Weslaco Independent School District

Rudy Silva Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Silva Elementary is one of 11 elementaries in Weslaco Independent School District (WISD). It is located in Hidalgo County.

In 2017, the total student population at Silva Elementary was 729 students (PEIMS, Fall submission 2016-2017).

For the 2016-2017 PEIMS Fall Submission, Silva Elementary had 729 students and employed 80 staff. The student population was 97.95 % Hispanic and 77.81 % Economically Disadvantaged. Other demographic information includes students in Special Education 9.86 %, At-Risk 68.9%, Migrant 6.99%, LEP 29.86% and Gifted and Talented 4.11%.

According to the most recent 2015-2016 TAPR Report, teachers serving the campus are 41.3% Hispanic, beginning teachers account for 1 year of experience, 1-5 years teachers account for 13%, teachers with 6-10 years experience account for 8.6 %, 11-20 years account for 41.1% of teachers, and teachers with over 20 years experience account for 35.2 %. The average years of overall experience is 15.5 years, while the average years of experience within the district is 13.3 years.

For the 2017-2018 school year, Silva Elementary has three administrators, one lead teacher, one counselor, one librarian, one technology coordinator, forty-five teachers, two nurses, four non-classroom staff, and three instructional assistants.

Currently, our campus has enrolled 672 students as of October 2017. Enrollment at Silva Elementary has declined from 2015 with 774 students, to 2016 with 729 students.

Demographics Strengths

- Attendance rates are higher than the District and State.
- ELL Students in grades 3-5 Exceeding Progress are above the District average and the same for State average at 17% on 2015-2016 TAPR report.
- Hispanic Students in 3rd grade Math surpassed District and Campus averages on 2015-2016 TAPR report.
- Silva Elementary has strong community support from businesses and parents.
- Silva Elementary provides opportunities for all students to participate in UIL, Art, Robotics, and Cheer-leading/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 in 3-5 grades are scoring below or at 35% in all content areas in their state assessments. **Root Cause**: Special Education students are not instructed at the same level of rigor, and/or are pulled out of the general education setting. Students tested at a higher level than the students' ability levels.

Problem Statement 2: English Language Learners in grade 5 are scoring at 57% in Science **Root Cause**: Fifth grade ELL students do not have enough hands on experiences using FOSS Science lab or other similar Science lab. The students also lack the knowledge in vocabulary and background knowledge.

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, ELL 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.

2015-2016 Campus Performance Summary

Students	All	Eco. Dis	ELL	Sp. Ed.	GT	His
3rd Grade Reading	64%	56%	58%	36%	100%	65%
3rd Grade Math	79%	76%	82%	50%	100%	80%
4th Grade Reading	64%	53%	48%	*	100%	65%
4th Grade Math	70%	64%	62%	*	100%	70%
4th Grade Writing	48%	33%	27%	*	100%	49%
5th Grade Reading	73%	67%	54%	33%	100%	72%
5th Grade Math	82%	79%	84%	44%	100%	82%
5th Grade Science	59%	53%	41%	33%	100%	58%

Student Academic Achievement Strengths

- ELL Students in grades 3-5 exceeded the Level II Standard in the area of Math

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in grade 4 performed below the state and district averages at 48% **Root Cause**: Students are lacking the fundamental skills such as; revising/editing, grammar conventions, and sentence patterns.

Problem Statement 2: Students in grade 5 performed below the state and district averages at 59% **Root Cause**: Students are lacking background knowledge and fundamental skills in the area of science, specifically analyzing data and using higher order thinking skills. Students lack some basic Science concepts to ensure mastery in more complex Science concepts.

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.

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.

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, tutoring and Saturday school.

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teacher years of service-Average years experience as a campus is 15.5
- Number of teachers with graduate degrees
- LIAG trained teachers

- GT Core Trained 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) **Root Cause**: Planning time is needed every six weeks to provide teachers enough time to plan effective lessons.

Perceptions

Perceptions Summary

For the 2017-2018 school year, Silva Elementary staff has created a new motto, Silva Student Creed, and School song to instill in each student and staff member a sense of pride and enthusiasm for our school. 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, SIPPs, 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
- Staff excited about new leadership
- Organizational systems in place
- Close partnerships with community organizations and business such as HEB, Chick Fil-A, Golden Corral, 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.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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, innovative, technology-savvy programs.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 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	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				

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 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 Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018	1	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				
		Problem Statements: Demographics 1					
System Safeguard Strategy **Critical Success Factors** CSF 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	Administration Teachers	Increased STAAR scores in 4th Grade Writing				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 4) Fourth Grade Students will participate in a Write-a-thon to help build stamina for STAAR composition writing.	1	Administration Teachers	4th Grade Writing STAAR results				
Critical Success Factors CSF 1 CSF 7 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	1	Administration Teachers	Writing in TELPAS and STAAR				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Special Education students in 3-5 grades are scoring below or at 35% in all content areas in their state assessments. **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. Students tested at a higher level than the students' ability levels.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 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	Administration Teachers	Increased 3rd-5th grade Reading STAAR scores				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 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	Administration Teachers Librarian	Student Reading Levels will increase				

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 6 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	Administration Teachers	Increased Fluency and Prosody for our students				
Critical Success Factors CSF 1 4) Students in K-2nd will receive 30-60 minutes daily instruction using Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension.	1, 9	Administration Teachers	Performance on CBA's, Benchmarks, STAAR, and IRI				

✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: 85% or more of Silva students will demonstrate a "Meets" performance on the STAAR Math tests. A minimum of 40% will demonstrate a "Masters" level performance.

    Evaluation Data Source(s) 3: STAAR Scores

    Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 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.	1	Administration Teachers CIF Math Strategist	Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 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-3rd-5th Splash Math-1st Reasoning Mind-2nd TEKS Resource System-K-5th	1	Administration Teachers	Increase scores in CBA's, Benchmarks, and STAAR assessments.				
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.	1	Administration Teachers	Increased rigor and stamina in instruction. Increased scores in CBA's, Benchmarks, and STAAR Math				
Problem Statements: Demographics 1, 2							

	1	Administration Teachers	Increased scores on STAAR Math				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 4) Third through fifth grade students will participate in STAAR Math camps which will enhance their knowledge in readiness and supporting standards for Math.							
Critical Success Factors CSF 1 CSF 2 CSF 7 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.	1	Administration Teachers	Increase performance of students in all assessments local and STAAR				

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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Special Education students in 3-5 grades are scoring below or at 35% in all content areas in their state assessments. **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. Students tested at a higher level than the students' ability levels.
Problem Statement 2: English Language Learners in grade 5 are scoring at 57% in Science **Root Cause 2**: Fifth grade ELL students do not have enough hands on experiences using FOSS Science lab or other similar Science lab. The students also lack the knowledge in vocabulary and background knowledge.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) All Migrant students will utilize programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now	1	Administration Teachers Migrant Aide	Improved assessment results				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: By Spring 2018, the number of students who score at the Approaches Level on the Science STAAR assessment will increase from 64 % in Spring 2017 to 85 % in Spring 2018.

    Evaluation Data Source(s) 5: STAAR Data

    Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 1) 5th Grade students will participate in hands-on science stations and rigorous curriculum with TEKS resource system, Stemscopes, and FOSS science kits.	1	Administration and teachers	Increased knowledge of Science Vocabulary applied to real-life experiences.				
	Funding Sources: Title 1, Part A - $0.00						
System Safeguard Strategy **Critical Success Factors** CSF 1 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	Administration Teachers District and Campus Science Fair Coordinators	Science Fair Projects Increase Science STAAR scores Campus Representation				

Critical Success Factors CSF 1 CSF 7 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	1	Administration Teachers	Real-World/Life Experiences applied to Science content as evidenced in STAAR Science Scores, CBA's and Benchmarks.
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 4) Fifth grade students will participate in STAAR Science camps to enhance their knowledge in readiness and supporting standards.	1	Administration Teachers	Increased STAAR Science results.
✔ = Accomplished　➡ = Continue/Modify　◕ = Considerable　◔ = Some Progress　⚪ = No Progress　✖ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: By the Spring 2018 school year, the percentage of ELL students who score at the Advanced High on TELPAS composite will increase from by 10%.

Evaluation Data Source(s) 6: TELPAS 2018 Scores

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 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	Administration Teachers Bilingual Teachers	Increase in TELPAS Reading				

✔ = Accomplished ➜ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: All Students will be provided with a high-quality education through effective programs to complete elementary school and be prepared for middle/high school.

    Evaluation Data Source(s) 7: Post -Secondary Readiness-STAAR
    Closing the Performance Gap-STAAR
    Benchmark Data

    Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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	1, 2, 6, 7, 10	Administration Counselor Teachers	Drug-Free, Bully-Free Environment				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 2) Students will be prepared for college by closely monitoring students through Response to Intervention and make connections to CCRS.	1, 2, 3, 5, 8, 9, 10	Administration Teachers Counselors Parents	Improved Results for CBA's, Benchmarks, STAAR, CCRS				

✔ = Accomplished → = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✘ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

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 10% in all content areas for STAAR.

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

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 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	1	Administration Teachers	Improvement in overall content area assessment				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◯ = Some Progress ◯ = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 9: 85% 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:

				Reviews			
				Formative			**Summative**
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 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, 3, 4, 8	Administration Teachers	Masters level in at least 2 areas. Improved STAAR, CCRS				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 10: 85% of Silva Students will be reading on grade level by the end of the 2017-2018 school year.

Evaluation Data Source(s) 10: IRI assessments
I Station reports
End of Year Reading Benchmarks

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 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 -Book it challenges	1, 2, 3, 6, 9	Librarian District Librarian Teachers Administration	Improved reading level, STAAR results, end of year I Station results				
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 11: 80% 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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	1	Administration Teachers	Improved learning				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 2) Students will use effective reading strategies through social studies with the use of Social Studies Weekly.	1	Administration Teachers	Improved performance for all populations				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

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

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

Summative Evaluation 12:

Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Critical Success Factors CSF 1 1) Professional development for all staff working with 504 students.	1	Administration Teachers Dyslexia Teachers	Closing the gap for 504 students in CBA's, Benchmark, STAAR				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 13: All students at Silva will be given an opportunity to participate in Fine Arts Clubs such as Dance Team and Art Club

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

Summative Evaluation 13:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.		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.				
✔ = Accomplished　➡ = Continue/Modify　◓ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 14: During the 2017- 2018 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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.	3	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				

✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ❌ = Discontinue

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 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, and Google Classroom. This and other programs will be integrated in their lessons.	1	Administration CTC	More Classrooms with Blended Learning Lessons				
Critical Success Factors CSF 1 CSF 4 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	1	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.				
Critical Success Factors CSF 1 CSF 4 CSF 7 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.	1	Administration CTC Teacher	Increased Teacher effectiveness and learning time				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Teachers and CTC will complete Common Sense Media lessons in order to ensure students are well informed in all media/internet safety.		Administration CTC Teachers	Elimination of Cyber-bullying and an increase of awareness in internet safety				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 3: During the 2017-2018 school year, the number of discipline referrals will decrease by 10% from the 2016-2017 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	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
Critical Success Factors CSF 1 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.	1	Administration Counseling Teachers					
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 4: During the 2017-2018 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly drills will be conducted on the campus.		Principal Security Guard					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.	3	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				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = Discontinue							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: There will be a minimum of a 10% 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	Title I	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.	1, 6	Administrators Parent liaison					
Critical Success Factors CSF 5 2) Provide parent meetings that encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.	1, 6	Administrators Parent Liaison					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and 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, and Perfect Attendance

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

Summative Evaluation 2:

Strategy Description	Title I	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					
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 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 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, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction	1, 4	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				
Critical Success Factors CSF 1 CSF 2 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.	1	Administration Teachers CTC	Teachers District Content Strategists Formative: CAR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings				

Critical Success Factors CSF 1 CSF 2 CSF 7 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.		Administration Teachers District Content Strategists	Formative: CAR Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development 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:**

System Safeguard 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 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	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	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.
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-3rd-5th Splash Math-1st Reasoning Mind-2nd TEKS Resource System-K-5th
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, Stemscopes, and FOSS science kits.
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.

Goal	Objective	Strategy	Description
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
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:

Account Code	Account Title	Budget
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
164.12.6142.36.104.8.30	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
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	$18,750.00
164.11.6399.57.104.8.30	6399 General Supplies	$441.00
	6300 Subtotal:	**$19,191.00**

Personnel for Rudy Silva Elementary:

Name	Position	Program	FTE
Criselda Cantu	Library Aide	Silva Elementary School	1
Debbie Juarez Davila	Campus Instructional Facilitator	Silva Elementary School	1
Deborah Rodriguez	Technology Aide	Silva Elementary School	1
Diana Montelongo	STAAR Teacher	Silva Elementary School	1
Julissa Mendoza	At Risk Attendance Clerk	Silva Elementary School	1
Martha Ginez	Counselor Aide	Silva Elementary School	1
Paul Slasor	Campus Technology Coordinator	Silva Elementary School	1
Sandra Maldonado	Media Aide	Silva Elementary School	1
Vacancy	Instructional Aide (Pre-K)	Silva Elementary School	1

Title I

Schoolwide Program Plan

Silva Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for our school;
3. Creating our school's profile
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Silva Elementary conducted a comprehensive needs assessment prior to the 2017-2018 school year. This was especially beneficial in driving our campus improvement plan.

Data was gathered and is analyzed throughout the year. Staff and administration work collaboratively to ensure strengths and problems are identified.

Root causes were explored and the entire CNA was reported to our Site-Based decision making team. As a team, we moved forward to initiate our Campus Improvement plan on Plan4Learning.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on

the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time and allocate resources accordingly
5. Investigate how manipulatives are used in the various core areas.
6. Identify programs within our school that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group to determine our program's effectiveness in meeting the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of our schoolwide plan. Procedures in use at Silva Elementary that ensures that instruction is provided by highly effective teachers include:

1. Provide time off for targeted, high-quality professional development. (Equivalency Days and District Days)
2. Provide an effective mentoring system for new teachers and teachers new to our school.
3. Assign teachers to their content strength.
4. Provide professional development for existing programs prior to new school year for new staff and those wanting refreshers. (TEKS resource system)
5. Monitor effectiveness of teachers by frequent walk-throughs and quality feedback.
6. Provide time for teachers to observe each other in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

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.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Silva Elementary utilizes high-quality and ongoing professional development to ensure teachers and others are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meets the needs of administrators, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in campus programs and initiatives that are already in place.
   Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student

3.
   performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Silva Elementary follows Weslaco ISD procedures for recruiting and attracting high quality, state certified teachers. Please refer to the district recruiting procedures that are located at the WISD Human Resources office.

6: Strategies to increase parental involvement

Silva Elementary understands that authentic, parental engagement is a major key to students' success. The Silva Elementary Community Aide leads the campus parental involvement center. Each year, we strive to ensure that the composition of this parent involvement center mirrors the composition of our student population so that we are able to hear opinions and ideas from as many different groups as possible. Silva Elementary parents provide feedback for parental engagement strategies. As activities are developed by Silva Elementary parental involvement center and its parents, plans are reviewed by the the school leadership and staff to ensure quality. Parents are afforded plenty of opportunities to be part of the school/home partnership through engaging parent activities. The goal of our parent involvement center is to increase enrollment to positively impact student success.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Silva Elementary and WISD understand the importance of creating strategies to assist students with other transitions. District staff collaborates with campus staff to provide orientation sessions for parents, campus visits, pre-registration sessions with the counselors, etc. so that students will have an easy transition from one campus to another.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current and assessment data that describe student achievement. The data often comes from less formal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is represented in the formative and summative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic programs by analyzing the progress of our students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time in order to meet grade level standards. The teachers provide those students with timely, additional assistance that is targeted and tailored to their needs. The assistance and support looks different at each grade level; however, it is

always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs
Because we are a schoolwide Title I district and campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach Meets Standard and Masters Standard levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most federal, state and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

Campus Funding Summary

Title 1, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00