes and developing solution plans, with meeting minutes documenting action steps for all identified issues.
- By May 2026, at least 85% of staff and 80% of students will report on surveys that school culture systems and instructional support are clear and effective
- By the end of each week during the 2025–2026 school year, PLCs show evidence of internalization or student work analysis weekly through internalization notes or student work analysis documents.
- By the end of the 2025–2026 school year, student performance in core subjects (Math, Reading, Science, Social Studies) will increase by at least 5% in overall proficiency compared to the previous year, with targeted growth of at least 5% for English Learners (EBs) and students receiving Special Education services (SPED). Progress will be monitored quarterly using benchmark assessments, and intervention strategies will be adjusted based on the data to ensure equitable outcomes.



WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

319 W. 4th Street / P.O. Box 266, Weslaco, Texas 78599-0266
TEL: 956-969-6914 FAX: 956-969-6867

Weslaco ISD Program Plan Descriptions

Addendum

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the local education agency (LEA) plan shall include the following 13 descriptions:

Description 1a. ESSA Sec. 1112 (b)(1)(A)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Weslaco ISD utilizes the TCMPC (Updated TEKS Resource System) to guide and implement a well-rounded curriculum program fully integrating HQIM (High-Quality Instructional Materials).

Description 1b. ESSA Sec. 1112(b)(1)(B)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Weslaco ISD monitors student learning progress and growth through benchmark testing as well as Beginning of Year and End of Year assessments to monitor and focus on student growth. This allows teachers and administrators to better focus on meeting students' individual learning needs.

Description 1c. ESSA Sec. 1112(b)(1)(C)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students. The LEA or school determines needs in meeting the challenging State academic standards.

Weslaco ISD monitors student learning progress and growth and provides additional instructional support through after school tutoring programs, STAAR Mentors, and teacher supplemental instruction.

Description 1d. ESSA Sec. 1112 (b)(1)(D)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Weslaco ISD monitors and adjusts instructional programs based on student benchmark testing and NWEA MAP testing as well as teacher formative assessments.

Description 2. ESSA Sec. 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Weslaco ISD human resources department ensures that all classes are taught by highly qualified, certified teachers.

Description 3. Sec. 1112(b)(3)

Describe how the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2), identified as (1) Comprehensive support and improvement and (2) Targeted support and improvement.

Weslaco ISD does not have any schools identified for Comprehensive Support and no Additional Targeted Support.

Description 4. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under Section 1113. (Within-LEA Allocation Procedures)

Weslaco ISD periodically reviews and adjusts school zoning based on population growth/shifts. These reviews include the various sub-populations and economically disadvantaged student numbers.

Description 5. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted under Schoolwide (Sec. 1114) and Targeted Assistance (Sec. 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Weslaco ISD campuses identified as school-wide use their funds and resources to maximize supports for all student demographic groups. The district also provides support in the form of teachers, an instructional assistant, and resources to students assigned to the Hidalgo County Boot Camp.

Description 6. Sec. 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). (Homeless LEA Reservation)

Weslaco ISD provides homeless students with immediate school enrollment, regardless of the child's residency status or lack of required documents. This includes assisting with the collection of necessary records and providing transportation. In addition, we provide academic support, school supplies, and resources and coordinate with local community resources for additional assistance.

Description 7. Sec. 1112(b)(7)

Describe the strategies the LEA will use to implement effective parent and family engagement under Section 1116. (LEA Written PFE Policy)

Weslaco ISD implements an effective parent and family engagement program through our PFE Department which includes centralized district staff and parent specialists/community aides at all of our campuses. The district and campus policy is developed and agreed upon jointly with parents. Key strategies include meaningful two-way communication in a language that parents understand, parent advisory councils, volunteer opportunities, and parent feedback.

Description 8. Sec. 1112(b)(8)

Describe, if applicable, how the LEA will support, coordinate, and integrate the services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (LEA Reservation for Preschool)

Weslaco ISD has a rigorous all-day PK3/PK4 programs with full support at the campus and district level, to include district-wide staffing support, curriculum and materials, and a district level coordinator who works with PK teachers to maximize instructional efficacy. The campuses fully support their PK programs and the transition into kindergarten.

Description 9. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program under section 1115, will identify the eligible children most in need of services under Title I, Part A. (Multiple, educationally related, objective criteria)

Note: Targeted Assistance Programs are different from schoolwide programs in that not all students are eligible to receive Title I, Part A services.

The LEA must identify students based on multiple, educationally related objective criteria so that the campus's Title I, Part A program is targeted to those students who are failing or most at risk of failing to meet the State's academic standards.

- In a Targeted Assistance Program, only those students who are identified as failing or most at risk of failing, according to the LEAs criteria, may receive Title I, Part A services.
- Only instructional staff involved with those students may receive Title I, Part A services.
- And only parents of those students may receive Title I, Part A services.

Weslaco ISD does not have any Targeted Assistance Programs at this time.

Description 10a. Sec. 1112(b)(10)(A)

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Weslaco ISD supports the transition of students from middle school to high school and to post-secondary education through a multitude of services provided by the Student Support Services department. Counselors, and College, Career, and Military Readiness advisors work diligently to ensure the smooth transition of students. The GEAR UP program also enhances the efforts provided at the campus to ensure students are college and career ready, as well as provide services to parents and educators to maximize student success.

Description 10b. Sec. 1112(b)(10)(B)

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Weslaco ISD provides several opportunities to increase awareness of the Early College High School and Dual Credit Programs at the middle and high schools. Counselors and CCMR advisors promote awareness and encourage students to take advantage of these opportunities through guidance & counseling and individual planning. Students' interests, strengths, and skills are taken into consideration when counselors set goals with students and when planning their career pathways. Weslaco ISD has a dual enrollment program in conjunction with South Texas College (STC), UT-RGV, and OnRamps (UT Austin). The CTE program also provides preparation to ensure students meet CCMR requirements.

Description 11. Sec. 1112(b)(11)

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c) (2) (Economically disadvantaged; Students from major racial and ethnic groups; Children with disabilities; and English learners).

Weslaco ISD closely monitors campus discipline practices and has focused on ensuring students remain in the classroom or on campus to the maximum extent possible. Our District Alternative Education Program has shifted its focus and is now assigned at the home campus level to better support campuses and keep students close to their sources of instruction.

Description 12a. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the LEA, how the LEA will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

2a

Weslaco ISD has worked to better monitor and integrate CTE into its programs through an active CCMR committee to monitor and improve that coordination.

Description 12b. Sec. 1112(b)(12)(B)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Weslaco ISD monitors and implements CTE instruction and work-based learning opportunities through its' CTE Department. This includes instruction, educational pathways, and academic credit.

Description 13a. Sec. 1112(b)(13)(A)

Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in identifying and serving gifted and talented students.

Weslaco ISD Advanced Academics department provides training and support for identifying and meeting the needs of gifted and talented students. The advanced academics coordinator also controls the allotted budgets to support these efforts. Our LEA follows the Texas State Plan for G/T Education by conducting universal pre-screening for all kindergarten and a nomination process for grades 1-12, using a comprehensive matrix to ensure equitable identification across all populations. We provide a pull-out program and full-time inclusion to serve G/T students effectively.

Description 13b. Sec. 1112(b)(13)(B)

Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Weslaco ISD has a coordinator for district library programs and maintains fully supported libraries at all campuses. In addition, it provides full support for instructional technology through its' instructional technology department.