

Weslaco Independent School District

Rudy Silva Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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 100% % Hispanic and 80.5% Economically Disadvantaged. Other demographic information includes students in Special Education 11.4 %, At-Risk 67 %, Migrant 5.2 %, EL 26 % and Gifted and Talented 5%.

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 (Prioritized): 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. A science lab is needed for K-5. Science curriculum and scope and sequence is not defined.

Problem Statement 2 (Prioritized): 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. Also Math teachers miss many days due to mandatory professional development.

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 Learning

Student Learning 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

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	78%	-	78%	-	-	-	-	-	74%	69%	73%	30%	84%	80%	67%
% at Meets GL Standard or Above	44%	-	44%	-	-	-	-	-	40%	32%	39%	12%	52%	45%	36%
% at Masters GL Standard	21%	-	21%	-	-	-	-	-	19%	13%	17%	8%	24%	22%	16%
Number of Tests															
# at Approaches GL Standard or Above	654	-	654	-	-	-	-	-	476	151	186	32	21	563	91
# at Meets GL Standard or Above	367	-	367	-	-	-	-	-	254	69	99	13	13	318	49
# at Masters GL Standard	179	-	179	-	-	-	-	-	123	29	43	11	6	157	22
Total Tests	843	-	843	-	-	-	-	-	640	218	254	107	25	708	135
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	79%	-	79%	-	-	-	-	-	76%	71%	75%	32%	78%	82%	65%
% at Meets GL Standard or Above	44%	-	44%	-	-	-	-	-	38%	32%	41%	13%	22%	48%	27%
% at Masters GL Standard	21%	-	21%	-	-	-	-	-	18%	11%	17%	8%	11%	23%	12%
Number of Tests															
# at Approaches GL Standard or Above	250	-	250	-	-	-	-	-	183	58	72	12	7	218	32
# at Meets GL Standard or Above	140	-	140	-	-	-	-	-	91	26	39	5	2	127	13
# at Masters GL Standard	67	-	67	-	-	-	-	-	43	9	16	3	1	61	6
Total Tests	315	-	315	-	-	-	-	-	240	82	96	38	9	266	49
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	80%	-	80%	-	-	-	-	-	78%	80%	82%	39%	89%	82%	73%
% at Meets GL Standard or Above	48%	-	48%	-	-	-	-	-	45%	37%	44%	13%	78%	48%	45%
% at Masters GL Standard	27%	-	27%	-	-	-	-	-	25%	18%	22%	13%	44%	27%	24%
Number of Tests															
# at Approaches GL Standard or Above	253	-	253	-	-	-	-	-	187	66	79	15	8	217	36
# at Meets GL Standard or Above	150	-	150	-	-	-	-	-	109	30	42	5	7	128	22
# at Masters GL Standard	84	-	84	-	-	-	-	-	60	15	21	5	4	72	12
Total Tests	315	-	315	-	-	-	-	-	240	82	96	38	9	266	49
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	69%	-	69%	-	-	-	-	-	68%	48%	50%	13%	*	73%	46%
% at Meets GL Standard or Above	29%	-	29%	-	-	-	-	-	25%	16%	19%	7%	*	31%	15%
% at Masters GL Standard	5%	-	5%	-	-	-	-	-	4%	0%	0%	7%	*	6%	0%
Number of Tests															
# at Approaches GL Standard or Above	70	-	70	-	-	-	-	-	52	12	13	2	*	64	6
# at Meets GL Standard or Above	29	-	29	-	-	-	-	-	19	4	5	1	*	27	2
# at Masters GL Standard	5	-	5	-	-	-	-	-	3	0	0	1	*	5	0
Total Tests	101	-	101	-	-	-	-	-	77	25	26	15	*	88	13
Science															
Percent of Tests															
% at Approaches GL Standard or Above	72%	-	72%	-	-	-	-	-	65%	52%	61%	19%	*	73%	71%
% at Meets GL Standard or Above	43%	-	43%	-	-	-	-	-	42%	31%	36%	13%	*	41%	50%
% at Masters GL Standard	21%	-	21%	-	-	-	-	-	20%	17%	17%	13%	*	22%	17%
Number of Tests															
# at Approaches GL Standard or Above	81	-	81	-	-	-	-	-	54	15	22	3	*	64	17
# at Meets GL Standard or Above	48	-	48	-	-	-	-	-	35	9	13	2	*	36	12
# at Masters GL Standard	23	-	23	-	-	-	-	-	17	5	6	2	*	19	4
Total Tests	112	-	112	-	-	-	-	-	83	29	36	16	*	88	24

Student Learning 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 Learning 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 not received a 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 (Prioritized): 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. A science lab is needed for K-5. Science curriculum and scope and sequence is not defined.

School Processes & Programs

School Processes & Programs Summary

Silva Elementary has a Site-Based Decision Making Committee. Prior to every school year, all staff meet to discuss our campus programs and its structure. During this Campus Needs Assessment Meeting, we discuss ways to improve our systems and make recommendations to address changes. We use historical and current data. Staff analyzes this data and provides constructive feedback with recommendations to our Site-Based Decision Making Committee.

Strategies: Our school follows varied reform strategies. Every six weeks, teachers and staff develop strategies to ensure all our students achieve Meets Grade Level Performance or Masters Grade Level Performance. These strategies are based on analyzed data into quintiles and disaggregated by subgroup. Strategies are first identified, implemented, and changed when needed to address each specific student's needs. Also, the strategies that are implemented during the school year are shared during grade level meetings, PLCs, and other staff development sessions. Strategies include; differentiation, daily reading, blended learning, data disaggregation through data binders. As a leadership team we use TTESS Impact Coaching, Instructional Rounds, and conferences with teachers to ensure effective strategy implementation.

Highly Qualified Staff: Silva Elementary has a low teacher turn over rate. Teachers work together to build capacity in all content areas through the participation in Professional Learning Communities. When new teachers are hired, a Teacher mentor works with novice teacher to ensure transition, teacher effectiveness and student success. Teachers are also given opportunities to attend staff development. Administration monitors effectiveness of teacher delivery through the use of walkthroughs, observations, and coaching with constructive feedback.

Recruitment: When hiring professional and para-professional staff, the hiring committee which consists of administrators, teachers and para-professionals interview highly qualified staff as determined by our Human Resources department.

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events.

Positive Learning Environments: As students transition from grade level to grade level, or have never attended school such as with Pre-Kindergarten students, Silva staff works closely with parents to ensure a positive transition and most effective school-home partnership. This ensures students' affective filters are working together with their academic aspect to ensure success. We have six weeks assemblies, celebrate attendance winners on a weekly/six weeks basis, parent meetings by grade level, and literacy night to promote a positive culture.

Closing the Gap: Students who are consistently having difficulty in approaching or mastering grade level content are monitored through Response to Intervention, LPAC committee recommendations, teacher intervention and assistance provided through extended day and tutoring. Teachers are meeting with students and parents every grading period. Teachers and administration are meeting with parents to identify students at Response to Intervention program. Teachers are providing designated supports and accommodations to all students who require these services (RtI, EL, SPED, 504, Migrant, and other at-risk)

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teacher years of service-Average years experience as a campus is 15
- Number of teachers with graduate degrees
- LIAG trained teachers
- GT Core Trained Teachers
- Technology Google Certified teachers

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.

Perceptions

Perceptions Summary

Staff is using Leader in Me language with students to ensure a positive learning environment.

This year, to improve our campus school climate, we will have various school events to showcase our students, staff and parents. During our Campus Needs Assessment meeting, staff included various ideas and initiatives we could implement to make our school great.

The initiatives are;

- Establishing warm, welcoming relationships between students, parents, staff, and administration.
- Reexamination of building for poor air quality or mold
- Allocate money for sound curriculum resources such as Sharon Wells, SIPP, ABYDOS, and Mentoring Minds resources
- Literacy Night
- Career Day
- AR celebrations/recognitions with colored brag tags
- School Family Festivals (Fall Festival, Donuts with Dads, Silva Fiesta, Literacy Night)
- Better planning of events, calendars, agendas, and itineraries
- Student success through the literacy focus
- Team-Building Activities
- Including staff members in leadership development

Perceptions Strengths

- Good teacher/staff morale
- Close partnerships with community organizations and business such as HEB, Chick Fil-A, Golden Corral, Academy, Sonic and Wal-Mart
- Boys and Girls Club-Smart Moves Curriculum

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School culture with parents is in need of improvement. **Root Cause:** Parents feel there is a need to showcase more events for our students.

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. A science lab is needed for K-5. Science curriculum and scope and sequence is not defined.

Problem Statement 1 Areas: Demographics - Student Learning

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

Accountability Data

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

Employee 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

Goals

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

Performance Objective 1: 90% or more of Silva students will demonstrate a "Approaches" performance on the STAAR Writing tests. 60% or more of Silva students will demonstrate "Meets." A minimum of 30% will demonstrate a "Masters" level performance.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Formative:

Campus Academic Monitoring Sessions
Lesson Plans
Walk Through
T-Tess
Student Learning Objective

Summative:

STAAR
PLC Training
Grade Level Meetings

Staff Responsible for Monitoring: Administration,
Teachers and
Language Arts
Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5:
Effective Instruction

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:

State Comp Ed (SCE) \$74,184

Formative

Nov

Jan

Mar

Summative

June

Strategy 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

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Principal

Facilitator
 Teachers
 Support Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

State Comp Ed (SCE) \$50,286

ESF Levers: None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Fourth Grade Students will participate in Writing camps to enhance their grammar and editing techniques that will be applied on the STAAR test.

Materials Used:

Composition Notebooks
General Supplies

Strategy's Expected Result/Impact: Increased STAAR scores in 4th Grade Writing		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
Comprehensive Support Strategy		June
Problem Statements: None		
Funding Sources: Title 1, Part A \$5,000		

Strategy 4: Fourth Grade Students will participate in a Write-a-thon to help build stamina for STAAR composition writing.

Strategy's Expected Result/Impact: 4th Grade Writing STAAR results		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June
Problem Statements: None		
Funding Sources: None		

Strategy 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

Needed:

General Warehouse supplies such as pencils, composition notebooks, folders, binder, crayons, etc. needed.

Strategy's Expected Result/Impact: Writing in TELPAS and STAAR		Formative
Staff Responsible for Monitoring: Administration		Nov
Teachers		Jan
STAAR Teacher		Mar
ITC		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: State Comp Ed (SCE) \$59,635	June
ESF Levers: None		
Comprehensive Support Strategy		
Additional Targeted Support Strategy		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: 85% or more of Silva students will demonstrate a "Meets" performance on the STAAR Reading tests. A minimum of 30% will demonstrate a "Masters" level performance.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 1: Third through Fifth grade students will participate in Silva Reading Camps to help reinforce readiness and supporting standards on the STAAR Reading test.

Students will also be provided with Dictionaries in order to be in compliance with the State Mandated Dictionary Policy.

Strategy's Expected Result/Impact: Increased 3rd-5th grade Reading STAAR scores		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June
Problem Statements: None		
Funding Sources: Motivation Reading, Rally Education, Consumables, Incentives State Comp Ed (SCE) \$39,301		

Strategy 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

Strategy's Expected Result/Impact: Student Reading Levels will increase		Formative
Staff Responsible for Monitoring: Administration Teachers Librarian		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	State Comp Ed (SCE) \$16,356	June
Comprehensive Support Strategy		

Strategy 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.

Strategy's Expected Result/Impact: Increased Fluency and Prosody for our students		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	June
Comprehensive Support Strategy		

Strategy 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.

Strategy's Expected Result/Impact: Performance on CBA's, Benchmarks, STAAR, and IRI

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Comp Ed (SCE) \$2,000

Comprehensive Support Strategy

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 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.

IXL

Mentoring Minds

STAAR Master

Measuring Up

Teacher Pay Teachers (TPT)

digital lessons for differentiation

Strategy's Expected Result/Impact: Performance on CBA's , Benchmarks

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Nov





Jan

Mar

Summative

June

Strategy 6: Students who are in need of differentiated instruction 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. Instructional Materials will be provided to support hands-on learning and reinforcement of the TEKS learned. This will be facilitated through an open purchase order for teachers.

Strategy's Expected Result/Impact: Progress in all areas with Phonics, Reading, Math and Science.		Formative
Staff Responsible for Monitoring: Principal CIF STAAR Teacher Instructional Coach		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math	Funding Sources:	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers	State Comp Ed (SCE)	
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>		

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 Sources: STAAR Scores

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Formative
Walk-throughs, classwork, quizzes, CBAs, Benchmarks
Summative
STAAR Scores

Staff Responsible for Monitoring: Administration
Teachers
CIF
Math Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 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
 IXL 3rd-5th
 Mentoring Minds 3rd-5th
 Reasoning Mind-K-5
 TEKS Resource System-K-5th
 ABC Mouse Kinder
 Sharon Wells Curriculum

Strategy's Expected Result/Impact: Increase scores in CBA's, Benchmarks, and STAAR assessments.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Funding Sources:	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Title 1, Part A \$65,000	Summative
Comprehensive Support Strategy		June
Additional Targeted Support Strategy		

Strategy 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.		
Strategy's Expected Result/Impact: Increased rigor and stamina in instruction. Increased scores in CBA's, Benchmarks, and STAAR Math		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
ESF Levers: None		June
Funding Sources: Title 1, Part A \$4,000		

Strategy 4: Third through fifth grade students will participate in STAAR Math camps which will enhance their knowledge in readiness and supporting standards for Math.		
Strategy's Expected Result/Impact: Increased scores on STAAR Math		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: Lever 5: Effective Instruction		
Comprehensive Support Strategy		

Strategy 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.				
Strategy's Expected Result/Impact: Increase performance of students in all assessments local and STAAR				Formative
Staff Responsible for Monitoring: Administration Teachers				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
Strategy 6: Teachers will use Texas Colorbands to disaggregate data, which will impact Student Achievement and Student Progress. Teachers will also provide incentives through school purchases for STAAR.				
Strategy's Expected Result/Impact: STAAR Progress Domain II A				Formative
Staff Responsible for Monitoring: Admin Teacher				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: State Comp Ed (SCE) \$8,921				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 Sources: PBMAS Report

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Improved assessment results

Staff Responsible for Monitoring: Administration
Teachers
Migrant Aide

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: By Spring 2019, 90% of 5th grade students will be at "Meets" for the STAAR Science test.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Increased knowledge of Science Vocabulary applied to real-life experiences.

Staff Responsible for Monitoring: Administration and teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A \$12,000

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 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.

Strategy's Expected Result/Impact: Science Fair Projects

Increase Science STAAR scores

Campus Representation

Staff Responsible for Monitoring: Administration

Teachers

District and Campus Science Fair Coordinators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 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 Enviornment

Strategy's Expected Result/Impact: Real-World/Life Experiences applied to Science content as evidenced in STAAR Science Scores, CBA's and Benchmarks.		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 4: Fifth grade students will participate in STAAR Science camps to enhance their knowledge in readiness and supporting standards.

Strategy's Expected Result/Impact: Increased STAAR Science results.		Formative
Staff Responsible for Monitoring: Administration Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Title 1, Part A \$5,000	June
Comprehensive Support Strategy		



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: TELPAS 2018 Scores

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Increase in TELPAS Reading

Staff Responsible for Monitoring: Administration
Teachers
Bilingual Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 5: Effective Instruction

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: STAAR

Closing the Performance Gap-

Academic Growth

Benchmark and CBA Data

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Drug-Free, Bully-Free Environment

Staff Responsible for Monitoring: Administration

Counselor

Teachers

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers

State Comp Ed (SCE) \$26,359

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Students will be prepared for college by closely monitoring students through Response to Intervention and make connections to CCRS.			
Strategy's Expected Result/Impact: Improved Results for CBA's, Benchmarks, STAAR, CCRS			Formative
Staff Responsible for Monitoring: Administration Teachers Counselors Parents			Nov
			Jan
			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
TEA Priorities: None		Funding Sources:	June
ESF Levers: None		None	
Comprehensive Support Strategy			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></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><div>Discontinue</div></div></div>			

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 Sources: CBA's, Benchmarks, STAAR, TELPAS for ELLs.

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Improvement in overall content area assessment

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers,
Lever 5: Effective Instruction

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
Title 1, Part A \$12,000

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: CBA's
Benchmarks
STAAR

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Masters level in at least 2 areas.
Improved STAAR, CCRS

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:

ESF Levers: Lever 2: Effective, Well-Supported Teachers

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: IRI assessments

I Station reports

End of Year Reading Benchmarks

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Improved reading level, STAAR results, end of year I Station results

Staff Responsible for Monitoring: Librarian
District Librarian
Teachers
Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
State Comp Ed (SCE) \$32,994

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 11: 90% of all Silva students will score at Approaches level for Social Studies CBA's.

Evaluation Data Sources: District Assessments

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Improved learning

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
State Comp Ed (SCE) \$10,000

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Students will use effective reading strategies through social studies with the use of Social Studies Weekly.

Strategy's Expected Result/Impact: Improved performance for all populations

Staff Responsible for Monitoring: Administration
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers,
Lever 4: High-Quality Curriculum

Comprehensive Support Strategy

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Evaluation Data Sources: Benchmark scores, Six Week's progress report Kurzweil 300 report

Summative Evaluation: None

Strategy 1: Professional development for all staff working with 504 students. -Differentiation -TRS -Writing Academy -I Station small group -Guided Reading	
Strategy's Expected Result/Impact: Closing the gap for 504 students in CBA's, Benchmark, STAAR	Formative
Staff Responsible for Monitoring: Administration Teachers Dyslexia Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: State Comp Ed (SCE) \$10,000	June
ESF Levers: None	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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 Sources: Participation in clubs and events

Summative Evaluation: None

Strategy 1: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.

Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.

Staff Responsible for Monitoring: Administration
Fine Arts Teachers
Fine Arts Coordinator

Title I Schoolwide Elements: 3.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Fitness Gram

Summative Evaluation: None

Strategy 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.	
Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Campus Principal Assistant Superintendent C&I Elementary Assistant Superintendent C&I Secondary Campus Physical Education Teachers District Physical Education Coordinator Athletic Director Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: Lever 1: Strong School Leadership and Planning	Formative
	Nov
	Jan
	Mar
	Summative
	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>	

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

Summative Evaluation: None

Strategy 1: Teachers will participate in staff development on the accountability system, on Texas Colorbands, instructional rounds, and differentiation.

Strategy's Expected Result/Impact: Students meeting progress		Formative
Staff Responsible for Monitoring: Admin. Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5		Jan
TEA Priorities: Improve low-performing schools		Mar
ESF Levers: Lever 1: Strong School Leadership and Planning		Summative
Problem Statements: None		June
Funding Sources: State Comp Ed (SCE) \$20,000		



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: More Classrooms with Blended Learning Lessons

Formative

Nov

Jan

Mar

Staff Responsible for Monitoring: Administration
CTC

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Summative

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:

June

ESF Levers: Lever 2: Effective, Well-Supported Teachers

State Comp Ed (SCE) \$5,000

Strategy 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

Strategy's Expected Result/Impact: Increased technology knowledge to enhance learning in all content areas. This will impact student performance in assessment in all areas as well.		Formative
Staff Responsible for Monitoring: Administration CTC Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	State Comp Ed (SCE) \$50,000	





Strategy 3: Technology needs for our campus will be addressed through the purchase of necessary components such as but not limited to: poster maker, supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, document cameras, projectors and toner/print cartridges for printers.

Strategy's Expected Result/Impact: Increased Teacher effectiveness and learning time		Formative
Staff Responsible for Monitoring: Administration CTC Teacher		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.5	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: Lever 1: Strong School Leadership and Planning	Title 1, Part A \$40,000	

Strategy 4: All students will be engaged with instructional technology through the use of chromebooks for daily instruction to be used with I Station, Imagine Math, Reflex Math and IXL.					
Strategy's Expected Result/Impact: Differentiation and effective use of technology.				Formative	
Staff Responsible for Monitoring: Principal, CIF, STAAR Teacher, Instructional Coach and Classroom Teachers.				Nov	
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None		Jan	
TEA Priorities: Build a foundation of reading and math		Funding Sources:		Mar	
ESF Levers: None		Chromebooks State Comp Ed (SCE)		Summative	
					June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

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

Strategy 1: Teachers and the Instructional Coach will work together on various lessons with all core subjects to include differentiation and blended learning.

Strategy's Expected Result/Impact: Elimination of Cyber-bullying and an increase of awareness in internet safety		Formative
Staff Responsible for Monitoring: Administration CTC Teachers		Nov
Title I Schoolwide Elements: 2.4		Jan
TEA Priorities: Recruit, support, retain teachers and principals		Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers		Summative
Funding Sources: None		June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>		

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 Sources: Discipline Reports

Summative Evaluation: None

Strategy 1: Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness program for our students.

Providing counseling lessons to K- 5th grade students to stress social skills and Bullying.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Administration
Counseling
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning

Title 1, Part A \$20,000

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished





Continue/Modify



Discontinue

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

Strategy 1: Monthly fire drills will be conducted on the campus.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Principal Security Guard				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: Lever 1: Strong School Leadership and Planning		None		Summative
June				
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>				

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

Strategy 1: Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.			
Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI Staff Responsible for Monitoring: Campus Administration Nurse Coordinator Melissa Escalon Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
Problem Statements: None		Funding Sources: Title 1, Part A \$10,000	



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: Parental involvement sign in sheets

Summative Evaluation: None

Strategy 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.			
Strategy's Expected Result/Impact: None			Formative
Staff Responsible for Monitoring: Administrators Parent liaison			Nov
Title I Schoolwide Elements: 3.1, 3.2		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: None		None	Summative
			June
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: None			Formative
Staff Responsible for Monitoring: Administrators Parent Liaison			Nov
Title I Schoolwide Elements: 3.1, 3.2		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning		State Comp Ed (SCE) \$10,000	Summative
			June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></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><div>Discontinue</div></div></div>			

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 Sources: Attendance records, grade book, and Accelerated Reader Reports

Summative Evaluation: None

Strategy 1: 1) All Award Ceremonies will be held at the end of the 2nd six weeks, 4th six weeks and end of the year. Those students that achieved A, AB, honor Roll, Silva Reader Leader, Perfect Attendance and Silva Leader. students will be recognized.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Teacher		Nov
Principal		Jan
CIF		Mar
Media Aide		
Attendance Clerk		Summative
CTC		June
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: Lever 1: Strong School Leadership and Planning	None	

Strategy 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

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teacher

Principal

CIF

Media Aide

Attendance Clerk

CTC

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
ESF Levers: None

State Comp Ed (SCE) \$50,000

Formative**Nov****Jan****Mar****Summative****June****Strategy 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.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teacher

Principal

CIF

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
ESF Levers: Lever 3: Positive School Culture

None

Formative**Nov****Jan****Mar****Summative****June**



No Progress



Accomplished



Continue/Modify



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 Sources: STAAR Scores

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Formative:

CARE Sessions

Lesson Plans

Walk Through

T-Tess

Student Learning Objective

Summative:

STAAR

PLC Training

Grade Level Meetings

Individualized Student monitoring forms

Staff Responsible for Monitoring: Administration

Teachers

Language Arts

Strategists

Bilingual Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

Title 1, Part A \$58,814

Formative**Nov****Jan****Mar****Summative****June**

Strategy 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.

Strategy's Expected Result/Impact: Formative: CAR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings <hr/> Staff Responsible for Monitoring: Administration Teachers District Content Strategists <hr/> Title I Schoolwide Elements: 2.4, 2.5 <hr/> TEA Priorities: None <hr/> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative
	Nov
	Jan
	Mar
	Summative
	June

No Progress

Accomplished





Continue/Modify

Discontinue

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

Evaluation Data Sources: Performance on CBA's District Benchmarks and STAAR assessment

Summative Evaluation: None

Strategy 1: Each grade level will conduct a purposeful grade level PLC, plan and turn in minutes and admin. will oversee results.			
Strategy's Expected Result/Impact: None			Formative
Staff Responsible for Monitoring: Administrator ITC STAAR Teacher			Nov
Title I Schoolwide Elements: 2.4			Jan
TEA Priorities: None			Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			Summative
Problem Statements: None			June
Funding Sources: None			
<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

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
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

<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
164.11.6143.00.104.8.30	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
164.11.6145.00.104.8.30	6145 Unemployment Compensation	\$51.00
164.11.6145.00.104.8.34	6145 Unemployment Compensation	\$15.00
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
164.11.6146.00.104.8.30	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
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
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

Sonia Gonzalez- Principal

Carmen A. Briones- Campus Instructional Facilitator

Leticia Caballero- Parent Specialist

Jesus Chavez-Kinder Teacher

Kimberly Cantu- First Grade Teacher

Nora Marines- Second Grade Teacher

Esmeralda Figueroa- Third Grade Teacher

Amy Gutierrez- Fourth Grade Teacher

Adriana Venegas- Fifth Grade Teacher

Walter Garcia - PE Coach

Leticia Vallejo - STAAR Teacher

Chelsea Juarez- Parent/Community

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

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	Motivation Reading, Rally Education, Consumables, Incentives		\$39,301.00
1	2	2			\$16,356.00
1	2	4			\$2,000.00
1	2	6			\$0.00
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
2	1	4	Chromebooks		\$0.00
3	1	2			\$10,000.00
3	2	2			\$50,000.00
Sub-Total					\$465,036.00
Budgeted Fund Source Amount					\$475,109.00
+/- Difference					\$10,073.00
Grand Total					\$465,036.00

Addendums