

Weslaco Independent School District
Rudy Silva Elementary
2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

Motto

We Lead

We Rise

We Achieve

Silva Student Creed

I am a Leader at Silva Elementary.

I can rise to the challenge

I will achieve my personal best, everyday.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

In 2019, the total student population at Silva Elementary is 633 students. The student population in 2018 was 677

For the 2018 Fall PEIMS submission, Silva Elementary had 677 students and employed 67 staff. The student population was 98.9 % Hispanic and 80.5% Economically Disadvantaged. Other demographic information includes students in Special Education 9.8 %, At-Risk 72 %, Migrant 12.5 %, LEP 30 % and Gifted and Talented 7 %.

According to the most recent 2017-2018 TAPR Report, teachers serving the campus are 89.1 % Hispanic. There are no new teachers at our campus, 1-5 years teachers account for 8.7 %, teachers with 6-10 years experience account for 8.7 %, 11-20 years account for 45.5 % of teachers, and teachers with over 20 years experience account for 37 %. The average years of overall experience is 16.6 years, while the average years of experience within the district is 18 years.

For the 2018-2019 school year, Silva Elementary has two administrators, one counselor, one librarian, one instructional coach, one STAAR teacher , one speech pathologist, one diagnostician, forty teachers, two nurses, six non-classroom staff, three instructional assistants, and four custodians.

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

Demographics Strengths

- Attendance rates are higher than the State and our school has maintained a 97% or higher for the past two years.
- Improvements were made across all grades and contents.
- All Students, Hispanics, Econ. Dis, and EL students met their target for Academic Growth in both Math and Reading.
- All Students, Hispanics, Econ. Dis, and EL students met their target for Academic Achievement in Math and Reading.
- All Students, Hispanics, Econ. Dis, and EL students met the target in Student Success.
- EL students are showing growth in Math and Reading.

- Writing went from a Q4 to a Q3 for Masters grade level
- Silva Elementary surpassed the TELPAS target with a 44% from 36%
- Silva Elementary received 4 Distinction Designations: Reading, Math, Post-Secondary Readiness, and Academic Growth
- Silva Elementary has strong community support from businesses and parents.
- Silva Elementary provides opportunities for all students to participate in UIL, Art, Robotics, Mariachi, and Dance.
- Silva Elementary provides opportunities for all parents to participate in school activities, including Leader in Me and our Parent Volunteer Program
- Silva Elementary has a low teacher/staff turnover rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students did not meet the target for three consecutive years for Academic Achievement. **Root Cause:** Special Education students are not instructed at the same level of rigor, and/or are pulled out of the general education setting. The achievement gap widens as they move on to a different grade level. Students need more supplemental aids and accommodations to close the gap.

Problem Statement 2: EL Students in grade 5 had only 13% of students performing at the Masters level in the area of Science. **Root Cause:** Fifth grade EL students do not have enough opportunities to use all language domains throughout grades K-5 on a daily basis.

Problem Statement 3: General Education students who are 504 or RtI students are not performing at Meets or Mastery level in all content areas. **Root Cause:** Students are need of differentiation/intervention to be able to provide 1-1 or small group instruction.

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

Problem Statement 5: Only 5% of 4th Grade students received a "Masters" score on STAAR Writing **Root Cause:** Teachers in grades PK-4 need additional instructional support in teaching editing, revising and grammar.

Problem Statement 6: Only 16% of students in 5th grade received a "Masters" score in Reading **Root Cause:** Students in 5th grade need to continue receiving a balanced literacy plan which includes Guided Reading, Independent Reading, and Shared Reading. Lessons must be aligned to the assessment.

Problem Statement 7: Only 18% of students in 3rd grade received a "Masters" score in Math. **Root Cause:** Students need streamlined campus curriculum that is aligned and differentiated to incorporate conceptual understanding of Math concepts. Students need more blended math experiences from the concrete, not the abstract. Students may not be receiving the fundamental skills in the lower grades, establish processes and plans to solve more rigorous math computation that involve multi-steps and more reading.

Problem Statement 8: Non-Continuously enrolled population did not meet the target for Growth Status in the area of Math for 3 consecutive years. **Root Cause:** Students who are not enrolled continuously need intervention earlier identification with purposeful planning with special pop teams.

Student Academic Achievement

Student Academic Achievement Summary

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

2019 Accountability Data Table

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: Students grades 4 Writing and 5 Science have been at Quartile 1 **Root Cause:** Not enough students are scoring in the Mastery level among our comparison group for accountability.

Problem Statement 3: Students in Grade 4 Writing although showed significant progress, still did not receive a distinction for Writing. **Root Cause:** Students are lacking the fundamental skills in the area of revising/editing, composing an expository or informational piece. Students lack basic concepts to ensure mastery in more complex Language Arts concepts.

Problem Statement 4: Special Education students did not meet the target for three consecutive years for Academic Achievement. **Root Cause:** Special Education students are not instructed at the same level of rigor, and/or are pulled out of the general education setting. The achievement gap widens as they move on to a different grade level. Students need more supplemental aids and accommodations to close the gap.

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, 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

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: Teachers and staff need to implement more differentiation lessons in their delivery. **Root Cause:** Teachers are not comfortable with implementing and utilizing differentiation in their classes.

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
- Supplying good quality furniture
- Increase school spirit with a mascot
- Allocate money for sound curriculum resources such as Sharon Wells, SIPP, ABYDOS, and Mentoring Minds resources
- Literacy Night
- Career Day
- AR celebrations/recognitions with colored brag tags
- School Family Festivals
- 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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are misconceptions in budget allocation being unavailable to purchase resources. **Root Cause:** Staff have been communicated

that due to budget constraints, our school was unable to purchase curriculum or provide incentives.

Priority Problem Statements

Problem Statement 1: Special Education students did not meet the target for three consecutive years for Academic Achievement.

Root Cause 1: Special Education students are not instructed at the same level of rigor, and/or are pulled out of the general education setting. The achievement gap widens as they move on to a different grade level. Students need more supplemental aids and accommodations to close the gap.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: EL Students in grade 5 had only 13% of students performing at the Masters level in the area of Science.

Root Cause 2: Fifth grade EL students do not have enough opportunities to use all language domains throughout grades K-5 on a daily basis.

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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


Goals

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

Performance Objective 1: 85% or more of Silva students will demonstrate a "Meets" performance on the STAAR Writing tests. A minimum of 40% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading and writing proficiency in all areas of LA. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction	2.4, 2.5, 2.6	Administration, Teachers and Language Arts Strategist	Formative: Campus Academic Monitoring Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018	Funding Sources: State Comp Ed (SCE) - 74184.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) 1) Students in Pre-kinder through Fifth grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of classroom audio library. MyOn and Think Central, Accelerated Reader, EPIC, RazKids, ABC Mouse Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018	2.4, 2.5, 2.6	Principal Facilitator Teachers Support Staff	Formative: Benchmark test results MyON reports Accelerated Reader Reports BOY, MOY & EOY Fountas and Pinell Reports Summative: EOY Istation Report STAAR Scores Istation monthly reports				
	Funding Sources: State Comp Ed (SCE) - 50286.00						
3) Fourth Grade Students will participate in Writing camps to enhance their grammar and editing techniques that will be applied on the STAAR test.	2.4, 2.5, 2.6	Administration Teachers	Increased STAAR scores in 4th Grade Writing				
	Funding Sources: Title 1, Part A - 5000.00						
4) Fourth Grade Students will participate in a Write-a-thon to help build stamina for STAAR composition writing.		Administration Teachers	4th Grade Writing STAAR results				
5) Implement an organizational frame work for teaching writing and facilitate opportunities for staff development. -Writing across the Curriculum through Write to learn strategies. -Reading and writing connections through the Write Time for Kids Curriculum -TEKS Resource System -Abydos Three Week Institute -Abydos Recertification for Trainers Writing Academy . The implementation of "What a Writer" for PK-5. Display Writing piece . Word of the Week	2.4, 2.5, 2.6	Administration Teachers STAAR Teacher ITC	Writing in TELPAS and STAAR				
	Funding Sources: State Comp Ed (SCE) - 59635.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							





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

Performance Objective 2: 85% or more of Silva students will demonstrate a "Meets" performance on the STAAR Reading tests. A minimum of 40% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 2: STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Third through Fifth grade students will participate in Silva Reading Camps to help reinforce readiness and supporting standards on the STAAR Reading test.	2.4, 2.5, 2.6	Administration Teachers	Increased 3rd-5th grade Reading STAAR scores				
Funding Sources: State Comp Ed (SCE) - 39301.00							
2) Implement Guided Reading/Balanced Literacy in grades K-5th. Teachers in grades K-2nd read with students daily. 3rd-5th grade teachers will read with below level readers daily. Teachers will utilize the scholastic book room (Scholastic A-Z)	2.4, 2.5, 2.6	Administration Teachers Librarian	Student Reading Levels will increase				
*Read Aloud *Shared Reading *Independent Reading *Modeled Writing *Guided Reading	Funding Sources: State Comp Ed (SCE) - 16356.00						
3) All students in grade Kinder-5th Grade are given the opportunity to attend a daily read-aloud by a certified teacher before school starts. This is called the Silva Reading Nooks.	2.4, 2.5, 2.6	Administration Teachers	Increased Fluency and Prosody for our students				
4) Students in K-2nd will receive 45 minutes daily instruction using Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension.		Administration Teachers	Performance on CBA's, Benchmarks, STAAR, and IRI				
Funding Sources: State Comp Ed (SCE) - 2000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Students who are Tier 3 and still not achieving meets level will be provided different interventions within the classroom to allow for maximum success. Such as more small group instruction, one to one, or different reading STAAR materials to help target students area of weaknesses.		Administration Teachers	Performance on CBA's , Benchmarks				
<div>  = Accomplished  = Continue/Modify  = No Progress  = 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: 90% of Silva students will demonstrate a "Approaches", 60% will demonstrate "Meets" and 30% will demonstrate a "Masters" performance on the STAAR Math tests.

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System.	2.4, 2.5, 2.6	Administration Teachers CIF Math Strategist	Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
2) Math teachers will incorporate Blended Learning. This type of learning/teaching model will ensure small group instruction with stations. Programs used; Imagine Math-3rd-5th Reflex Math-1st-5th Splash Math-1st Reasoning Mind-K-5 TEKS Resource System-K-5th ABC Mouse Kinder	2.4, 2.5, 2.6	Administration Teachers	Increase scores in CBA's, Benchmarks, and STAAR assessments.				
Funding Sources: Title 1, Part A - 65000.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Students in 3rd to 5th grade will increase their math comprehension through use of STAAR aligned consumable materials such as Motivational Math, STAAR Coach and STAAR Master.		Administration Teachers	Increased rigor and stamina in instruction. Increased scores in CBA's, Benchmarks, and STAAR Math				
Funding Sources: Title 1, Part A - 4000.00							
4) Third through fifth grade students will participate in STAAR Math camps which will enhance their knowledge in readiness and supporting standards for Math.	2.4, 2.5, 2.6	Administration Teachers	Increased scores on STAAR Math				
5) Implement problem solving strategies, skills and activities. Problem solving strategies to include: drawing a picture, making a T-chart, acting it out, working backwards, guess and check, making an organized list, making a pattern, and other research-based strategies.	2.4, 2.5, 2.6	Administration Teachers	Increase performance of students in all assessments local and STAAR				
6) Teachers will use Texas Colorbands to disaggregate data, which will impact Student Achievement and Student Progress.	2.4, 2.5, 2.6	Admin Teacher	STAAR Progress Domain II A				
Funding Sources: State Comp Ed (SCE) - 8921.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 4: Silva Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Evaluation Data Source(s) 4: PBMAS Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Migrant students will utilize specialized programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now Hatch Tablets-Phonics and Reading Language Arts Mechanics Kinder Musik	2.4, 2.5, 2.6	Administration Teachers Migrant Aide	Improved assessment results				
<div>  = Accomplished  = Continue/Modify  = No Progress  = 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 2019, 90% of 5th grade students will be at "Meets" for the STAAR Science test.

Evaluation Data Source(s) 5: STAAR Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 5th Grade students will participate in hands-on science stations and rigorous curriculum with TEKS resource system, Stemsopes, Edusmart, the use of Motivation Science, Countdown to Science, and FOSS science kits. Differentiation will be facilitated with blended learning, Nearpod, Google Classroom and playlist with the use of these resources.	2.4, 2.5, 2.6	Administration and teachers	Increased knowledge of Science Vocabulary applied to real-life experiences.				
	Funding Sources: Title 1, Part A - 12000.00						
2)) Students will participate in District and Campus Science Fairs to develop their inquiry skills and strong knowledge of the scientific method with Science process skills.	2.4, 2.5, 2.6	Administration Teachers District and Campus Science Fair Coordinators	Science Fair Projects Increase Science STAAR scores Campus Representation				
3) Students will attend science field trips to acquire Science knowledge in all Science Areas; Such as TSTC Challenger Learning Center professional development. Student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and micronauts program for grades K-5. UTRGV Science partnership, Valley Nature Center and Esterno Llano grande. 5th Grade students will understand habitats through their real-life experience at Sea World field trip. Matter and Energy Force, Motion, and Energy Earth and Space Organisms and the Environment	2.4, 2.5, 2.6	Administration Teachers	Real-World/Life Experiences applied to Science content as evidenced in STAAR Science Scores, CBA's and Benchmarks.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Fifth grade students will participate in STAAR Science camps to enhance their knowledge in readiness and supporting standards.	2.4, 2.5, 2.6	Administration Teachers	Increased STAAR Science results.				
	Funding Sources: Title 1, Part A - 5000.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							

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

Performance Objective 6: By the Spring 2019 school year, the percentage of EL students who score at the Advanced High on TELPAS composite will increase by 30%.

Evaluation Data Source(s) 6: TELPAS 2018 Scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques	2.4, 2.5, 2.6	Administration Teachers Bilingual Teachers	Increase in TELPAS Reading				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 7: 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.





Evaluation Data Source(s) 7: STAAR

Closing the Performance Gap-

Academic Growth

Benchmark and CBA Data

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment. *Red Ribbon Week * Just Say No Week * Career Day * Anti-Bullying Week * Leadership Day * Kids Helping Kids-Vannie Cook	3.1	Administration Counselor Teachers	Drug-Free, Bully-Free Environment				
	Funding Sources: State Comp Ed (SCE) - 26359.00						
2) Students will be prepared for college by closely monitoring students through Response to Intervention and make connections to CCRS.		Administration Teachers Counselors Parents	Improved Results for CBA's, Benchmarks, STAAR, CCRS				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 8: Special Education Teachers will implement the inclusion teaching model to ensure all special education students in 3rd-5th grade improve by at least 30% in all content areas for STAAR.

Evaluation Data Source(s) 8: CBA's, Benchmarks, STAAR, TELPAS for ELLs.

Summative Evaluation 8:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -Liag Training -Write Time for Kids -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System	2.4, 2.5, 2.6	Administration Teachers	Improvement in overall content area assessment				
	Funding Sources: Title 1, Part A - 12000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</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 9: 90% of all identified gifted and talented students will score at Master Grade level in at least 2 content areas of STAAR.

Evaluation Data Source(s) 9: CBA's
Benchmarks
STAAR

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels.	2.4, 2.5, 2.6	Administration Teachers	Masters level in at least 2 areas. Improved STAAR, CCRS				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 10: 90% of Silva Students will be reading on grade level by the end of the 2019-2020 school year.

Evaluation Data Source(s) 10: IRI assessments

I Station reports

End of Year Reading Benchmarks

Summative Evaluation 10:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be motivated through reading contests -Reading Nook -Read Across America Week -National Children's book week -National Library week -Author's visits -AR challenges-AR Brag Tags -Book it challenges	2.4, 2.5, 2.6, 3.1	Librarian District Librarian Teachers Administration	Improved reading level, STAAR results, end of year I Station results				
	Funding Sources: State Comp Ed (SCE) - 32994.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div><div>➔</div></div><div>= Continue/Modify</div></div> <div><div><div>0%</div></div><div>= No Progress</div></div> <div><div><div>✖</div></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 11: 90% of all Silva students will score at Approaches level for Social Studies CBA's.

Evaluation Data Source(s) 11: District Assessments

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (including field trips) -Citizenship -Science -Technology -Civic Leadership -Culture	2.4, 2.5, 2.6	Administration Teachers	Improved learning				
	Funding Sources: State Comp Ed (SCE) - 10000.00						
2) Students will use effective reading strategies through social studies with the use of Social Studies Weekly.	2.4, 2.5, 2.6	Administration Teachers	Improved performance for all populations				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 12: All 504 students, including Dyslexia students will receive their accommodations in all content areas and in their assessments

Evaluation Data Source(s) 12: Benchmark scores, Six Week's progress report Kurzweil 300 report

Summative Evaluation 12:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional development for all staff working with 504 students. -Differentiation -TRS -Writing Academy -I Station small group -Guided Reading	2.4, 2.5, 2.6	Administration Teachers Dyslexia Teachers	Closing the gap for 504 students in CBA's, Benchmark, STAAR				
	Funding Sources: State Comp Ed (SCE) - 10000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</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 13: All students at Silva will be given an opportunity to try out to participate in Fine Arts Clubs such as Dance Team, Mariachi, and Art Club

Evaluation Data Source(s) 13: Participation in clubs and events

Summative Evaluation 13:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.	3.1	Administration Fine Arts Teachers Fine Arts Coordinator	Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 14: During the 2018- 2019 school year, 100% of all 3rd -5th grade students will participate in the Fitness gram.

Evaluation Data Source(s) 14: Fitness Gram

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess.	2.4	Campus Principal Assistant Superintendent C&I Elementary Assistant Superintendent C&I Secondary Campus Physical Education Teachers District Physical Education Coordinator Athletic Director	Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices Continuous monitoring of campus utilization of SPARK Curriculum Campus participation with SHAC, Fitnessgram				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 15: By Spring 2019, all students in grades 4 and 5 will meet Academic Progress in the areas of Reading and Math.

Evaluation Data Source(s) 15: Domain II Part A and Domain III Closing the Gaps for STAAR assessments.

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in staff development on the accountability system, on Texas Colorbands, instructional rounds and Differentiation of instruction.	2.4, 2.5	Admin. Teachers	Students meeting progress				
	Funding Sources: State Comp Ed (SCE) - 20000.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

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

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

Evaluation Data Source(s) 1: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Silva staff will be provided with professional training on campus computer software programs, blended learning,Google Applications such as Google Sheets, Google Docs, Google Classroom, Ed Puzzle, Class Dojo. This and other programs will be integrated in their lessons.	2.4, 2.5, 2.6	Administration CTC	More Classrooms with Blended Learning Lessons				
	Funding Sources: State Comp Ed (SCE) - 5000.00						
2) Students in Pre-kinder through fifth grade will use technology to develop reading, writing, science, social studies, and math skills. Technology will include the use of Clear Touch Panels, Chromebooks, Ipads, Computers-desktop and laptops, document cameras, 3-D printers, media carts, scanners, and mounted projectors	2.4, 2.5, 2.6	Administration CTC Teachers	Increased technology knowledge to enhance learning in all content areas. This will impact student performance in assessment in all areas as well.				
	Funding Sources: State Comp Ed (SCE) - 50000.00						
3) Technology needs for our campus will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, document cameras, projectors and toner/print cartridges for printers.	2.5	Administration CTC Teacher	Increased Teacher effectiveness and learning time				
	Funding Sources: Title 1, Part A - 40000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and CTC will complete Common Sense Media lessons in order to ensure students are well informed in all media/internet safety.	2.4	Administration CTC Teachers	Elimination of Cyber-bullying and an increase of awareness in internet safety				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: During the 2018-2019 school year, the number of discipline referrals will decrease by 10% from the 2018-2019 school year ensuring that all students learn in an atmosphere that promotes students success.

Evaluation Data Source(s) 3: Discipline Reports

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness program for our students.		Administration Counseling Teachers					
Providing counseling lessons to K- 5th grade students to stress social skills and Bullying.	Funding Sources: Title 1, Part A - 20000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

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

Performance Objective 4: During the 2018-2019 school year, a 100% of scheduled safety drills (to include fire drills and lock downs) will be conducted

Evaluation Data Source(s) 4:

Summative Evaluation 4:



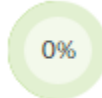

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly fire drills will be conducted on the campus.		Principal Security Guard					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.		Campus Administration Nurse Coordinator Melissa Escalon	Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI				
Funding Sources: Title 1, Part A - 10000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: Parental involvement sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee will be utilized for relaying proper communication.	3.1, 3.2	Administrators Parent liaison					
2) Provide parent meetings that encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.	3.1, 3.2	Administrators Parent Liaison					
Funding Sources: State Comp Ed (SCE) - 10000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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

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

Evaluation Data Source(s) 2: Attendance records, grade book, and Accelerated Reader Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) All Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, honor Roll, Silva Reader Leader, Perfect Attendance and Silva Leader. students		Teacher Principal CIF Media Aide Attendance Clerk CTC					
2) Critical Success Factors CSF 5 2) Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year		Teacher Principal CIF Media Aide Attendance Clerk CTC					
	Funding Sources: State Comp Ed (SCE) - 50000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Critical Success Factors CSF 5 3) Teachers in grades 1st-5th will promote reading throughout the year by meeting goals that have been set for each grade level. Students will be recognized for meeting their goal and receive a colored brag tag for meeting number of words read and reading books at their level and receiving an 80% in comprehension.		Teacher Principal CIF					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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

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

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) 1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, Writing Academy, Abydos, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction	2.4, 2.5, 2.6	Administration Teachers Language Arts Strategists Bilingual Director	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Individualized Student monitoring forms				
Funding Sources: Title 1, Part A - 58814.00							
2) 3) Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least two of the content areas.	2.4, 2.5	Administration Teachers CTC	Teachers District Content Strategists Formative: CAR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 2) Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.	2.4, 2.5	Administration Teachers District Content Strategists	Formative: CAR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

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

Evaluation Data Source(s) 2: Performance on CBA's District Benchmarks and STAAR assessment

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each grade level will share meeting minutes and admin. will oversee results.		Administrator					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading and writing proficiency in all areas of LA. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018
1	1	2	1) Students in Pre-kinder through Fifth grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of classroom audio library. MyOn and Think Central, Accelerated Reader, EPIC, RazKids, ABC Mouse Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018
1	1	3	Fourth Grade Students will participate in Writing camps to enhance their grammar and editing techniques that will be applied on the STAAR test.
1	1	4	Fourth Grade Students will participate in a Write-a-thon to help build stamina for STAAR composition writing.
1	1	5	Implement an organizational frame work for teaching writing and facilitate opportunities for staff development. -Writing across the Curriculum through Write to learn strategies. -Reading and writing connections through the Write Time for Kids Curriculum -TEKS Resource System -Abydos Three Week Institute -Abydos Recertification for Trainers Writing Academy . The implementation of "What a Writer" for PK-5. Display Writing piece . Word of the Week
1	2	1	Third through Fifth grade students will participate in Silva Reading Camps to help reinforce readiness and supporting standards on the STAAR Reading test.
1	2	2	Implement Guided Reading/Balanced Literacy in grades K-5th. Teachers in grades K-2nd read with students daily. 3rd-5th grade teachers will read with below level readers daily. Teachers will utilize the scholastic book room (Scholastic A-Z) *Read Aloud *Shared Reading * Independent Reading *Modeled Writing *Guided Reading
1	2	3	All students in grade Kinder-5th Grade are given the opportunity to attend a daily read-aloud by a certified teacher before school starts. This is called the Silva Reading Nooks.
1	2	4	Students in K-2nd will receive 45 minutes daily instruction using Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension.
1	3	1	In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System.

Goal	Objective	Strategy	Description
1	3	2	Math teachers will incorporate Blended Learning. This type of learning/teaching model will ensure small group instruction with stations. Programs used; Imagine Math-3rd-5th Reflex Math-1st-5th Splash Math-1st Reasoning Mind-K-5 TEKS Resource System-K-5th ABC Mouse Kinder
1	3	4	Third through fifth grade students will participate in STAAR Math camps which will enhance their knowledge in readiness and supporting standards for Math.
1	5	1	5th Grade students will participate in hands-on science stations and rigorous curriculum with TEKS resource system, Stemsopes, Edusmart, the use of Motivation Science, Countdown to Science, and FOSS science kits. Differentiation will be facilitated with blended learning, Nearpod, Google Classroom and playlist with the use of these resources.
1	5	2) Students will participate in District and Campus Science Fairs to develop their inquiry skills and strong knowledge of the scientific method with Science process skills.
1	5	4	Fifth grade students will participate in STAAR Science camps to enhance their knowledge in readiness and supporting standards.
1	6	1	Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques
1	7	2	Students will be prepared for college by closely monitoring students through Response to Intervention and make connections to CCRS.
1	8	1	All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -Liag Training -Write Time for Kids -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System
1	9	1	General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels.
1	11	2	Students will use effective reading strategies through social studies with the use of Social Studies Weekly.

State Compensatory

Budget for Rudy Silva Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.00.104.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,100.00
164.11.6119.27.104.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,751.00
164.13.6119.00.104.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$74,873.00
164.11.6129.00.104.8.34	6129 Salaries or Wages for Support Personnel	\$16,018.00
164.11.6129.27.104.8.30	6129 Salaries or Wages for Support Personnel	\$24,885.00
164.12.6129.00.104.8.30	6129 Salaries or Wages for Support Personnel	\$28,551.00
164.12.6129.36.104.8.30	6129 Salaries or Wages for Support Personnel	\$32,194.00
164.23.6129.00.104.8.30	6129 Salaries or Wages for Support Personnel	\$21,692.00
164.31.6129.00.104.8.30	6129 Salaries or Wages for Support Personnel	\$30,986.00
164.11.6141.00.104.8.30	6141 Social Security/Medicare	\$828.00
164.11.6141.00.104.8.34	6141 Social Security/Medicare	\$232.00
164.11.6141.27.104.8.30	6141 Social Security/Medicare	\$881.00
164.12.6141.00.104.8.30	6141 Social Security/Medicare	\$414.00
164.12.6141.36.104.8.30	6141 Social Security/Medicare	\$467.00
164.13.6141.00.104.8.30	6141 Social Security/Medicare	\$1,086.00
164.23.6141.00.104.8.30	6141 Social Security/Medicare	\$315.00
164.31.6141.00.104.8.30	6141 Social Security/Medicare	\$449.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.12.6142.36.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.31.6142.00.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.00.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.00.104.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.104.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.104.8.30	6143 Workers' Compensation	\$172.00
164.11.6143.00.104.8.34	6143 Workers' Compensation	\$48.00
164.11.6143.27.104.8.30	6143 Workers' Compensation	\$183.00
164.12.6143.00.104.8.30	6143 Workers' Compensation	\$86.00
164.12.6143.36.104.8.30	6143 Workers' Compensation	\$97.00
164.13.6143.00.104.8.30	6143 Workers' Compensation	\$225.00
164.23.6143.00.104.8.30	6143 Workers' Compensation	\$65.00
164.31.6143.00.104.8.30	6143 Workers' Compensation	\$93.00
164.11.6145.27.104.8.30	6145 Unemployment Compensation	\$55.00
164.12.6145.00.104.8.30	6145 Unemployment Compensation	\$26.00
164.12.6145.36.104.8.30	6145 Unemployment Compensation	\$29.00
164.13.6145.00.104.8.30	6145 Unemployment Compensation	\$67.00
164.23.6145.00.104.8.30	6145 Unemployment Compensation	\$20.00
164.31.6145.00.104.8.30	6145 Unemployment Compensation	\$28.00
164.11.6145.00.104.8.30	6145 Unemployment Compensation	\$51.00
164.11.6145.00.104.8.34	6145 Unemployment Compensation	\$15.00
164.12.6146.36.104.8.30	6146 Teacher Retirement/TRS Care	\$1,046.00
164.13.6146.00.104.8.30	6146 Teacher Retirement/TRS Care	\$2,434.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.23.6146.00.104.8.30	6146 Teacher Retirement/TRS Care	\$488.00
164.31.6146.00.104.8.30	6146 Teacher Retirement/TRS Care	\$697.00
164.11.6146.00.104.8.30	6146 Teacher Retirement/TRS Care	\$2,406.00
164.11.6146.00.104.8.34	6146 Teacher Retirement/TRS Care	\$617.00
164.11.6146.27.104.8.30	6146 Teacher Retirement/TRS Care	\$2,281.00
164.12.6146.00.104.8.30	6146 Teacher Retirement/TRS Care	\$642.00
6100 Subtotal:		\$409,825.00
6200 Professional and Contracted Services		
164.13.6219.57.104.8.30	6219 Professional Services	\$405.00
164.11.6299.57.104.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.104.8.30	6299 Miscellaneous Contracted Services	\$135.00
6200 Subtotal:		\$1,745.00
6300 Supplies and Services		
164.11.6399.00.104.8.30	6399 General Supplies	\$17,658.46
164.11.6399.57.104.8.30	6399 General Supplies	\$441.00
6300 Subtotal:		\$18,099.46

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Carmen A. Briones- Campus Instructional Facilitator

Debbie Juarez- Campus Instructional Facilitator

Leticia Cantu- Parental Specialist

Jesus Chavez-Kinder Teacher

Claudia Jimenez- First Grade Teacher

Joann Morales- Second Grade Teacher

Esmeralda Figueroa- Third Grade Teacher

Sonia Garcia- Fourth Grade Teacher

Alexandra Cavazos- Fifth Grade Teacher

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Sonia Gonzalez	Principal
Administrator	Carmen Briones	CIF
Classroom Teacher	Letty Vallejo	Music Teacher
Administrator	Debbie Juarez	CIF
CTC	Paul Slasor	CTC

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$74,184.00
1	1	2			\$50,286.00
1	1	5			\$59,635.00
1	2	1			\$39,301.00
1	2	2			\$16,356.00
1	2	4			\$2,000.00
1	3	6			\$8,921.00
1	7	1			\$26,359.00
1	10	1			\$32,994.00
1	11	1			\$10,000.00
1	12	1			\$10,000.00
1	15	1			\$20,000.00
2	1	1			\$5,000.00
2	1	2			\$50,000.00
3	1	2			\$10,000.00
3	2	2			\$50,000.00
Sub-Total					\$465,036.00
Budgeted Fund Source Amount					\$473,058.00
+/- Difference					\$8,022.00
Grand Total					\$465,036.00