Zeferino Farias Elementary

2025-2026 Campus Plan

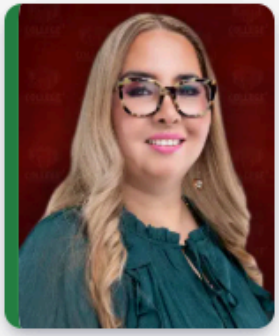
Diana Y. Serna
Board President (Place 2)

Ricardo "Rick" Rodriguez
Vice-President (Place 4)

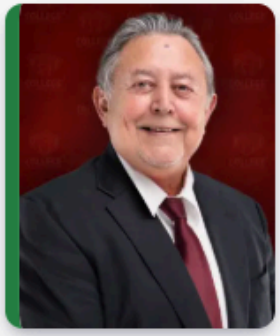
Ramona Barron
Secretary (Place 5)

Griselda Quintanilla
Asst. Secretary (Place 6)

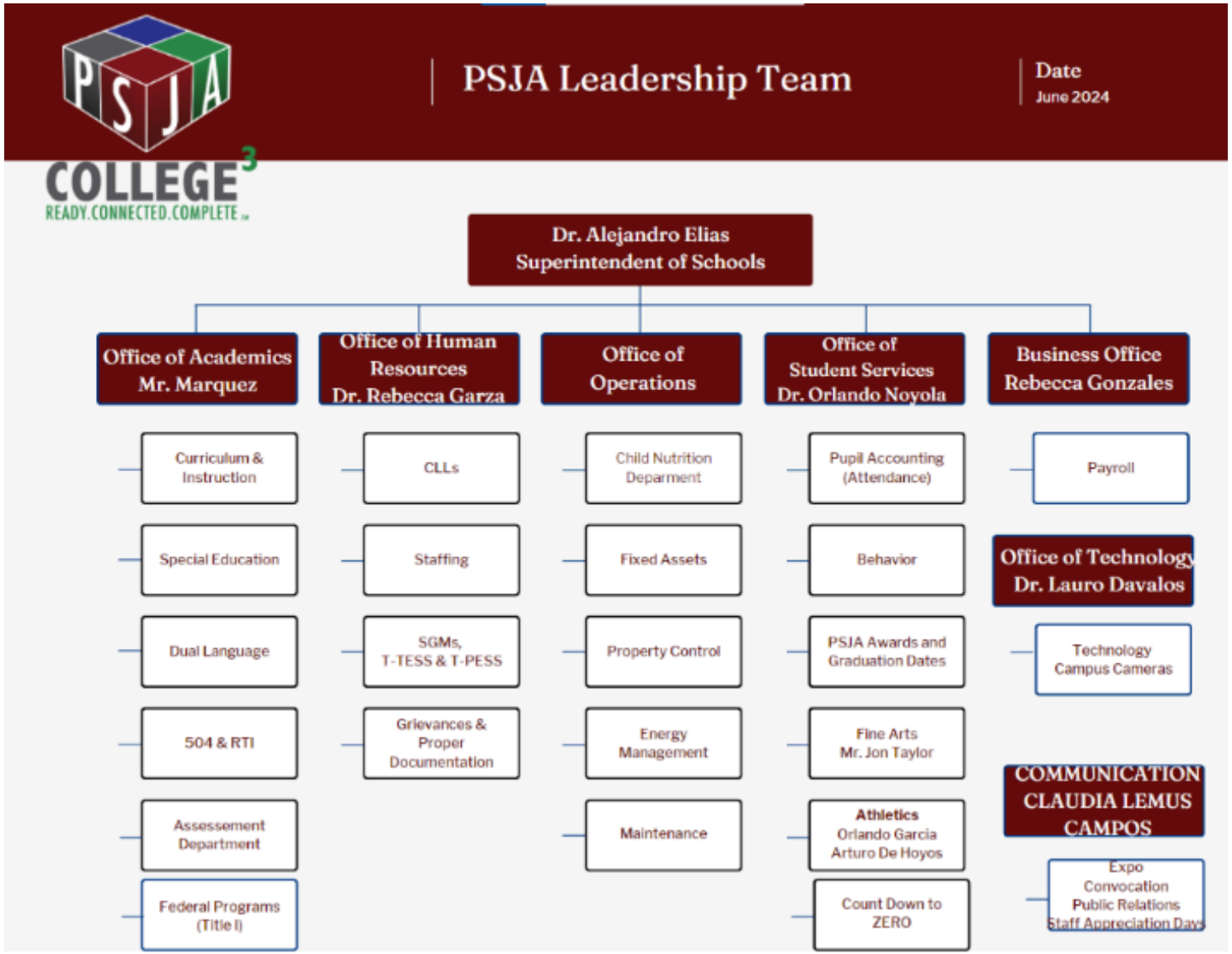
Yolanda Castillo
Member (Place 3)



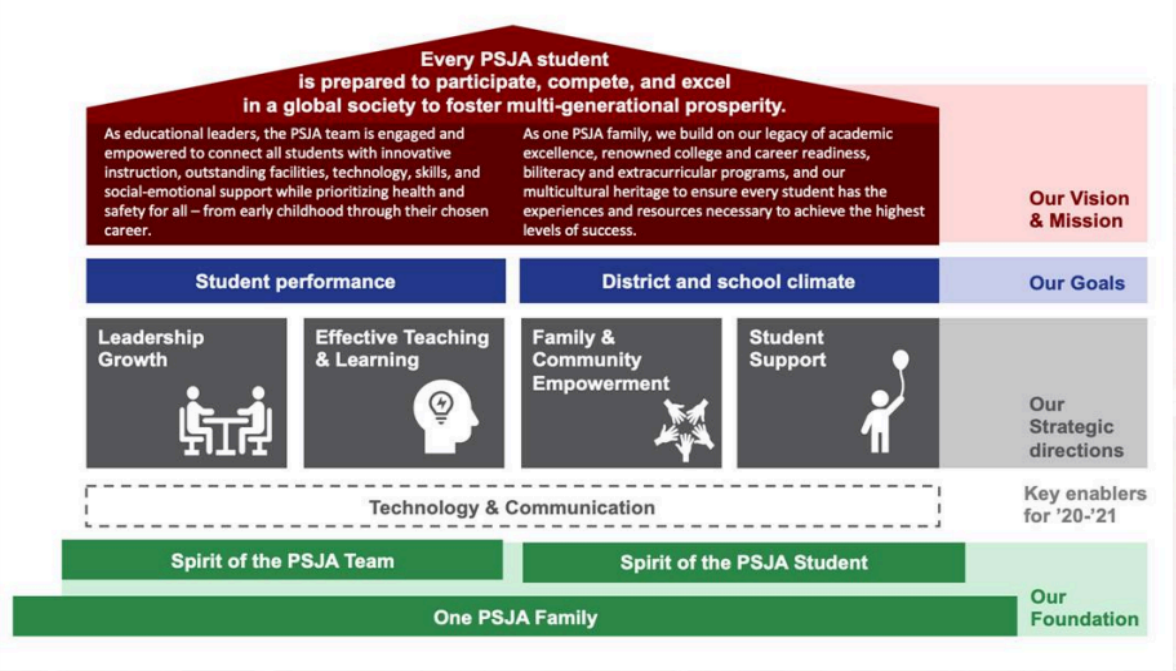
Cynthia A. Gutierrez
Member (Place 7)



Carlos Villegas, Jr.,
Member (Place 1)


PSJA
COLLEGE 3
READY.CONNECTED.COMPLETE
PSJA Leadership Team
Date
June 2024
Dr. Alejandro Elias
Superintendent of Schools
Office of Academics
Mr. Marquez
Curriculum & Instruction
Special Education
Dual Language
504 & RTI
Assessement Department
Federal Programs (Title I)
Office of Human Resources
Dr. Rebecca Garza
CLLs
Staffing
SGMs, T-TESS & T-PESS
Grievances & Proper Documentation
Office of Operations
Child Nutrition Deparment
Fixed Assets
Property Control
Energy Management
Maintenance
Office of Student Services
Dr. Orlando Noyola
Pupil Accounting (Attendance)
Behavior
PSJA Awards and Graduation Dates
Fine Arts
Mr. Jon Taylor
Athletics
Orlando Garcia
Arturo De Hoyos
Count Down to ZERO
Business Office
Rebecca Gonzales
Payroll
Office of Technology
Dr. Lauro Davalos
Technology
Campus Cameras
COMMUNICATION
CLAUDIA LEMUS CAMPOS
Expo
Convocation
Public Relations
Staff Appreciation Days

PSJA ISD



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Farias Elementary School 2024-2025
Executive Summary

Demographics Summary:

As of August 2025, Farias' total enrollment consists of 518 students. Our subpopulations are 16% Special Education, 52.1% Emergent Learners, 3.3% Gifted and Talented, and 97.7% At Risk. The majority of our students are of a Hispanic background at 99.9%, so most of the student's home language is Spanish. In addition, Farias' attendance is consistently between 90-92%. 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 C(=74%) . 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
Berenize Tijerina

Parent
Mrs. Valdez

Farias Elementary School Leadership Team (SBDM)

Leticia Rodríguez - Principal

Sylvia Pulido-Castillo - Assistant Principal

- Counselor

Berenize Tijerina - Collaborative Learning Leader (CLL)

Grade Level Chairs

Lizeth Garza-Pre- Kindergarten

Jennifer Blanco-Kindergarten

Yvonne Sanchez-First Grade

Dayana Vela-Second Grade

Cindy Cantu-Third Grade

Noemi Cantu-Fourth Grade

Maria Saucedo-Fifth grade

Yvette Ramirez-Support Staff

OFFICE	SUPPORT STAFF	PRE-KINDER	KINDER	1ST Grade
· Leticia Rodríguez, Principal · Sylvia Pulido-Castillo, Asst. Principal · Ruby Oiavarrirta, Counselor · Maria Idalia Villa, Librarian · Joanne Estrada, Nurse · Iris De La Rosa, Secretary · Adriana Villarreal, Clerk · Maria Ramos, Clerk	· Jessica Alvarado, Music -Special Education Unit · Yesenia Hernandez, Special Education Resources · Berenize Tijerina, CLL · Luis Gonzalez and Maribel Guajardo, P.E. · Yvette Ramirez, At Risk ·Anabel Tapia , Science Lab	Matiana Garza Dahlia Gonzalez Nimia Bradford *Lizeth Garza Reyna Izquierdo Erika Ochoa	Yang Yin Aboytes *Jennifer Blanco Lucia Loredo Hijinia Vasquez	*Yvonne Sanchez Maria D. Solis Esmeralda Koening

2nd Grade	3rd Grade	4th Grade	5th Grade	Teacher Assistants
Alma Martinez	Lizette Sosa	Stephanie Alfaro	*Maria Saucedo	Mari lou Aguirre
Maria Teresa Martinez	*Cindy Cantu	*Noemi Cantu	Sandra Morales	Mona Corpus
*Dayana Vela	Ruby Olavarrieta	Olivia Cantu	Abigail Perales	Stephanie Valdivia
		Martha Daniel		Ruby Saucedo
				Marcelina Nava
				Diana Flores
				Sarah Salazar
				Lina De La Vina
				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. 2025 STAAR Performance Data
2. 2024-2025 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 2025, Farias Elementary School attained a 41% meets performance on the reading STAAR Test.

-In 2025, Farias Elementary School obtained a 31% meets performance level on the math STAAR Test.

-In 2025, Farias Elementary School dropped 7% points in the overall performance in math STAAR Test.

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 1 %.
- In Mathematics, the achievement gap between EL and All students at the Meets Level in the school year 2024-2025 is 0 %.
- In Science, the achievement gap between EL and All students at the Meets Level in the school year 2024-2025 is 0 %.

Farias Elementary School
Comprehensive Needs Assessment

Overall School Report Card Grade: C

Farias Elementary School Demographics

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	**518**	251	267	83	270	5	0	10	506	17
Percent		48.5	51.5	16	52.1	1	0	1.9	97.7	3.3

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	518	513	2	0	0	0
Percent		99	.4	0	.0	0

Farias Elementary School
2025-2026 Goals

Farias Elementary School Goals

All Student Performance Rates	Performance Target 2024-25	Goals 2026
Reading	76%	90%
Math	62%	90%
Science	49%	90%

Farias Elementary School Goals

3rd Grade Math	2024-2025	Target 2026	4th Grade Math	2024 - 2025	Target 2026	5th Grade Math	2024-2025	Target 2026
Approaches	58%	90%	Approaches	65%	90%	Approaches	57%	90%
Meets	30%	60%	Meets	42%	60%	Meets	25%	60%
Masters	10%	30%	Masters	15%	30%	Masters	11%	30%

3rd Grade ELA	2024-2025	Target 2026	4th Grade ELA	2024 - 2025	Target 2026	5th Grade ELA	2024 - 2025	Target 2026
Approaches	69%	90%	Approaches	83%	90%	Approaches	67%	90%
Meets	43%	60%	Meets	49%	60%	Meets	42%	60%
Masters	24%	30%	Masters	21%	30%	Masters	19%	30%

Farias Elementary School
Student Achievement

Goal Area:	**Student Achievement**
Annual Goal:	**By the year 2025-2026, Zeferino Farias Elementary will have 60% of all its students passing the STAAR Test.**
Objective:	**By May 2026, 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 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. Enrichment Days	Classroom Teachers Administration CLL SpEd. Teacher	Assessment Results DMAC Lead4Ward Data Analysis Training Region 1 Prof Dev. Region One Services	Aug. 2025 - May 2026	Agendas Sign-in sheets Data walls Data binder Intervention Plan Tracking Sheets	Improved Student Academic Performance -Increased Teacher Effectiveness -Student Ownership of Learning -Efficient Progress Monitoring	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. Alignment of Skills and readiness	Classroom Teachers Administration CLL SpEd. Teacher	Assessment Results/DMAC DEMCO/Lead4Ward Data Analysis Training mentoring Minds/Brilliant Education: Franklin Covey/TLIM//Kamico Instructional Media, Inc./Region One Services iReady	Aug. 2025 - May 2026	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 CLL	Assessment Results DMAC DEMCO Lead4WardData Analysis Training iReady Vertical Alignment	Aug. 2025 - May 2026	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 2025-2026, Zeferino Farias Elementary will have 60% of all its students passing the STAAR Reading Test.**
Objective:	**By May 2026, 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. 2025 - May 2026	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 Ques. Timelines Folders STAAR Academies before BMs	Nov 2025 June 2026	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 2025- May 2026	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 2026, Zeferino Farias Elementary 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 STARR Academies	Aug 2025-May 2026	Tutoring Logs Walkthrough Data binders	Student progress Student work sample Student Tracking	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 CIF/STAAR Quest. Voc. Journals	Aug 2025-May 2026	Lesson Plans Observations	Student progress Walkthroughs Student Tracking	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 Vocab. Journals	Aug 2025-May 2026	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 2026, 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. Teacher Created Timelines/General Supplies	Aug 2025- May 2026	Interactive Journals Student Work Samples	Student work samples	Fluency Test at the beginning of each week Progress Monitoring Sheets Student Tracking	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// Writing Materials/The Writing Academy/ Empowering Writers/ Thinking Map/CIF/ Escribir Estrellas (MM)/ Staff Dev. Materials//Write Source/Teacher Created Timelines/General Supplies 7th Annual Early Childhood conference.	Aug 2025- May 2026	Lesson Plans Observations Small Group/Intervention	Student progress Student work sample WPM increase/accuracy	Benchmark Scores STAAR Scores AYP Progress Monitoring Student Tracking	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 2026, Zeferino Farias Elementary 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 1,District Trainings, local and state training, Hoonuit Lead4ward vertical alignment training.	Sept. 2025 - June 2026	-Professional Dev. Records(agendas, sign-in sheets, certificates) -Lesson Plan Documentation (Objectives, alignment, HOT questions, RTI strategies, differentiation) -Teacher Collaboration Artifacts	-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. -Classroom Observations/Walkthroughs -Teacher Reflections Student Work Samples/Assessments -Student Achievement Data	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. 2025 - June 2026	Data Reports Data Binders Intervention Lesson Plan/Accomodations Schedules/Rosters Service Delivery Log IEP/504/LPAC Documentation	-Improved Student Performance -Student engagement and confidence -Reduced Retention/ Discipline Issues	Benchmark, Weekly Assessments, STAAR	Title 1
Action Steps							
SpecialEnsure Lesson planning reflects support. (IEP goals.accommodations, ELPS strategies, Differentiation)							
Special Education teachers will monitor students' growth in all assessments.(Track and document services/ conduct classroom observations)							
The special education teacher will provide tutoring to students. (Match students to qualified personnel/Ensure provider assign with student needs)							

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 Data walls	Sept. 2025 - June 2026	Student Goal-Setting Artifacts Teacher-Student Conferencing Integration with Academic Data	-Improved Student Academic Performance -Increased Student Ownership and Motivation -Goal Achievement -Improved Classroom	Benchmark, Weekly Assessments, STAAR	Title 1

					Behavior		
Action Steps							
Introducing the SMART Goal Framework. Collect and Review Student Data.							
Guide Students in Writing SMART Goals. Create a System for Goal Tracking.							
Monitor Progress and Provide Support as needed. Facilitate Student-Led Conferences with Teachers, Peers, or Parents.							
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 2025-2026, Zeferino Farias Elementary will maintain Attendance Rates of 95%.
Objective:	By May 2026, 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. 25, 2025-June 5, 2026	-Attendance Report -Student Individual Daily Attendance Log -Parent Communication Logs -Incentive Programs and Student Engagement (awards, certificates, celebrations for recognition)	--Positive School Climate -Improved Student Performance -Timely Intervention for At-Risk Students -Increased Family Engagement -Improved Student Behavior/Engagement	Weekly Assessments, Benchmark Scores, STAAR Test	Local AI

Action Steps
Administration and Office staff will monitor attendance daily before 9:30 am. Notify families promptly via personal call/email alert.
Communicate and establish clear attendance procedures with staff and parents.
Track trends and Identify At-Risk students. 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. 25, 2025-June 5, 2026	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.(Weekly/Monthly rewards, Perfect Attendance Certificates, Class competitions or shout-outs)