



Campus Improvement Plan

Zeferino Farias Elementary

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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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.

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.

District Strategic Direction



Campus Executive Summary

Demographics:

Campus Name serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Farias Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	448	213	235	63	193	11	408	20	463
Percent		47.54%	52.46%	14.06%	43.08%	2.46%	91.07%	4.46%	91.07%

With the district's proximity to Mexico, 59.9% of the students are considered Emergent Bilingual (EBs), with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Zeferino Farias Elementary has been rated an "A" Campus by the State of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a 78. In Domain II, School Progress (90), Academic Growth (90), and Relative Performance (88), with an Eco Dis at a 91.07%. And last, Domain III, Closing the Gaps, PSJA scored a 92.

The overall 2025 Accountability Rating for Name of School was a score of 91. In grades 3-5, all tested STAAR subjects, 448 tests were administered with 100% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Zeferino Farias Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at Name of School offer high school and dual language credits to eligible students. Students attending Zeferino Farias Elementary can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

Campus Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Leticia R. Rodriguez	Principal
Sylvia Castillo	Assistant Principal
Dalia Gonzalez	PK-Grade Level Chair
Yang Aboytes	K-Grade Level Chair
Maria Solis	1st-Grade Level Chair
Alma Martinez	2nd-Grade Level Chair
Cindy Cantu	3rd-Grade Level Chair
Martha Daniel	4th-Grade Level Chair
Sandra Morales	5 th -Grade Level Chair
Focus Area 2: Student Supports	
Name	Role
Ruby Olavarrieta	Counselor
Leticia R. Rodriguez	Principal
Sylvia Castillo	Assistant Principal
Yesenia Hernandez	SPED. Chair
Luis Gonzalez	Coach
Yvette Ramirez	Reading Strategist

Focus Area 3: Leadership Growth	
Name	Role
Leticia R. Rodriguez	Principal
Sylvia Castillo	Assistant Principal
Ruby Olavarrieta	Counselor
Berenize Tijerina	CLL
Olivia Cantu	4 TH Grade Teacher
Esmeralda Koenig	1 st Grade Teacher
Maribel Guajardo	Coach
Focus Area 4: Family & Community Empowerment	
Name	Role
Elsa Espinoza	Parent Educator
Leticia R. Rodriguez	Principal
Sylvia Castillo	Assistant Principal
Ruby Olavarrieta	Counselor
Berenize Tijerina	CLL
Dahlia Villa	Librarian

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. Discipline Referrals
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary ZEFERINO FARIAS EL (108909110) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

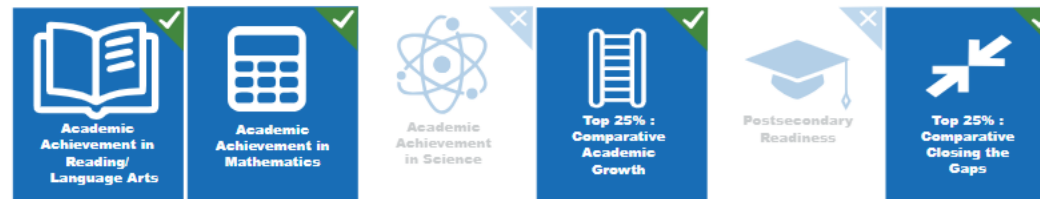
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		78	C	0%
STAAR Performance	51	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	80	90	A	✓
Relative Performance (Eco Dis: 97.1%)		88	B	
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 25, 2026, from [TEA 2026 Accountability Reports.](#)

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement
ZEFERINO FARIAS EL (108909110) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | [2026](#)

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) †	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	2	-	-	-	-	-	3	2	1	-	1
2025	-	3	-	-	-	-	-	3	3	2	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	1	-	-	-	-	-	2	0	2	-	1
2025	-	0	-	-	-	-	-	0	1	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	2
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	0	3	-	3
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	2	-	-	-	-	-	3	1	0	0	1
2025	-	0	-	-	-	-	-	0	3	0	3	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

* Ever HS EBs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

† As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance
ZEFERINO FARIAS EL (108909110) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	189	189	73	-	451	
Approaches GL or Above	154	138	52	-	344	76%
Meets GL or Above	114	94	32	-	240	53%
Masters GL	55	39	11	-	105	23%
Total Percentage Points						152%
Component Score						51

Student Achievement: 2026 STAAR Performance

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	78%	76%	85%	100%	73%	78%	48%	*	77%	71%	63%	-	-	63%
At Meets GL Standard or Above	53%	52%	75%	97%	48%	53%	34%	*	54%	51%	13%	-	-	13%
At Masters GL Standard	23%	23%	25%	67%	17%	23%	11%	*	25%	15%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	344	327	17	33	151	182	39	*	289	55	5	-	-	5
At Meets GL Standard or Above	240	225	15	32	98	127	28	*	200	40	1	-	-	1
At Masters GL Standard	105	100	5	22	36	56	9	*	93	12	0	-	-	0
Total Tests	451	431	20	33	206	239	82	*	373	78	8	-	-	8
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	81%	88%	100%	78%	81%	48%	*	82%	79%	*	-	-	*
At Meets GL Standard or Above	60%	60%	71%	100%	56%	61%	33%	*	63%	50%	*	-	-	*
At Masters GL Standard	29%	29%	43%	71%	20%	28%	15%	*	30%	24%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	154	148	6	14	68	79	16	*	127	27	*	-	-	*
At Meets GL Standard or Above	114	109	5	14	49	60	11	*	97	17	*	-	-	*
At Masters GL Standard	55	52	3	10	17	27	5	*	47	8	*	-	-	*
Total Tests	189	182	7	14	87	98	33	*	155	34	*	-	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	73%	73%	88%	100%	72%	76%	52%	*	76%	59%	*	-	-	*
At Meets GL Standard or Above	50%	48%	88%	100%	46%	50%	39%	*	49%	53%	*	-	-	*
At Masters GL Standard	21%	20%	29%	79%	20%	22%	6%	*	23%	12%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	138	132	6	14	63	74	17	*	118	20	*	-	-	*
At Meets GL Standard or Above	94	88	6	14	40	49	13	*	78	18	*	-	-	*
At Masters GL Standard	39	37	2	11	17	22	2	*	35	4	*	-	-	*
Total Tests	189	182	7	14	87	98	33	*	155	34	*	-	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	71%	70%	83%	100%	63%	67%	38%	-	70%	80%	*	-	-	*
At Meets GL Standard or Above	44%	42%	67%	80%	28%	42%	25%	-	43%	50%	*	-	-	*
At Masters GL Standard	15%	16%	0%	20%	6%	16%	13%	-	17%	0%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	52	47	5	5	20	29	6	-	44	8	*	-	-	*
At Meets GL Standard or Above	32	28	4	4	9	18	4	-	27	5	*	-	-	*
At Masters GL Standard	11	11	0	1	2	7	2	-	11	0	*	-	-	*
Total Tests	73	67	6	5	32	43	16	-	63	10	*	-	-	*

- Indicates there are no students in the group.

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

ZEFERINO FARIAS EL (108909110) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	205.5	1	205.50
Accelerated Learning Points Earned	34	0.25	8.50
Sum of Annual Growth plus Accelerated Learning Points			214.00
Total Tests Evaluated			266
Academic Growth Score			80

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

ZEFERINO FARIAS EL (108909110) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	97.1%	51	88
College, Career, and Military Readiness			
Relative Performance			88

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

ZEFERINO FARIAS EL (108909110) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

☒ Closing the Gaps ☐ Remove Additional Groups ☐ Remove Additional Groups and Targets

School Progress: Closing the Gaps Continuation

	Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant	
Academic Achievement Status															
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		3						
2026 % at Meets GL Standard or Above	60%	60%	71%	100%	56%	61%	33%	*	63%	50%	*	-	-	*	
2026 # at Meets GL Standard or Above	114	109	5	14	49	60	11	*	97	17	*	-	-	*	
2026 Total Tests (Adjusted)	189	182	7	14	87	98	33	*	155	34	*	-	-	*	
2025 % at Meets GL Standard or Above	46%	45%	--	75%	43%	44%	22%	--	45%	51%	--	-	--	40%	
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		2						
2026 % at Meets GL Standard or Above	50%	48%	86%	100%	46%	50%	39%	*	49%	53%	*	-	-	*	
2026 # at Meets GL Standard or Above	94	88	6	14	40	49	13	*	76	18	*	-	-	*	
2026 Total Tests (Adjusted)	189	182	7	14	87	98	33	*	155	34	*	-	-	*	
2025 % at Meets GL Standard or Above	34%	34%	--	83%	34%	34%	12%	--	34%	36%	--	-	--	40%	
Academic Growth Status															
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		3						
2026 Academic Growth Score	82%	83%	57%	100%	75%	79%	53%	*	80%	90%	*	-	-	*	
2026 Growth Points	108.75	104.75	4.00	10.00	46.50	57.50	13.75	*	84.50	24.25	*	-	-	*	
2026 Total Tests	133	126	7	10	62	73	26	*	106	27	*	-	-	*	
2025 Academic Growth Score	69%	69%	--	--	69%	69%	51%	--	68%	73%	--	-	-	83%	
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		3						
2026 Academic Growth Score	79%	79%	79%	100%	81%	84%	76%	*	81%	70%	*	-	-	*	
2026 Growth Points	105.25	99.75	5.50	10.00	50.25	61.00	19.75	*	86.25	19.00	*	-	-	*	
2026 Total Tests	133	126	7	10	62	73	26	*	106	27	*	-	-	*	
2025 Academic Growth Score	56%	56%	--	--	54%	53%	47%	--	55%	63%	--	-	-	83%	

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					51%									
2026 TELPAS Progress					73									
2026 TELPAS Total					143									
2025 TELPAS Progress Rate					40%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	51	50	62	88	46	51	31	*	52	46	25	-	-	25
2026 % at Approaches GL Standard or Above	76%	76%	85%	100%	73%	76%	48%	*	77%	71%	63%	-	-	63%
2026 % at Meets GL Standard or Above	53%	52%	75%	97%	48%	53%	34%	*	54%	51%	13%	-	-	13%
2026 % at Masters GL Standard	23%	23%	25%	67%	17%	23%	11%	*	25%	15%	0%	-	-	0%
2026 Total Tests	451	431	20	33	206	239	82	*	373	78	8	-	-	8
2025 STAAR Component Score	38	37	53	79	36	37	18	--	38	38	29	-	--	34

School Progress: Closing the Gaps Continuation

Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	*	100%
# Participants	204	197	7	14	97	109	34	*	159	45	7	-	*	5
Total Students	204	197	7	14	97	109	34	*	159	45	7	-	*	5
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	*	100%
# Participants	204	197	7	14	97	109	34	*	159	45	7	-	*	5
Total Students	204	197	7	14	97	109	34	*	159	45	7	-	*	5

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Zeferino Farias provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions, and adjustments are immediately made to the scope and sequence, and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state-assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle, and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculum and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners, among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments, and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide, and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 60%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 61%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 56%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 33%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 44% of 3rd grade students scored 0 points on the ECR.
- Cross-curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 50%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 49%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 39%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the current academic year, student achievement will improve from an average score of 78 (a C grade) to 82, demonstrating a 4% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 53% in June 2025 to 60% by June 2026. (demonstrating a 7% increase)

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Develop and Share a Weekly Schedule:**

Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.

- **Assign Roles and Materials in Advance:**

Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.

- **Facilitate Collaborative Planning and Feedback:**

Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus-based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • i-Ready Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**

Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.

- **Use a Standardized Walkthrough Tool:**

Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.

- **Debrief and Provide Timely Feedback:**

After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Calibration training for administration • Book study on Leverage Leadership 2.0 by Paul Bambrick-Santoy	• Walkthrough documents • Feedback forms	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- Train and Support Intervention Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • Lexia Core 5 • Power Up • I-Ready • Read Works • Forde Ferrier • Lead4ward training	• Training Agenda • Collaborative Learning Community Meetings • Tutorial lesson plans • Attendance sheets	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Academies • Sci Tech program to enhance vocabulary of content	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 39% to 50% in English and from 48% to 54% in Spanish.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from an average of **44% to 54%** by the end of the academic year, demonstrating a **10% increase** through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- **Develop and Schedule Daily Small Group Rotations:**
Plan to engage, skill-focused lessons aligned to Kinder Readiness standards.
- **Monitor Progress and Document Growth:**
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPad • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Early Interventions for At-Risk Students**Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Provide Targeted Early Interventions for At-Risk Students:**
Use research-based intervention programs tailored to each student's area of need.
- **Identify At-Risk Students Using Early Literacy Screeners:**
Administer baseline assessments within the first 4 weeks of school.
- **Monitor Progress and Adjust Interventions as Needed:**
Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPad • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 3: Engage Families Through Literacy-Focused Home Learning

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Host Monthly Family Literacy Nights:**
Organize interactive workshops where families learn simple literacy strategies
- **Distribute Literacy Take-Home Kits:**
Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.
- **Communicate Weekly Literacy Tips via Digital Platforms:**
Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPad • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

OBJECTIVE 2: By the end of the school year, **80% of early childhood students** will demonstrate growth in foundational reading fluency skills — including **letter naming, phonological awareness, and oral language expression** — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Plan Weekly Skill Focus and Daily Mini-Lessons:**

Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.

- **Integrate Spiral Review into Daily Literacy Routines:**

Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.

- **Reinforce Skills Across Centers and Small Groups:**

Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPad • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted instruction

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- 1) **Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPad • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **1) Develop oral language expression and vocabulary**

Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).

- **2) Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**

Use expression, gestures, and visual supports to model fluent oral language and support comprehension.

- **3) Extend the Read-Aloud with Retelling and Oral Storytelling Activities:**

Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPad • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

AREA LEADS: Names



GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Zeferino Farias provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions, and adjustments are immediately made to the scope and sequence, and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state-assessed subjects and grade levels in grades Pk-2nd, 3rd-5th.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculum and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners, among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments, and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide, and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Master's** levels.
- Low Masters-Level Performance
- Master's levels for SPED students are consistently in single digits in 2026:
 - 3rd Math: 0%
 - 3rd Reading: 8%
 - 5th Science: 5%

Decline in Approaches and Meets.

For example, 3rd grade Math:

- 2025: 58% App / 31% Meets / 21% Masters
- 2026: 58% App / 31% Meets / 28% Masters

From 2025 to 2026, APP remained flat at 58%, and Meets remained flat at 31%, while Masters increased from 21% to 28%, showing progress primarily at the highest performance level. To reach the goal of 90% APP / 60% Meets / 30% Masters, the largest gaps are 32 percentage points in APP and 29 percentage points in Meets, while Masters is nearly at target with only a 2-point gap.

Goal Area 2: Student Supports**Annual Goal 2: School Progress**

By May 2026, Zeferino Farias Elementary will increase overall student progress by improving performance among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Embed Stems in Daily Content Objectives & Tasks:**
Display sentence stems alongside your learning objective or essential question.
- **Use Partner or Group Talk with Scaffolded Prompts:**
During collaborative activities (like Think-Pair-Share or group discussions), assign stems to guide student responses.
- **Create a Classroom Language Wall or Toolkit:**
Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**

Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.

- **Use Realia and Hands-On Materials During Instruction:**

Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).

- **Create Visual Word Walls or Interactive Vocabulary Journals:**

Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ____ *is used to* ____.”)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • SciTech program • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations****Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Establish and Teach Conversation Norms & Roles:**

Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)

- **Use Sentence Stems and Conversation Prompts:**

Provide students with sentence starters to guide academic discussion.

- **Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**

Build collaborative talk into daily instruction with routines such as:

- Think-Pair-Share: Students think individually, share with a partner, then with the group.
- Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus-based progress monitoring system • Ongoing Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**

Choose reliable progress monitoring tools that directly align with each student’s IEP goals in areas like reading, math, or writing.

- **Establish a Biweekly or Monthly Progress Monitoring Schedule:**

Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.

- **Record and Analyze Data to Adjust Instruction as Needed**

Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Schedule Quarterly Meetings and Invite Key Stakeholders:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Prepare and Share Student Data in Advance:**

Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

- **Develop and Document Action Plans Based on Data:**

During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • LexiaCore5 • TXRL • monitoring system • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**

Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**

Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)

- **Track Student Participation and Progress After Each Session:**

Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus-based progress monitoring system • Read By Design • SuccessEd program • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS:



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Zeferino Farias provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions, and adjustments are immediately made to the scope and sequence, and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state-assessed subjects and grade levels in grades Pk-2nd, 3rd-5th.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculum and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners, among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments, and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide, and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2026:
 - 4th Reading: 0 %
 - 4th Math: 0%
 - 5th Math: 0%

Special Education Concerns

- Approaches: 48% vs. 76%
overall → 28-point gap
- Meets: 34% vs. 52% overall
→ 18-point gap
- Masters: 11% vs. 24%
overall → 13-point gap

Goal Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high-quality, engaging lessons, maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template.

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- Include embedded prompts/examples to guide teachers in completing each section effectively.
- Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus-based progress monitoring system • District lesson plan templates • Google Drive folders • Technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assigning an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • annotated lesson plans using technology	• Walkthrough documents	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2026.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • Ongoing professional development	• Walkthrough documents • Peer-to-peer observations • Summative evaluations	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

AREA LEADS:



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

Zeferino Farias provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions, and adjustments are immediately made to the scope and sequence, and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state-assessed subjects and grade levels in grades Pk-2nd, 3rd-5th.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculum and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners, among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments, and campus performance.

Challenges

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Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child’s school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Design a monthly calendar:**

Create a consistent calendar of events and sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)

- **Collaboration with Staff and Community Partners:**

Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.

- **Promote Events and Encourage Participation:**

Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • PowerPoint • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and one-on-one meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

- **Schedule and Promote Monthly Parent Workshops:**

Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

- **Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art, or storytelling.

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2025–2026 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**
Host parent information sessions and send monthly newsletters to promote the importance of daily attendance.
- **Implement an Early Intervention & Support System**
Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **Celebrate and Recognize Attendance Milestones**
Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**

Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.

- **Communication Plan:**

Include attendance updates and tips in monthly newsletters, social media, texts, and phone calls to keep parents informed and engaged.

- **Attendance Ambassadors program:**

This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2025 – May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

Attendance Data Tracking:

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95%, and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.