



PHARR-SAN JUAN-ALAMO
Independent School District

Zeferino Farias Elementary

2020-2021 Campus Plan

Farias Elementary School 2020-2021 Executive Summary

Demographics Summary:

As of September 2020, Farias' total enrollment consists of 594 students. Our sub populations are 8.4% Special Education, 51.7% English Language Learners, 1.7% Gifted and Talented, and 90.7% At Risk. The majority of our students are of a Hispanic background at 99.2%, so most of the students' home language is Spanish. In addition, Farias' attendance is consistently between 95.4 – 96.3%. Our students live in the Alamo area, encompassing the surrounding area.

Comprehensive Needs Assessment Summary:

In combination of Domains I, II, and III, Farias Elementary School earned a report card grade of an A. In Domain I, the overall component score was a 54. Approaches was at 82%, Meets was at 50%, and Masters was at 29%. Farias received a rating of a B; however, we earned 4 out of 6 distinctions in the following areas: Reading, Science, Closing the Gap, and Post-Secondary Readiness. In Domain II, Part A, we earned a scale score of 79 with a rating of a C. In part B, we earned a scale score of 90 with an A rating. In reading, 6 out of the 6 indicators were met, and in math, 5 out of 6 indicators were met for growth. Last, in Domain III, in reading and math 6 out of the 6 indicators were met. In addition, we surpassed the target score of 36% with a 40% 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 which 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 the 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 developed to intentionally include the curriculum instructional strategies (CIF) to improve students' skills in reading, writing, listening, and speaking. The think, pair, share, and write is another strategy to be implemented by all teachers, including support staff. Moreover, because of a large number of ELL's, 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 levels 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. Overall percentage of students in meets and masters level must increase 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 compared to ELA, students met their growth in reading, meeting all their growth indicators. Math needs to increase the number of students who meet goals for growth in the non-continuous enrollment indicator. And last, Domain III, overall, the gap between the all student group and 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 not only their academic needs, but with personal needs as well, we implement Social and Emotional Learning once a week.

Principal

Leticia Rodriguez

Assistant Principal

Sybria Pulido

Lead Teacher

Marissa Gloria

Parent

Linda Silva Rodriguez

Farias Elementary School Leadership Team (SBDM)

Leticia Rodríguez - Principal

Sylvia Pulido - Assistant Principal

Yolanda Gonzalez - Counselor

Marissa Gloria - Collaborative Learning Leader (CLL)

Grade Level Chairs

Anabel Tapia-Pre-Kindergarten

Jennifer Blanco-Kindergarten

Dayana Vela-First Grade

Maria T. Martinez-Second Grade

Olivia Cantu-Third Grade

Lizette Sosa-Fourth Grade

Mariana Nuñez-Fifth grade

OFFICE	SUPPORT STAFF	PRE-KINDER	KINDER	1 ST Grade
<ul style="list-style-type: none"> · Leticia Rodríguez, Principal · Sylvia Pulido, 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 · Michael Cruz, Special Education Unit · Juan Garza, P.E. · Yesenia Garza, Special Education Resources · Marissa Gloria, CLL · Luis Gonzalez, P.E. · Yvette Ramirez, At Risk · Maria J. Rosales, Science Lab 	<ul style="list-style-type: none"> · Alonzo Hernandez · Lucia Loreda · Matiana Garza · Dahlia Gonzalez · Nimia Bradford · Ruby Olavarrieta · Rebecca Tagle · Anabel Tapia 	<ul style="list-style-type: none"> · Yang Yin Aboytes · Jennifer Blanco · Rebecca Guerrero · Martin Reyna 	<ul style="list-style-type: none"> · Josie Alvarado · Myrna Martinez · Yvonne Sanchez · Dayana Vela

2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Teacher Assistants
<ul style="list-style-type: none"> · Jessica Lopez · 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"> · Linda Buenrostro · Abigail Perales · Lizette Sosa 	<ul style="list-style-type: none"> · Julianna Lopez · Sandra Morales · Raul Vasquez · Mariana Nuñez 	<ul style="list-style-type: none"> · Marilou Aguirre · Lorenza Castaneda · Veronica Chavez · Mona Corpus · Eva Monarrez · Leticia Quezada · Blanca Rocha · Leslie Rojas · Belma Ysquierdo · Rogelio Mancha, Security

Farias Elementary School Vision

Every Zeferino Farias Elementary student will become a productive citizen and be able to 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 as well as prioritize health and safety for all. As future leaders, every student will be prepared for college, future careers, and be able to compete and succeed in a global community.

Zeferino Farias Elementary *BELIEFS STATEMENT*

We believe that learning is on-going, 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. 2018 – 2019/2019 - 2020 STAAR Performance Data
2. 2018 – 2019/2019 - 2020 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 that 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 Reading, the achievement gap between ELL and All students is 1%, all student group 83% compared to the ELL student group 82%
- In Mathematics, the achievement gap between ELL and All students is 4%, all student group 87% compared to the ELL student group 83%.
- In Writing, the achievement gap between ELL and All students is 0%., all student group 67% compared to the ELL student group of 67%
- In Science, the achievement gap between ELL and All students is 4%, all student group 80% compared to the ELL student group 76%

- The TELPAS Yearly Progress Indicator target was 36%, Farias scored a 40%, scoring 4% above the target score.

Farias Elementary School
Comprehensive Needs Assessment

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 Eco Dis and All students in the school year 2018-2019/2019-2020 is 0%.
- In Mathematics, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 0%.
- In Writing, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 2%.
- In Science, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%.

Farias Elementary School
Comprehensive Needs Assessment

Overall School Report Card Grade: A

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p style="text-align: center;">Domain 1: Student Achievement</p>	<ul style="list-style-type: none"> · Component score was a 54 and scale score 82. · Approaches was at 82% · Meets was at 50% · Masters was at 29% · Rating of B · Distinction received for ELA/Reading · Distinction received for Science · Distinction received for Closing the Gap · Distinction received for Post Secondary Readiness 	<ul style="list-style-type: none"> · Reading and writing across the curriculum · Special Education in all content areas · Overall percentage of students meeting or mastering must increase – majority at the approaches level 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> · Writing in all grade levels · Special Needs in all content areas <p>Goal: Component of 60 or Higher</p> <p>Goal: Rating of A</p>

<p>Domain 2: School Progress MET STANDARD</p>	<ul style="list-style-type: none"> · Part A: Academic Growth: Component score 74 and scale score 79. Rating of C · Part B: Relative Performance: Component score of 54 and scaled score of 90. Rating of A. <p>6 out of 6 indicators were met in Reading for growth. 5 out of 6 indicators were met in Math for growth.</p>	<p>Teachers need to conference with every individual and provide students with the score they need for maximum growth points. Although math scored higher in Domain I compared to ELA, students met their growth in all indicators except Non Continuously Enrolled. Math needs to increase the number of students who meet goals for growth.</p>	<ul style="list-style-type: none"> ·Address the needs of identified students to meet the academic growth measure in 2020-2021 in Reading & Mathematics in all grade levels. <p>Goal for part A: 80% or higher</p> <p>Goal for part : 90% or higher</p>
<p>Domain 3: Closing the Achievement Gap MET STANDARD</p>	<ul style="list-style-type: none"> · Overall Rating was an A. · Component score is a 96 and scaled score was 92. · · In reading: only 6 out of 6 indicators met. · In math 6 out 6 indicators met. · ELA did the same in growth than math · We surpassed the target score of 36 for TELPAS by 4 percentage points. 	<p>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 of and non continuously enrolled.</p>	<p>Economically Disadvantaged population group will receive additional support and intensive interventions in reading, writing, math, and science,.</p> <p>Goal: To maintain overall rating grade A.</p>
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> · Good student attendance · Collaborative Learning Communities with common planning periods · Teacher of the month · Students rewarded for Honor Roll · Culture and Climate Committee 	<p>Additional recognition and incentives for Honor Roll and perfect attendance students. Continuation of PLC throughout school.</p>	<ul style="list-style-type: none"> · Implementation of planning periods for all grade levels. · Recognition for students & staff
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> · Highly Qualified Staff · New Teacher Academy · McRel Evaluation Tool 	<ul style="list-style-type: none"> · Teacher certificates · Classroom observations – 10 a week · McRel observations per semester 	<ul style="list-style-type: none"> · Classroom observations with feedback to the teacher. · McRel Calendar and Schedule

Farias Elementary School Demographics

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRA NT	ECD	GT
Number	594	311	283	50	307	0	0	10	552	10
Percent	100%	52.4%	47.6%	8.4%	51.7%	0%	0%	1.7%	92.9%	1.7%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	594	589	3	0	2	0
Percent	100%	99.1%	0.5%	0%	0.4%	0%

Farias Elementary School

2020-2021 Goals

Farias Elementary School Goals

All Student Performance Rates	Performance Target 2018/2019	Farias Elementary	Goals 2021
Reading	75	83	88

Math	80	87	92
Writing	60	67	72
Science	75	80	85

Farias Elementary School Goals

3 rd Grade Math	Standard	2019-2020	Target 2021	4 th Grade Math	Standard	2019 - 2020	Target 2021	5 th Grade Math	Standard	2019 - 2020	Target 2021
Approaches	53%	88%	90%	Approaches	50%	75%	80%	Approaches	50%	96%	90%

Meets	75%	68%	73%	Meets	71%	35%	40%	Meets	72%	64%	68%
Masters	88%	35%	35%	Masters	82%	24%	30%	Masters	83%	34%	35%

3 rd Grade ELA	Standard	2019 - 2020	Target 2021	4 th Grade ELA	Standard	2019 - 2020	Target 2021	5 th Grade ELA	Standard	2019 - 2020	Target 2021
Approaches	53%	89%	92%	Approaches	53%	68%	72%	Approaches	58%	87%	90%
Meets	76%	55%	60%	Meets	75%	32%	40%	Meets	76%	51%	56%
Masters	85%	37%	35%	Masters	86%	19%	25%	Masters	87%	27%	30%

4 th Grade Writing	Standard	2019 - 2020	Target 2021	5 th Grade Science	Standard	2019 - 2020	Target 2021
Approaches	56%	67%	70%	Approaches	61%	80%	82%

Meets	72%	35%	40%	Meets	78%	51%	55%
Masters	84%	22%	25%	Masters	89%	30%	30%



Farias Elementary School Student Achievement

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Goal Area:	Student Achievement						
Annual Goal:	By the year 2020-2021, <u>Zeferino Farias Elementary</u> will have 90% of all its students passing the STAAR Test.						
Objective:	By May 2021, <u>Zeferino Farias Elementary</u> 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. 2020 - May 2021	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 · 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.

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. 2020 - May 2021	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. 2020 - May 2021	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 2020-2021, Zeferino Farias Elementary will have 90% of all its students passing the STAAR Reading Test.

Objective:	By May 2021, <u>Zeferino Farias Elementary</u> 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. 2020 May 2021	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 2020 June 2021	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 2020 May 2021	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:	<u>Zeferino Farias Elementary</u> will have 90% of all its students passing the Math STAAR Test.

Objective: By May 2021, <u>Zeferino Farias Elementary</u> 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 2020 May 2021	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 2020 May 2021	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 2020 May 2021	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 2021, <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 2020 May 2021	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 2020 May 2021	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 2020 May 2021	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 - Writing					
Annual Goal:		<u>Zeferino Farias Elementary</u> will have 90% of all its students passing the Writing STAAR Test.					
Objective:		By May 2021, <u>Zeferino Farias Elementary</u> will have implemented programs to provide all students an opportunity to pass the Writing 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
Interactive journals	Teachers Administration CLL	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 2020 May 2021	Journals Student Work Samples	Student work samples	Benchmark Scores STAAR Scores AYP Progress Monitoring Student Samples	Local Title 1 SCE
Action Steps							
Provide teachers with professional development.							
Provide resources needed to obtain the writing goal.							
Students will have various opportunities in all subjects to practice writing skills.							
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:Writing Academies	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 2020 May 2021	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 2021, 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 !, District Trainings, local and state trainings, Hoonuit	Sept.-June	Agendas, Sign-In sheets, Certificates	Continuing professional development that generates teachers' self-confidence in their ability to successfully design meaningful and relevant learning experiences for students. Increase in common 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 assure 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	Sep.-June	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 teacher 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 their own, 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	Sep.-June	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 2020-2021, Zeferino Farias Elementary will maintain Attendance Rates of 97.7%.						
Objective:	By May 2021, 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- June 4	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- June 4	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.							