



PHARR-SAN JUAN-ALAMO
Independent School District

Zeferino Farias Elementary

2023-2024 Campus Plan

2023-2024 School Board Members & Superintendent's Cabinet



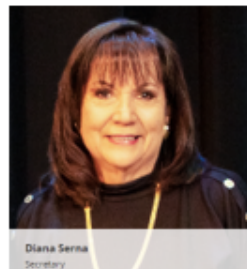
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Mario Bracamontes, *Sustainability Administrator*

BOARD OF EDUCATION GOALS



Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2024.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2024.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

Farias Elementary School 2023-2024 Executive Summary

Demographics Summary:

As of August 2023, Farias' total enrollment consists of _561_ students. Our subpopulations are _13.4_% Special Education, _57_% Emergent Learners, _2.7_% Gifted and Talented, and __96.8__% At Risk. The majority of our students are of a Hispanic background at 99.8%, so most of the student's home language is Spanish. In addition, Farias' attendance is consistently between _90%. Our students live in the Alamo area, encompassing the surrounding area.

Comprehensive Needs Assessment Summary:

In combination with Domains I, II, and III, Farias Elementary School earned an _F_ report card grade. In Domain I, the overall scaled score was 59. Approaches were at 63%, Meets was at 29%, and Masters was at 11%. Farias received a F rating. In Domain II, Part A, we earned a scale score of 57 with a rating of F. In part B, we achieved a scale score of 66 with an F rating. In addition, we surpassed the target score of 49% with 53% for TELPAS.

Curriculum and Instruction and Assessment:

Zeferino Farias Elementary offers a rigorous curriculum with highly qualified staff. Students at our campus have the opportunity to participate in an all-English Class or Bilingual One-Way Program. On a voluntary basis, teachers offer various clubs, UIL, and extracurricular activities to our students. We are a Leader In Me; Lighthouse Campus empowers our students with SEL foundations through the 7 Habits of Happy Kids curriculum. Students have the opportunity to develop a unique approach to student-led learning and apply effective social and emotional skills in real-life situations. Students needing academic support are offered tutoring before or after school and Saturday Academies. In addition, teachers use Madeline Hunter's lesson plan model to develop, implement, and revise lessons in the core areas of math, reading, science, and social studies. Lesson plans are designed to intentionally include the curriculum instructional strategies (CIF) to improve students' reading, writing, listening, and speaking skills. The think, pair, share, and write is another strategy to be implemented by all teachers, including support staff.

Moreover, because of many ELLs, vocabulary and annotation will be a focus in all classes to assist students in acquiring the English language and comprehension. We also implement Fluency Reading in all grade levels. In the lower grade levels, teachers keep track of cold reads and hot reads for all students. In the upper-grade classes, we focus on students in need of reading fluency and comprehension.

Summary of Goals:

To increase success in Domain I, we will implement reading and writing across the curriculum, including support staff. Special needs students will also be targeted through tutoring, academies, and in-class instruction to increase the performance of these students. The overall percentage of students in meets and masters level must improve in all areas; the majority are performing at the approaches level. In Domain II, our goal is to have every teacher conference with every individual and provide students with their target score for growth in math and reading. Although math scored higher in Domain I than ELA, students met their growth in reading, meeting all their growth indicators. Math needs to increase the number of students who meet goals for change in the non-continuous enrollment indicator. And last, Domain III, overall, the gap between the all student group and the economically disadvantaged population is low. We must increase the percent of students receiving meets or masters in areas, especially in the areas of non-continuously enrolled. Moreover, to assist students with their academic needs and personal needs, we implement Social and Emotional Learning once a week.

Principal

Leticia Rodriguez

Assistant Principal

Sylvia Pulido

CLL

Marissa Gloria

Parent

Mrs. Valdez

Farias Elementary School Leadership Team (SBDM)

Leticia Rodríguez - Principal

Sylvia Pulido-Castillo - Assistant Principal

Yolanda Gonzalez - Counselor

Marissa Gloria - Collaborative Learning Leader (CLL)

Grade Level Chairs

Lucia Loredó-Pre- Kindergarten

Anabel Tapia-Kindergarten

Dayana Vela-First Grade

Martha Vasquez-Second Grade

Reyna Izquierdo-Third Grade

Noemi Cantu-Fourth Grade

Abigail Perales-Moreno-Fifth grade

OFFICE	SUPPORT STAFF	PRE-KINDER	KINDER	1 ST Grade
<ul style="list-style-type: none"> · Leticia Rodríguez, Principal · Sylvia Pulido-Castillo, Asst. Principal · Yolanda Gonzalez, Counselor · Maria Idalia Villa, Librarian · Maria del Rosario Medina, Nurse · Nora Mendiola, Secretary · Adriana Villarreal, Clerk · Sandra Gonzalez, Clerk 	<ul style="list-style-type: none"> · Jessica Alvarado, Music · Special Education Unit · Yesenia Hernandez Michael Cruz Special Education Resources · Marissa Gloria, CLL · Luis Gonzalez and Maribel Guajardo, P.E. · Yvette Ramirez, At Risk · Raul Vazquez, Science Lab 	<ul style="list-style-type: none"> · Lucia Loredo · Matiana Garza · Dahlia Gonzalez · Nimia Bradford -Cindy Cantu -Lizeth Garza 	<ul style="list-style-type: none"> · Yang Yin Aboytes -Esmeralda Koenig · Anabel Tapia 	<ul style="list-style-type: none"> · Yvonne Sanchez · Dayana Vela · Maria D. Martinez

2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Teacher Assistants
<ul style="list-style-type: none"> · Alma Martinez · Maria Teresa Martinez · Marta Vasquez 	<ul style="list-style-type: none"> · Stephanie Alfaro · Noemi Cantu · Olivia Cantu · Martha Daniel 	<ul style="list-style-type: none"> -Valerie Nepomuceno · Lizette Sosa -Reyna Izquierdo -Jennifer Blanco 	<ul style="list-style-type: none"> · Ruby Olavarrieta · Sandra Morales · Abigail Perales 	<ul style="list-style-type: none"> · Marilou Aguirre · Lorenza Castaneda · Veronica Chavez · Mona Corpus · Matias Pichardo -Stephanie Baldivia -Ruby Saucedo · Francisco Solis, Security

Farias Elementary School Vision

Every Zeferino Farias Elementary student will become a productive citizen and compete intellectually and emotionally by applying 21st-century skills to prosper in a global community.

Farias Elementary School Mission

Zeferino Farias Elementary teachers and staff will provide rigorous, relevant, innovative instruction, social and emotional support and prioritize health and safety for all. As future leaders, every student will be prepared for college and future careers and compete and succeed in a global community.

Zeferino Farias Elementary *BELIEFS STATEMENT*

We believe that learning is ongoing, fun, and a challenging life-long process that should take place in a warm, suitable environment.

We believe that parents should provide a supportive environment that teaches positive attitudes, habits, and values. They should become actively involved with the educational decision-making process.

We believe that a quality instructional program includes: committed school personnel, as well as the community and parents working together to provide a curriculum that is current and meets the needs of every individual child.

We believe that the community should actively participate in the educational process by supporting the school in all areas. They should serve as positive role models and should make education a priority.

Farias Elementary School
Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023 STAAR Performance Data
2. 2021-2022 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

Farias Elementary School
Comprehensive Needs Assessment

Demographics

Demographics Summary:

English Language Learners (ELL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance-Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance biliteracy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts which led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In 2023, Farias Elementary School attained a 32% meets performance on the reading STAAR Test.
- In 2023, Farias Elementary School obtained a 30% meets performance level on the math STAAR test.
- In 2023, 65% of reading and math tests in 4th and 5th grade did not achieve annual growth.

Demographics

Demographics Summary:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between EL and All students at the Meets Level in the school year 2022-2023 is 6%.
- In Mathematics, the achievement gap between EL and All students at the Meets Level in the school year 2022-2023 is 0%.
- In Science, the achievement gap between EL and All students at the Meets Level in the school year 2022-2023 is 2%.

Farias Elementary School
Comprehensive Needs Assessment

Overall School Report Card Grade: F

Farias Elementary School Demographics

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRA NT	ECD	GT
Number	561	286	275	75	320	0	0	9	543	15
Percent		51	49	13.4	57	0	0	1.6	96.8	2.7

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	563	558	3	4	2	0
Percent	100	99	.5	.7	.3	0

Farias Elementary School 2023-2024 Goals

Farias Elementary School Goals

All Student Performance Rates	Performance Target 2022-2023	Goals 2024
Reading	45	45
Math	50	50
Science	34	34

Farias Elementary School Goals

3 rd Grade Math	2022-2023	Target 2024	4 th Grade Math	2022 - 2023	Target 2024	5 th Grade Math	2022- 2023	Target 2024
Approaches	65%	90%	Approaches	63%	90%	Approaches	70%	90%
Meets	32%	60%	Meets	31%	60%	Meets	25%	60%
Masters	10%	30%	Masters	11%	30%	Masters	7%	30%

3 rd Grade ELA	2021-2022	Target 2023	4 th Grade ELA	2021-2022	Target 2023	5 th Grade ELA	2021 - 2022	Target 2023
Approaches	74%	84%	Approaches	62%	72%	Approaches	67%	77%
Meets	52%	62%	Meets	33%	43%	Meets	31%	41%
Masters	33%	43%	Masters	14%	24%	Masters	15%	25%

Farias Elementary School Student Achievement

Goal Area:		Student Achievement					
Annual Goal:		By the year 2023-2024, Zeferino Farias Elementary will have 90% of all its students passing the STAAR Test.					
Objective:		By May 2024, Zeferino Farias Elementary will have implemented programs to provide all students an opportunity to pass the STAAR tests, increasing the passing rate for the required improvement needed to reach the 90%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Desegregate data using Color Coding Student Placement Charts and Item Analysis to track student progress in all content areas.	Classroom Teachers Administration CLL SpEd. Teacher	Assessment Results DMAC Lead4Ward Data Analysis Training Region 1 Prof Dev. Region One Services	Aug. 2023 - May 2024	Agendas Sign-in sheets Data walls Data binder Intervention Plan	Walkthroughs Student progress Lesson Planning Small groups	Pre-Las, LAS Links · PK Checklist, M Class · TPRI/Tejas Lee · Telpas/STAAR · Campus/District · Benchmarks · GT Testing · AEIS/AYP Reports · SLO ASSESSMENTS	Local Title 1 SCE
Action Steps							
Provide professional development in the areas of ELA/SLA, Math, Writing, Science, and State designated supports.							
Use assessment data to drive intervention plans and incorporate intervention time into the day at every level.							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create Intervention Timelines, Plan of Action, and Strategy Binders to improve overall campus scores in all content areas.	Classroom Teachers Administration CLL SpEd. Teacher	Assessment Results/DMAC Diana Ramirez, Consultant DEMCO/Lead4Ward Data Analysis Training Forde Ferrier PD/Mentoring Minds/Brilliant Education: Sing, Spell, Read, Write Franklin Covey/TLIM/Write from the Beginning/Kamico Instructional Media, Inc./Region One Services	Aug. 2023 - May 2024	Agendas Sign-in sheets Data walls Data binder Intervention Plan DOK (Webb's) Wheel Lead4ward Question Stems Released STAAR Questions Walkthroughs	Walkthroughs Student progress Lesson Planning Small groups	Pre-Las, LAS Links · PK Checklist, M Class · TPRI/Tejas Lee · Telpas · Campus/District · Benchmarks · STAAR · GT Testing · AEIS/AYP Reports · SLO ASSESSMENTS	Local Title 1 SCE
Action Steps							
Use assessment data to drive intervention plans and incorporate intervention time into the day at every level.							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Learn how to analyze various levels of rigor and understand the degree of complexity of the learning standards and assessment standards.	Classroom Teachers Administration SpEd. Teacher	Assessment Results DMAC Diana Ramirez, Consultant DEMCO Lead4Ward Data Analysis Training	Aug. 2023 - May 2024	Agendas Sign-in sheets Data walls Data binder Intervention Plan DOK (Webb's) Wheel Lead4ward Question Stems Released STAAR Questions	Walkthroughs Student progress Lesson Planning Small groups	Pre-Las, LAS Links · PK Checklist, M Class · TPRI/Tejas Lee · Telpas · Campus/District · Benchmarks · STAAR · GT Testing · AEIS/AYP Reports · SLO ASSESSMENTS	Local Title 1 SCE
Action Steps							
Provide professional development in the areas of ELA/SLA, Math, Writing, Science, and State designated supports.							
Provide various strategies to improve the level or rigor of questions through lessons.							

Goal Area:	Student Achievement - Reading						
Annual Goal:	By the year 2023-2024, Zeferino Farias Elementary will have 90% of all its students passing the STAAR Reading Test.						
Objective:	By May 2024, Zeferino Farias Elementary will have implemented programs to provide all students an opportunity to pass the STAAR tests, increasing the passing rate for the required improvement needed to reach the 90%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Send Teachers to Lead4Ward/Region One Professional Development to motivate reluctant learners.	Administration Classroom Teachers CLL Sped. Teacher	Local Consultants Variety of Instructional Resources	Aug. 2023 May 2024	Walkthroughs	Student progress	Thinking Maps Student Products	Local Title 1 SCE
Action Steps							
Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching.							
Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.							
Implement instructional programs with fidelity.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement STAAR Intervention Block for students At risk of not passing. Extended year / Summer School	Teachers Paraprofessional Coordinator Assistant Principal	Teacher Created Timelines Folders	Nov 2023 June 2024	Tutoring Lesson Plans CIF Activities Small Groups	Student Progress Increase in levels of approaches	Benchmark Scores STAAR Scores AYP	SCE Title 1
Action Steps							
Provide time to teachers to create a list of students in need of interventions.							
Provide time for teachers to plan activities for tutoring							
Tracking sheet to monitor students' growth.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create instructional tutorial timelines to ensure success among struggling students.	Teachers Administration	Small group instruction Differentiate Instruction	Oct 2023- May 2024	Data Binders Data Walls Lesson Plans	Student Progress	Benchmark Scores STAAR Scores AYP	SCE Title 1
Action Steps							
Implement instructional programs with fidelity.							
Address various learning styles with clear and focused instruction.							
Utilize Data Binders to track student progress.							

Goal Area:		Student Achievement - Math					
Annual Goal:		Zeferino Farias Elementary will have 90% of all its students passing the Math STAAR Test.					
Objective:		By May 2024, Zeferino Farias Elementary will have implemented programs to provide all students an opportunity to pass the Math STAAR test, increasing the passing rate for the required improvement needed to reach the 90%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a variety of math resources to improve math skills.	Teachers Administration	STAAR Coach/ Countdown to Math Mentoring Minds/ Sharon Wells Math/ STAAR Ready/The Leader In Me/General Supplies/Manipulative/Pearl Cantu, Pearlized Math/Teachers Pay Teachers/Motivation Math/Kamico/Forde Ferrier	Aug 2023 May 2024	Walkthroughs Student work samples Student Progress Lesson Plans	Increase number of students in Approaches, Meets, and Masters	Benchmark Scores STAAR Scores AYP Student Products	SCE Title I
Action Steps							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data.							
Monitor the implementation and use of the language supports during instructional time.							
Provide Professional Developments for math and strategies to implement in the classroom.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create instructional tutorial timelines to ensure success among struggling students. IE: Academies	Teachers Administration	STAAR Coach/ Countdown to Math/ Mentoring Minds/Math Warm-Ups/Rigorous Problem Solving/Sharon Wells Math/STAAR Ready/The Leader In Me/General Supplies/ Manipulative/Pearlized Math/Teachers Pay Teachers/Motivation Math/Kamico/Forde Ferrier	Aug 2023 May 2024	Walkthroughs Student work samples Student Progress Lesson Plans	Increase number of students in Approaches Standard	Benchmark Scores STAAR Scores Student Products	SCE Title I
Action Steps							
Provide Professional Developments for math and strategies to implement in the classroom.							
Address various learning styles with clear and focused instruction.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use additional tutoring staff to assist with small group instruction as scheduled.	Teachers Administration	STAAR Coach/ Countdown to Math/ Mentoring Minds/Math Warm-Ups/Sharon Wells Math/STAAR Ready/ General Supplies/ Manipulative/Pearlized Math/Teachers Pay Teachers/Motivation Math/Kamico/Forde Ferrier	Aug 2023 May 2024	Walkthroughs Student work samples Student Progress Lesson Plans	Increase number of student in Meets and Masters	Benchmark Scores STAAR Scores Student Products	SCE Title I
Action Steps							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data.							
Provide Professional Developments for math and strategies to implement in the classroom.							

Goal Area:	Student Achievement - Science						
Annual Goal:	<u>Zeferino Farias Elementary</u> will have 90% of all its students passing the Science STAAR Test.						
Objective:	By May 2024, <u>Zeferino Farias Elementary</u> will have implemented programs to provide all students an opportunity to pass the Science STAAR test, increasing the passing rate for the required improvement needed to reach the 90%.						
Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create instructional tutorial timelines to ensure success among struggling students. IE: End of 6 weeks Academies	Administration Classroom Teachers CLL Science Lab Teacher	Teacher Created Timelines	Aug 2023 May 2024	Tutoring Logs Walkthrough Data binders	Student progress Student work sample	Benchmark Scores STAAR Scores AYP	Local Title I SCE
Action Steps							
Implement instructional plans with fidelity.							
Address various learning styles with clear and focused instruction.							
Provide professional development in the areas of Science.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
End of Six Weeks Science Academies to review all science objectives taught.	Administration Classroom Teachers Science Lab Teacher	Manipulatives Games	Aug 2023 May 2024	Lesson Plans Observations	Student progress Walkthroughs	Benchmark Scores STAAR Scores AYP	Local Title I SCE
Action Steps							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data.							
Monitor the implementation and use of the language supports during instructional time.							
Utilize data binders to track student progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Science Interactive Journals	Administration Classroom Teachers Science Lab Teachers	Science Journal	Aug 2023 May 2024	Journals Student Work Samples	Student work samples	Benchmark Scores STAAR Scores AYP	Local Title I SCE
Action Steps							
Professional Development on Interactive Journals.							
Every Six weeks, Randomly Pick Student Interactive Journals.							
Students will use interactive journals during academies and tutorials to refer back.							

Goal Area:	Student Achievement - Fluency						
Annual Goal:	Zeferino Farias Elementary will have 90% of all its students demonstrating mastery of Fluency at grade level.						
Objective:	By May 2024, Zeferino Farias Elementary will have implemented programs to provide all students an opportunity to master Fluency at their grade level.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Interactive journals	Teachers Administration CLL	My View Mi Vision Fluency Stories/ Thinking Map/CIF/ Escribir Estrellas (MM)/ Staff Dev. Materials/ Forde Ferrier/Write Source/Teacher Created Timelines/General Supplies	Aug 2023 May 2024	Journals Student Work Samples	Student work samples	Fluency Test at the beginning of each six weeks Progress Monitoring Student Samples	Local Title 1 SCE
Action Steps							
Provide teachers with professional development.							
Provide resources needed to obtain the fluency goals.							
Students will have various opportunities demonstrate fluency levels.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create instructional tutorial timelines to ensure success among struggling students. IE: Fluency Stories	Teachers Administration	STAAR Coach/ Mentoring Minds/Write from the Beginning/ Writing Materials/The Writing Academy/ Empowering Writers/ Thinking Map/CIF/ Escribir Estrellas (MM)/ Staff Dev. Materials/ Forde Ferrier/Write Source/Teacher Created Timelines/General Supplies	Aug 2023 May 2024	Lesson Plans Observations	Student progress Student work sample	Benchmark Scores STAAR Scores AYP Progress Monitoring	Local Title I SCE
Action Steps							
Provide teachers with professional development.							
Develop writing academies to review skills and concepts.							

Farias Elementary School Academic Growth

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Goal Area:	To improve Academic Achievement						
Annual Goal:	Zeferino Farias Elementary will have 82% of all students obtain Academic Achievement in the STAAR Test.						
Objective:	By May 2024, Zeferino Farias Elementary will have implemented various methods to provide all students an opportunity to obtain Academic Achievement in the STAAR test, increasing from s 79% to 82%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide training to teachers in strategic lesson planning. Topics addressed will include lesson objectives, vertically and horizontally aligned instruction, Response-to-Intervention strategies, academic rigor, performance indicators, and higher-level questioning techniques.	Campus Administrators, CLL Grade Level Chairs District Coordinators	Region I, District Trainings, local and state training, Hoonuit	Sept. 2023 - June 2024	Agendas, Sign-In sheets, Certificates	Continuing professional development generates teachers' self-confidence in their ability to successfully design meaningful and relevant learning experiences for students—increase in joint assessment and grade reporting scores.	Benchmark, Weekly Assessments, STAAR	Title 1
Action Steps							
Continue to provide teachers with professional development on data analysis. Allocate time, disaggregate data and plan intervention plans.							
Provide time in our schedule to meet with students on their SMART Goals and Data Tracking Forms.							
Plan parent events with the committee to select topics of impact.							
Monitor reports and assures technology is available to all students to log in minutes required to close the gaps.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Special Population students will be serviced by the indicated teacher providing the student service during the day. Example: Special Education students served by Special Education Teachers.	Special education teacher. Campus Administrators, Reading Strategist Migrant Tutors 504 Tutors Dyslexia Tutors	DMAC Reports Sign-In Sheets Teacher Rosters	Sept. 2023 - June 2024	Data Reports Data Binders Intervention Lesson Plan	Special Population students will demonstrate academic growth in STAAR Testing scores.	Benchmark, Weekly Assessments, STAAR	Title 1
Action Steps							
Special Education, and regular teachers will plan to create intentional lesson plans.							
Special Education teachers will monitor students' growth in all assessments.							
The special education teacher will provide tutoring to students.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide examples of and help students develop specific, measurable, attainable, relevant, time-bound (SMART) goals to improve their academic achievement.	Administrators Librarian Support Staff Special Population Staff	Leadership Binders, Student tracking sheets, Individual student data	Sept. 2023 - June 2024	Tracking Sheets	Students will create their own personal attainable SMART goals to demonstrate Academic Growth.	Benchmark, Weekly Assessments, STAAR	Title 1
Action Steps							
Provide students with a Data tracking log.							
Create a schedule to discuss individual scores after benchmarks.							
Have students take their data binders to present to parents and get parent signatures.							
Assign two days of the year to meet with parents to discuss testing dates, campus data, and campus goals.							

Farias Elementary School Attendance

Goal Area:	To Improve Student Attendance						
Annual Goal:	By the end of the year 2023-2024, Zeferino Farias Elementary will maintain Attendance Rates of 97.5%.						
Objective:	By May 2024, Student Attendance will be maintained, thus ensuring all students are attending school.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Daily Monitoring of Student Attendance	Teachers Attendance Clerk Parental Liaison	Attendance Roster	Sept. 8, 2023- June 4, 2024	Attendance Report	Daily Grades Student Achievement Student Individual Daily Attendance Log	Weekly Assessments, Benchmark Scores, STAAR Test	Local AI
Action Steps							
Administration and Office staff will monitor attendance before 9:30 am.							
Teachers will contact parents in the afternoon and communicate with the Attendance Committee.							
Conduct home visits weekly to provide support to parents to increase student attendance.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Motivational Weekly Incentive for Class who has Perfect Attendance: *Popcorn for the whole class *Raffle Toys *Fun Friday *Six Weeks Incentive for Individual	Administration Teachers Attendance Clerk Parent Educator	Attendance Roster Popcorn Perfect Attendance List Movie Popcorn Certificates P.E. Equipment	Sept. 8, 2023 - June 4, 2024	Attendance Report Teacher Logs Attendance Reports Attendance List Pictures Post on Class Dojo and Facebook	Increase Daily Attendance Student Achievement Parental Involvement	Increase Daily Attendance Student Achievement Parental Involvement	Local AI
Action Steps							
Attendance Team monitors and promotes Daily Attendance to obtain 98.5% daily attendance.							
Teachers Track Daily Attendance on a visible chart in the classroom.							
Students Keep track of their Daily Attendance on their Leadership Binders.							
Attendance Team plan short and long term incentives.							