



PHARR-SAN JUAN-ALAMO
Independent School District

Zeferino Farias Elementary

2024-2025 Campus Plan



Pharr-San Juan-Alamo ISD

Accepting Pre-K 3 - 12th grade students

School Board



The Pharr-San Juan-Alamo ISD School Board of Trustees hosted the swearing-in ceremony of recently elected board members Carlos Villegas and new trustees Yolanda Castillo and Diana Senha, as part of a special school board meeting held at PSJA Southwest Early College HS Auditorium Thursday, Nov. 10, 2022.

Carlos G. Villegas, Jr.



President

Diana Senha



Vice-President

Yolanda Castillo



Secretary

Jesus "Jesse" Vela, Jr.



Assistant Secretary

Jorge Zambrano



Member

Dr. Cynthia A. Gutierrez



Member

Jesus A. "Jesse"
Zambrano



Superintendent of Schools



Superintendent Dr. Alejandro Elias

Dr. Alejandro Elias is a proud PSJA ISD alum and a longtime passionate educator with over 18 years of experience. After graduating from PSJA High School in 1998, he attended the University of Texas-Pan American (UTPA) where he earned a Bachelor of Science Degree in Biology and minored in English in 2004. He earned a Master of Arts Degree in Secondary Education from UTPA in 2009 and a Doctorate in Educational Leadership from Texas A&M University Kingsville in 2018.

During his tenure, Dr. Elias has served as a Science Teacher at San Juan Middle School and PSJA Southwest Early College High School. He served as a Principal at Alamo Middle School and most recently at his alma mater, PSJA Early College High School in San Juan.

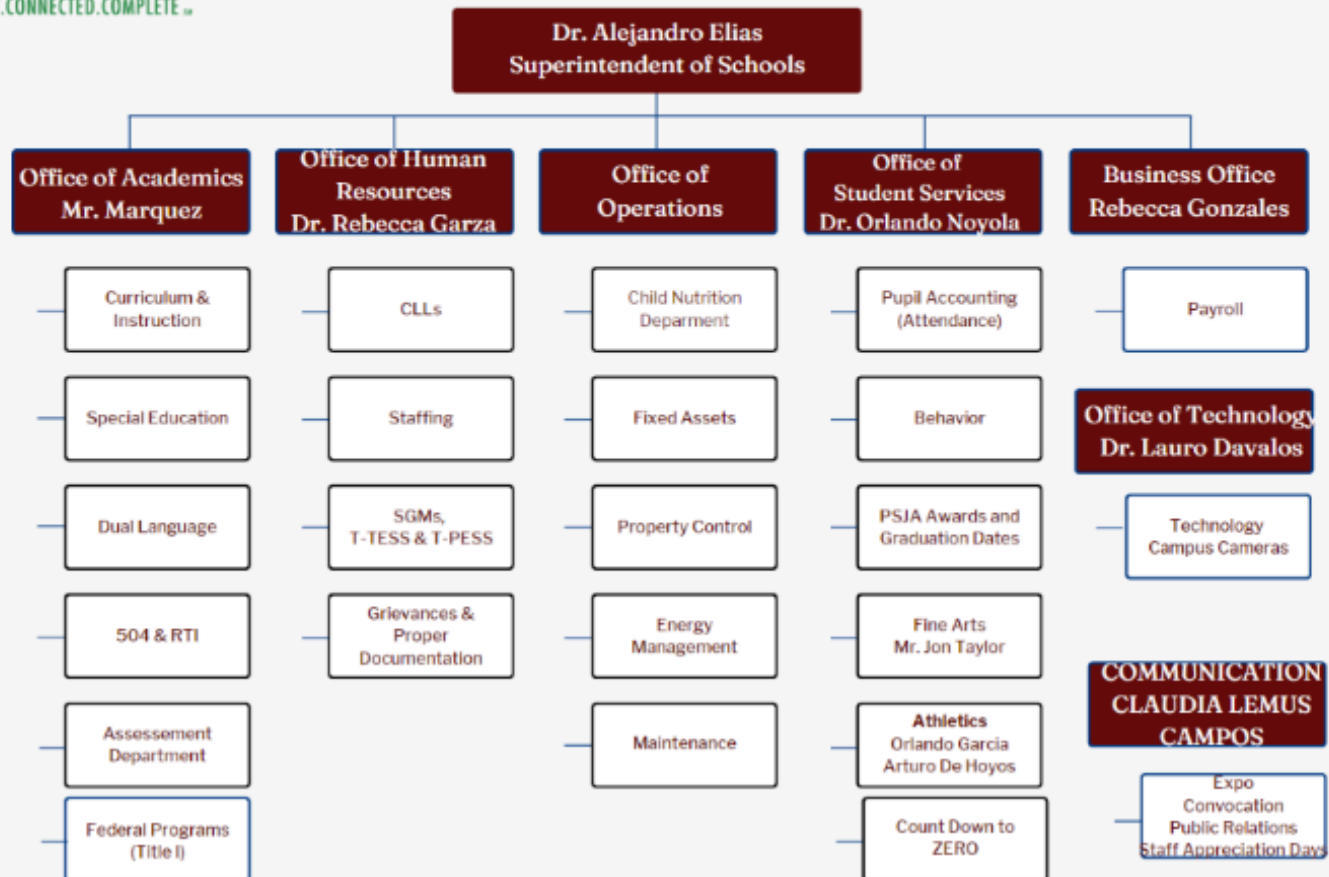
He is proud to be part of the PSJA Family and is passionate about working to provide all students with the best opportunities possible through districtwide efforts and collaborative partnerships.



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PSJA Leadership Team

Date
June 2024



Farias Elementary School 2024-2025

Executive Summary

Demographics Summary:

As of August 2024, Farias' total enrollment consists of 544 students. Our subpopulations are 13.4% Special Education, 55.1% Emergent Learners, 2.6% Gifted and Talented, and 96.5% 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 90-93%. 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 _C_ report card grade. In Domain I, the overall scaled score was D (67%). Approaches were at 67%, Meets was at 34%, and Masters was at 13%. Farias received a C rating In Domain II, Part A, we earned a scale score of 75% with a rating of C. In part B, we achieved a scale score of 73% with a C rating. In addition, we surpassed the target score of 49% with 66% 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

Dahlia Gonzalez-Pre- Kindergarten

Yang Aboytes-Kindergarten

Yvonne Sanchez-First Grade

Lizette Sosa-Second Grade

Lizette Sosa-Third Grade

Martha Daniel-Fourth Grade

Sandra Morales-Fifth grade

Maribel Guajardo-Support Staff

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 · Joanne Estrada, Nurse · Nora Mendiola, Secretary · Adriana Villarreal, Clerk · Maria Ramos, Clerk 	<ul style="list-style-type: none"> · Jessica Alvarado, Music Audrie Alvarez · Special Education Unit · Yesenia Hernandez Michael Cruz Special Education Resources · Marissa Gloria, CLL · Luis Gonzalez and Maribel Guajardo, P.E. · Yvette Ramirez, At Risk · Anabel Tapia, Science Lab 	<ul style="list-style-type: none"> · Matiana Garza · Dahlia Gonzalez · Nimia Bradford -Lizeth Garza -Hijinia Vasquez -Cindy Cantu 	<ul style="list-style-type: none"> · Yang Yin Aboytes -Jennifer Blanco · Lucia Loreda 	<ul style="list-style-type: none"> · Yvonne Sanchez · Maria D. Martinez -Esmeralda Koenig

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 · Dayana Vela 	<ul style="list-style-type: none"> · Lizette Sosa -Reyna Izquierdo -Ruby Olavarrieta 	<ul style="list-style-type: none"> · Stephanie Alfaro · Noemi Cantu · Olivia Cantu · Martha Daniel 	<ul style="list-style-type: none"> · Michael Sweet · Sandra Morales · Abigail Perales 	<ul style="list-style-type: none"> · Mari lou Aguirre · Veronica Chavez · Mona Corpus -Stephanie Baldivia -Mark Gonzalez -Ruby Saucedo -Marcelina Nava · Ignacio Alonzo, 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. 2024 STAAR Performance Data
2. 2023-2024 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS 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 2024, Farias Elementary School attained a 36% meets performance on the reading STAAR Test.
- In 2024, Farias Elementary School obtained a 32% meets performance level on the math STAAR test.
- In 2024, 63% of reading and math tests in 3rd, 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 2024-2025 is 5 %.
- In Mathematics, the achievement gap between EL and All students at the Meets Level in the school year 2024-2025 is 2%.
- In Science, the achievement gap between EL and All students at the Meets Level in the school year 2024-2025 is 2%.

Farias Elementary School
Comprehensive Needs Assessment

Overall School Report Card Grade: C

Farias Elementary School Demographics

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRA NT	ECD	GT
Number	544	285	259	73	300	0	0	8	525	14
Percent		52.4	47.6	13.4	55.1	0	0	1.5	96.5	2.6

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	544	542	3	0	2	0
Percent		99	.5	0	.5	0

Farias Elementary School 2024-2025 Goals



Farias Elementary School Goals

All Student Performance Rates	Performance Target 2023-24	Goals 2025
Reading	36%	46%
Math	32%	42%
Science	15%	40%

Farias Elementary School Goals

3 rd Grade Math	2023-2024	Target 2025	4 th Grade Math	2023 - 2024	Target 2025	5 th Grade Math	2023-2024	Target 2025
Approaches	61%	90%	Approaches	78%	90%	Approaches	80%	90%
Meets	24%	60%	Meets	42%	60%	Meets	38%	60%
Masters	6%	30%	Masters	19%	30%	Masters	11%	30%

3 rd Grade ELA	2023- 2024	Target 2025	4 th Grade ELA	2023 - 2024	Target 2025	5 th Grade ELA	2023 - 2024	Target 2025
Approaches	69%	90%	Approaches	72%	90%	Approaches	68%	90%
Meets	38%	60%	Meets	37%	60%	Meets	41%	60%
Masters	17%	30%	Masters	15%	30%	Masters	15%	30%

Farias Elementary School Student Achievement

Goal Area:	Student Achievement						
Annual Goal:	By the year 2024-2025, <u>Zeferino Farias Elementary</u> will have 60% of all its students passing the STAAR Test.						
Objective:	By May 2025, <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 60% of the students passing at the MEETS Level.						
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. 2024 - May 2025	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 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 iReady	Aug. 2024 - May 2025	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 DEMCO Lead4Ward Data Analysis Training iReady	Aug. 2024 - May 2025	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 2024-2025, Zeferino Farias Elementary will have 60% of all its students passing the STAAR Reading Test.						
Objective:	By May 2025, 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 60% of our students pass at the MEETS Level.						
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 Sing, Spell, Read, Write	Aug. 2024 - May 2025	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 2024 June 2025	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 2024-May 2025	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 - Science						
Annual Goal:	Zeferino Farias Elementary will have 60% 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 60% of the students passing at the MEETS Level.						
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 Savvas	Aug 2024 May 2025	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 2024 May 2025	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 2024 May 2025	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:	<u>Zeferino Farias Elementary</u> will have 90% of all its students demonstrating mastery of Fluency at grade level.						
Objective:	By May 2024, <u>Zeferino Farias Elementary</u> 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 2024 May 2025	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 to 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 7th Annual Early Childhood conference.	Aug 2024 May 2025	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

Goal Area:	To improve Academic Achievement						
Annual Goal:	Zeferino Farias Elementary will have 90% of all students obtain Academic Growth in the STAAR Test.						
Objective:	By May 2025, <u>Zeferino Farias Elementary</u> will have implemented various methods to provide all students an opportunity to obtain Academic Growth in the STAAR test, increasing from 75 % to 85%.						
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. 2024 - June 2025	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 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	Sept. 2024 - June 2025	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. 2024 - June 2025	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 2024-2025, Zeferino Farias Elementary will maintain Attendance Rates of 95%.						
Objective:	By May 2025, Student Attendance will be maintained, thus ensuring all students are attending school everyday.						
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	Aug. 26, 2024- June 6, 2025	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	Aug. 26, 2024- June 6, 2025	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 95% 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.							

