

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Daniel Ramirez Campus Improvement
Plan
2015-2016**

Board Approved:

Mission Statement

Our mission at Daniel Ramirez Elementary is to establish a supportive and safe learning environment that nurtures positive self-esteem, instills responsibility, creates a community of learners and promotes academic excellence. Together everyone will empower our students to become truly productive community members and citizens of a culturally diverse society.

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6:** The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
School wide Components:

- 1. A comprehensive needs assessment of the entire school (including taking into account 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, pupil 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 literary 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) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty 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.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR Campus STAAR Results
2. 2014-15 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRell Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education 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 SpEd and All students 2014-2015 is 35%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 36%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 52%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 23%.
- In Social Studies, the achievement gap between SpEd and All students 2014-2015 is 28%.

Personnel Needs:

The Special Education Department must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The Special Education Department must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJAISD was 86.8%, 8.6 points above the Region, and 9.3 points above the state.
- The 5-Year Extended Graduation Rate for SpEd students at PSJAISD was 93.3%, 10.3 points above the Region, and 11.2 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 2.2 points below the Region and 2.0 points below the state.
- In STAAR 3rd Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 6 points above the state.
- In STAAR 5th Grade Reading, the passing rate for SpEd students at PSJAISD was 56%, 12 points above the state.
- In 5th Grade Science, the passing rate was SpEd students at PSJAISD was 66%, 25 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) 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 BE/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 bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 16%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 8%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Social Studies, the achievement gap between ELL and All students 2014-2015 is 25%.
- The Elementary School TELPAS Yearly Progress Indicator was 52% in 2014 and maintained at 52% in 2015.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Middle School TELPAS Yearly Progress Indicator was 43% in 2014 and increased to 50% in 2015.
- The High School TELPAS Yearly Progress Indicator was 41% in 2014 and increased to 44% in 2015.
- The 4-Year Graduate Rate for ELL students at PSJAISD was 79.0%, 6 points above the Region, and 7.5 points above the state.
- The 5-Year Extended Graduation Rate for ELL students at PSJAISD was 89.2%, 9.2 points above the Region, and 11.7 points above the state.
- The Annual Dropout Rate for ELL students at PSJAISD was 1.0 %, 4.4 points below the Region and 3.8 points below the state.
- The Dual Language Program at PSJAISD serves ELL students in grades K-12 at PSJAISD.

On the STAAR exam:

- 3rd grade Reading, passing rate for ELL students at PSJAISD was 74%, 7 points above the state.
- 4th grade Reading, passing rate for ELL students at PSJAISD was 64%, 5 points above the state.
- 4th grade Writing, passing rate for ELL students at PSJAISD was 70%, 11 points above the state.
- 5th grade Reading, passing rate for ELL students at PSJAISD was 84%, 25 points above the state.
- 5th grade Science, passing rate for ELL students at PSJAISD was 67%, 15 points above the state.
- 6th grade Reading, passing rate for ELL students at PSJAISD was 53%, 7 points above the state.
- 7th Grade Reading, passing rate for ELL students at PSJAISD was 39%, 3 points above the state.
- 8th Grade Reading, passing rate for ELL students at PSJAISD was 47%, 8 points above the state.
- 8th Grade Science, passing rate for ELL students at PSJAISD was 45%, 7 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Social Studies, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, PSJA earned a score of 37, 3 points below the region and 3 points below the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at PSJAISD was 89.7%, 2.7 points above the Region, and 4.5 points above the state.
- The 5-Year Extended Graduation Rate for Eco Dis students at PSJAISD was 93.1%, 3 points above the Region, and 4.9points above the state.
- In 3rd grade Reading, the passing rate for Eco Dis students at PSJAISD was 76%, 7 points above the state.
- In 4th grade Reading, the passing rate for Eco Dis students at PSJISD was 65%, 1 point above the state.
- In 4th grade Writing, the passing rate for Eco Dis students at PSJAISD was 70%, 9 points above the state.
- In 5th grade Reading, the passing rate for Eco Dis students at PSJAISD was 85%, 15 points above the state.
- In 5th grade Science, the passing rate for Eco Dis students at PSJAISD was 70%, 8 points above the state.
- In 8th grade Reading, the passing rate for Eco Dis students at PSJAISD was 72%, 2 points above the state.
- In 8th grade Science, the passing rate for Eco Dis students at PSJAISD was 62%, 1 point above the state.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> 3rd Grade Math and Reading 5th Grade Math and Reading <p>Mastery 70% or Higher</p> <p>The campus met index 1 target of 60 with a score of 67</p>	<ul style="list-style-type: none"> 4th Grade Math, Reading, Writing 5th Grade Science <p>Mastery 55% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 4th Math , Reading, Writing 5th Science <p>SMART Goal: 70 % or Higher</p>
2	Index 2: Student Progress	<p>The campus met the index 2 target of 32 with a score of 42.</p>	<ul style="list-style-type: none"> 17% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics
3	Index 3: Closing the Achievement Gap	<p>The campus met the index 3 target of 28 with a score of 35.</p>	<ul style="list-style-type: none"> 32% Econ Disadvantage did not meet standard in Writing 38% Econ Disadvantage did not meet standard in Writing TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, science,</p>
4	Index 4: Post Secondary Readiness	<p>The campus met the index 4 target of 12 with a score of 19.</p>	<ul style="list-style-type: none"> 4th Grade Math, Reading, and Writing 5th Grade Science. 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • New buildings/renovations • Communication in both English and Spanish • Curriculum night for parents • Annual Grandparents Day • Veterans Day • Festivals 	<ul style="list-style-type: none"> • Elementary parent involvement is low 	<ul style="list-style-type: none"> • Create opportunities for parents to volunteer on campus
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Low turnover in staff • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool 		<ul style="list-style-type: none"> • Retain Highly qualified staff

Daniel Ramirez DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT
Number	569	291	278	22	406	1	1	16	11	533	17
Percent	100	51	49	.04	71	0.002	0.002	.03	.019	94	.03

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	569	564	0	0	5	0
Percent	100	99	0	0	.009	0

Student Achievement Summary 2015



	Performance Target 2015	D. Ramirez	Goals 2016
Index 1 Student Performance	60	67	77
Index 2 Progress Measure	30	42	52
Index 3 Closing the Gap	28	35	45
Index 4 Postsecondary Readiness	12	19	29

Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	PSJA ISD	Campus	Campus Goals
Reading	60	77	64	68	75
Math	60	81	70	70	75
Writing	60	72	66	68	75
Science	60	78	70	63	70

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	PSJAISD	Campus	Campus Goals 2016
Reading	60	62	53	64	70
Math	60	65	54	65	70
Writing	60	60	58	63	70
Science	60	61	59	58	65

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Goals 2016
Reading	60	43	37	29	35
Math	60	45	46	34	40
Writing	60	29	22	14	20
Science	60	47	46	47	50
Social Studies	60	46	41	35	40

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	PSJAISD	Campus	Goals 2016
Reading	60	70	62	65	70
Math	60	75	68	70	75
Writing	60	63	65	68	70
Science	60	71	68	60	65

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective A: Purchase research base material and supplemental pay for professionals for extended day (after school tutoring and Saturday) to continue to improve student achievement for all state assessment stakeholders.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Purchase Supplement Material to supplement curricula: Mentoring Minds, Kamico, Forde Ferrier, Scholastic, STAAR Reading, Curriculum Associates, Edu Smart, Tech Labs and approved district vendors that have research base materials	Teachers, Principal, Assistant Principal, CIF Coach,	Local Funds, Title 1 Funds	September 2015-May 2016	Requisitions, Lesson Plans, CLCs, student work	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,
Supplemental pay for teachers to tutor after school for state assessment stakeholders	Teachers, Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	October 2015-May 2016	Lesson Plans, Attendance Roster, Time sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,
Supplement pay for teachers to tutor on Saturdays	Teachers, Principal	Local Funds, Title 1 Funds	January 2016-April 2016	Lesson Plans, Attendance Roster, Time sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective B: Assessments aligned to the curriculum will be used to monitor all student progress toward meeting state passing standards in 2015-2016

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
PreLAS/LAS Links Scores CPALS PK Assessments Math/Rdg TPRI/TEJAS LEE (K-3 rd) STAAR Scores (3 rd -5 th) I Station and TTM Reports T.E.A Summary Reports	Principal, Assistant Principal, Teachers, Special education teacher	CPALS Report TPRI/TEJAS Report STAAR Results I Station Reports T.E. A Summary Reports	Summer 2016	Sign in sheets, Agenda, Data Wall	Benchmark scores, student achievement gains, EOY Results	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #1
AR Diagnostic Reports Index 1 Reports: Student Achievement Data table and Calculation Report T.E.A Summary Reports DMAC LEAD4Ward Documents	Principal, Assistant Principal, Teachers, Special education teacher,	CPALS Report TPRI/TEJAS Report STAAR Results I Station Reports T.E. A Summary Reports	May 2016	Sign in sheets, Agenda, Data Wall	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #1
STAAR Modified Data District CBA's Weekly assessments TELPAS DATA Lead4Ward Documents	Principal, Assistant Principal, Teachers. Special Ed. Teacher	CPALS Report TPRI/TEJAS Report STAAR Results I Station Reports T.E. A Summary Reports	June 2016	Agenda, Sign in Sheet, Data Wall	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective C: Teachers will participate in staff development to increase student achievement in all students (Migrant, ELL's, At Risk, Special Populations) in all content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Write Source (Writing Training) Bill MacDonald (Writing) Attend scientifically researched based conferences and staff development through our the year	Teachers, Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	June 2015-May 2016	Agenda, Registration form, Sign in sheet,	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#4,8
Sharon Wells (Math) Pearlized (Math) Region One Math Workshops Attend scientifically researched based conferences and staff development through our the year	Teachers, Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	August 2015- May 2016	Agenda, Registration form, Sign in sheet,	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Diana Ramirez (Reading) Region One Reading Workshops Attend scientifically researched based conferences and staff development through our the year	Teachers, Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	August 2015 to May 2016	Agenda, Registration form, Sign in sheet,	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
STAT –CAST Conference (Science) Attend scientifically researched based conferences and staff development through our the year	Teachers, Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda, Registration form, Sign in sheet	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Bil Ed/Sheltered Instruction Dual Language Lead4ward online Tools	Principal, Assistant Principal. Dual Language Dept.	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda, Registration form, Sign in sheet	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective D : Implement a curriculum that will provide all students (Migrant, ELL's, Eco. Dis./At Risk) the opportunity to successfully pass the state assessments, as recommended by the state panel recommendation.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Math: All Students</p> <ul style="list-style-type: none"> Implement Extended Day Intervention Incorporate manipulatives into math to teach problem solving, graphing skills, basic facts, 	Teacher, Teacher aide	Local Funds, Title 1 Funds	August 2015- May 2016	Walk throughs, time sheets, lesson plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
<ul style="list-style-type: none"> Use teacher aides to reinforce instruction (PK-5th) Small group/individual instruction Implement Centers with hands on Provide early childhood summer PK-K Supplemental Material: Mentoring Minds and other research base material 	Teacher, Teacher aide, Computer lab manager	Local Funds, Title 1 Funds	August 2015- May 2016	Walk throughs, summer registration forms, attendance, computer reports	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2, 8
<ul style="list-style-type: none"> I Station Math I Station Reading Think Through Math Online educations resources Foldables Anchor Charts Sharon Wells Curricula Pearlized Math Tourch Math Edusmart 	Teacher, Teacher aide, Computer lab manager	Local Funds, Title 1 Funds	August 2015- May 2016	Walk throughs, summer registration forms, attendance, computer reports	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2,8

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective E: Implement a curriculum that will provide all students (Migrant, ELL's, Eco. Dis./At Risk) the opportunity to successfully pass the state assessments, as recommended by the state panel recommendation.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Writing: All students</p> <ul style="list-style-type: none"> • Implement WFTB • Collect writing samples through out the year PK-5 • Use TEKS Standards • implement the following writing strategies: Daily news, daily journal writing, word walls, CIF Protocols • Monitoring Program: Weekly assessments, CBA's, Benchmarks • Fieldtrips to various places to connect experiences • Write Source 3rd, 4th • Teacher/student conferences • Teacher/Parent conferences • Hire Consultants for teacher trainings through out the year. • Monies for copier for instructional use • Purchase Kamico, Mentoring Minds, other research base materials 	<p>Principal, Assistant Principal, CIF Coach, Teacher, Teacher Aides</p>	<p>Local Funds, Title 1 Funds</p>	<p>District Timelines August 2015-May 2016</p>	<p>Lesson Plans, Walk Throughs, Student work, CLC's</p>	<p>Benchmark scores, student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective F: Implement a curriculum that will provide all students (Migrant, ELL's, Eco. Dis./At Risk) the opportunity to successfully pass the state assessments, as recommended by the state panel recommendation.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reading: All Students</p> <ul style="list-style-type: none"> • Circle-Pre-Literacy Activities • Flexible grouping instruction • Implement state adopted: Treasures/Tesoros • Rich print environment • Word walls • Frog Street Press • Read the room • Monitoring program: weekly tests, CBA's, Benchmarks • Use Classroom computers to enhance and reinforce curriculum • Provide instructional guidance through district coordinators, Principal, Assistant Principal, CIF Coach, • Allocate monies for the lease of copier for instructional use • Computer Lab Classes • AR for all students • Extended day/Saturday Tutoring (3rd, 4th, and 5th) • Integrate & Utilize Promethean Boards/Mimio Pads • Brain PoP/Tumble Books 	<p>Principal, Assistant Principal, Teachers, CIF Coach, Teacher Aides</p>	<p>Local Funds, Title 1 Funds</p>	<p>District timelines, August 2015-May 2016</p>	<p>Lesson Plans and Walk-throughs</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective F (continued): Implement a curriculum that will provide all students (Migrant, ELL's, Eco. Dis./At Risk) the opportunity to successfully pass the state assessments, as recommended by the state panel recommendation.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reading: All students</p> <ul style="list-style-type: none"> • Fluency Assessments (PK-2) • Guided Reading • Shared Reading • Echo Reading • Purchase Mentoring Minds, • Kamico, • CHIA Strategy • Non fiction Material • Time For Kids • IGUANA • Teacher made materials • Research Base material • Rigor/Relevance Framework • Weekly CLCs to review data, plan, and discuss strategies • Use weekly progress monitoring forms • Review six week report card • Use chants, songs, stories, • Read Alouds • AR Celebrations • Literacy Night once a week • Purchase journals for Reading instructions 	<p>Principal, Assistant Principal, Teacher aides, CIF Coach</p>	<p>Local Funds, Title 1 Funds</p>	<p>District Timelines August 2015-May 2016</p>	<p>Walkthroughs, Lesson Plans, CLC's, student work</p>	<p>Benchmark scores, student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective G: Implement a curriculum that will provide all students (Migrant, ELL's, Eco. Dis./At Risk) the opportunity to successfully pass the STAAR Exams

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Science: All students</p> <ul style="list-style-type: none"> • Use state adopted text • Conduct Vertical and Horizontal study on TEKS • Set up and equip a Science Lab • Follow District Science Timeline • Purchase Kamico, Mentoring, Minds • Research Base Material • Use FOSS Kits • Utilize Brain Pop • Analyze STAAR & District Data during CLC's • Purchase instructional Research Base Material • Provide Extended Day/Week • Utilize and integrate Promethean boards to teach Science • Assign take home projects • Science Journals • Hands on activities, oral or picture techniques • Small group instruction • Field trip to Wild Life Refuge • Attend scientifically research base conferences and staff development throughout the year • Word Walls/Develop Vocabulary • Online educational resources • Provide student create material science Fair • Use ESL strategies to assure comprehension of concepts. • Buy materials as per science timeline 	<p>Teachers, Science Lab Teacher</p>	<p>Local Funds, Title 1 Funds</p>	<p>District timelines August 2015-2016</p>	<p>Lesson Plans, CLCs, Walk throughs, student work,</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

Goal 1: Improve Student Academic Achievement (Index 1) All populations (Migrant, ELL's, At Risk, Special Populations)

Objective H: Implement a curriculum that will provide all students (Migrant, ELL's, Eco. Dis./At Risk) the opportunity to successfully pass the state assessments, as recommended by the state panel.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Social Studies: All Students</p> <ul style="list-style-type: none"> • Implement Adopted Curriculum • Conduct a Vertical & Horizontal study of TEKS • Provide opportunities for research projects • Provide for field trips • Use Promethean Boards • Use ESL strategies to assure comprehension and concepts • Informative texts in classrooms • Visual representations for teaching vocabulary • Use Brain Pop • Develop hands on projects, models presentations 	Teachers	Local Funds, Title 1 Funds	District Timelines August 2015-May 2016	Lesson Plans, CLCs Walk throughs, student work	Progress reports, Report Card	Weekly Tests	Title 1 - #1,4,8
<p>Music/PE: All students:</p> <ul style="list-style-type: none"> • Activities to develop oral language, vocabulary and reading • Reinforce motor and kinesthetic skills • Attend the ST PE/Music conference • Promote good health • Sponsor extra curricular activities: Choir, UIL, Guitar Club, Fitness Program, • Implement State Fitness Test • Implement CATCH Program • Reinforcement of content area curriculum • Appreciation of the Arts • Encourage healthy eating habits. 	Music Teacher P.E. Coaches	Local Funds, Title 1 Funds	District Timelines August 2015-May 2016	Lesson Plans, CLCs, Choir performances, Walk throughs, student work, agendas, registration forms,	Progress reports, report cards	Weekly tests	Title 1 - #1,4,8

Goal 2 Improve Student Attendance

Objective A: Implement an attendance plan that will provide all students the opportunity to pass the state assessments.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Attendance Plan: All Students:</p> <ul style="list-style-type: none"> • Input attendance on the Teacher Access Center (TAC) • Hire an attendance clerk to input data and provide attendance on demand • Conduct home visits on students that have unexcused absences by parent educator • Provide 6 weeks incentives for students • Monitor daily attendance through area administrator and district attendance personnel • Conduct phone calls to students who are absent on a daily basis • Host a perfect attendance recognition every six weeks (Bingo, Raffles, field day) 	<p>Principals, Assistant Principal, Teachers, Teacher Aides, PEIMS Clerk, front office clerk, School counselor, parent educator</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2014-May 2015</p>	<p>Phone call logs, Documented parent/teacher conferences, Attendance reports</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1,2,4</p>

Goal 2 Improve Student Attendance

Objective 1B: Implement an attendance plan that will provide all students the opportunity to pass the state assessments.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attendance Plan: All students <ul style="list-style-type: none"> • Provide Intrinsic and Extrinsic Motivators • Random weekly/daily raffles • Field Trips • Pizza, Nacho, Ice Cream • Announce classrooms with perfect attendance on intercom /assembly • Use school messenger to send information on school calendar 	Principal, Assistant Principal, Teachers, Teacher Aides, PEIMS Clerk, School Counselor, Parent Educator	Local Funds, Title 1 Funds	August 2015- May 2016	Phone call logs, Documented parent/teacher conferences, Attendance reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,2,4

Goal 3 Impact Student's Affective Domain

Objective A: Implement a counseling program that impacts all students to positively and successfully pass the STAAR Exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Counseling Program: All students:</p> <ul style="list-style-type: none"> • Utilize counselor to address At Risk population's by building self-esteem through: • Conduct group/individual sessions • Programs and lessons • Follow district's counseling timeline • Red Ribbon Awareness • Drug Awareness Lessons • Career Day Activities • Bullying • WITS Program • Provide Student Self-Esteem Activities • Utilize District Behavior Strategies for training • RTI Process • 504 Process • Assist and monitor with implementation of MTSS-B Study. Ramirez school wide expectations: Be Respectful, Be Responsible, Be Safe • Distribute Hawk Tokens • Send Counselor to local and state trainings for continued P.D • Fieldtrips for MTSS-B • Implement CHAMPS 	<p>Principal, Assistant Principal, Teachers, School Counselor</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Agendas ,pictures of activities posted on Living Tree, documentation logs,</p>	<p>Decrease discipline referrals to the office</p>	<p>Formal and informal observations</p>	<p>Title 1 - #1,2,4</p>

Goal 4: Improve Parental Involvement

Objective 1 a: Implement a parental involvement program that will provide a home-school connection to assure all students pass the STAAR Exams

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a parental involvement: All students</p> <ul style="list-style-type: none"> Establish and maintain an interactive communication network between school, staff, parents, and community Provide information with information and social achievement through: Report Cards, Progress Reports, Discipline, Ramirez Handbook, TPRI/TEJA LEE Summary Reports Schedule parent/teacher conferences to discuss student data on CBA's, Benchmarks, and STAAR (3-5) Utilize school Messenger Conduct Meet the Teacher Night, Curriculum Night, TELPAS Info Meeting Provide/Promote parental involvement through Living Tree, Notes 	<p>Principal, Assistant Principal, School Counselor, Teachers, Parent Educator</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2015- May 2016</p>	<p>Agenda, Sign in sheets, parent logs</p>	<p>.Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TPRI, TEJAS LEE, M-CLASS</p>	<p>CBAs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE/ M-CLASS</p>	<p>Title 1 - #1,2,4</p>

Goal 4: Improve Parental Involvement

Objective 1 b: Implement a parental involvement program that will provide a home-school connection to assure all students pass the STAAR Exams

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a parental involvement: All students <ul style="list-style-type: none"> • Conduct PAC Meetings monthly to discuss ways to help their child • Utilize HAC to view grades • Increase parental involvement by 1% • Conduct basic technology training • Provide parent conference twice a year to discuss progress and areas of concerns 	Principals, Assistant Principal, Teachers, School Counselor, Parent educator	Local Funds, Title 1 Funds	August 2014- May 2016	Agenda, Sign in sheets, parent log	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TPRI, TEJAS LEE, M-CLASS	CBAs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE/ M-CLASS	Title 1 - #1,2,4

Goal 5: Improve Campus Site Base Decision Making

Objective A: Implement a communication system that will keep staff members informed on decisions for improving student achievement and assure that students successfully pass the STAAR Exams

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Performance Objective Council: Follow By Laws to: <ul style="list-style-type: none"> • Solicit Nominations • Elect members • Conduct bi-monthly meetings 	Principal, Assistant Principal, CPOC Members	Local Funds, Title 1 Funds	August 2015-May 2016	Agendas, Sign In sheets	Agenda, Sign in	CBAs, BMs, STAAR	Title 1 - #1,2,4
Use site-based decision making process in the following areas: <ul style="list-style-type: none"> • Student achievement • Curriculum/instruction • Staff Development • Recruitment of Qualified Personnel • Attendance • Budget • Discipline 	Principal, Assistant Principal, CPOC Members	Local Funds, Title 1 Funds	August 2015-May 2016	Agendas, Sign In sheets	Low teacher turn over, attendance reports	CBAs, BMs, STAAR,	Title 1 - #1,2,4
Provide procedures for dissemination of information to the staff <ul style="list-style-type: none"> • Approval of the Campus Plan • Provide input into Campus Plan 	Principal, Assistant Principal, CPOC Members	Local Funds, Title 1 Funds	August 2015-August 2016	Agendas, Sign In sheets	Low teacher turn over	CBAs, BMs, STAAR	Title 1 - #1,2,4

Goal 6: Improve hiring process for Highly Qualified Personnel

Objective A: Hire highly qualified personnel that will provide quality instruction that will ensure students to pass the STAAR Exams

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Continue to hire qualified persons using a staff committee, as designated by the principal	Principal, Assistant Principal, Teachers	Local Funds, Title 1 Funds	Summer 2015 (on-going)	Agenda, Sign in sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide beginning teachers with mentors through a comprehensive induction program Attend Job Fairs to hire highly qualified teachers	Principal, Assistant Principal	Local Funds, Title 1 Funds	June 2015 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Coordinate H.R Department to hire highly qualified personnel Access the TEA Website to check on teacher certification for highly qualified records	Principal, Assistant Principal	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Goal 7: Improve Coordination between Head Start and Daniel Ramirez Elementary

Objective A: Establish coordination between the campus and Head Start to provide a smooth transition into the public school system

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Set up and coordinate meetings with Head Start for transition to PK/Kinder As needed	Campus Admin.	Local Funds Title 1 Funds	January 2016 (on-going)	Agendas and Sign-in Sheets	Increase enrollment in PK and Kinder	CBAs, BMs, STAAR, TELPAS	Title 1 - # 1, 4,8
Meet with Head Start Principal for special ed to confer over students receiving services (3 yr olds). When appropriate.	Campus Admin Special Ed. Diag. Teachers	Local Funds, Title 1 Funds	January 2016-May 2016 (on-going)	Agendas and Sign-in Sheets,	Increase enrollment in PK and Kinder	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,4,8
Conduct Pre-K and Kinder Round Up	Campus Admin Teachers	Local Funds, Title 1 Funds	January 2016 (on-going)	Agendas and Sign-in Sheets, D	Increase enrollment in PK and Kinder	CBAs, BMs, STAAR, TELPAS	Title 1 - #1,4,8

Goal 8: Improve Coordination with Middle Schools and Daniel Ramirez

Objective A: Establish coordination between the campus and middle schools to ensure student retention and smooth transition

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Establish Coordination with LBJ and Liberty Middle School.</p> <ul style="list-style-type: none"> • Set up/coordinate meetings with counselors from middle schools and Ramirez 5th grade students • Meet with middle school principals to coordinate a smooth transition of 5th grade students to 6th grade • Conduct a 5th grade campus visit in May to feeder middle campus • Invite student groups from middle schools to perform or inform Ramirez 5th grade students about activities in middle schools • Establish an LBJ/Liberty Middle School Parent Night in May • Coordinate programs between LBJ/Liberty M.S 	<p>Principals, Assistant Principal, School Counselor, Teachers</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2015-May 2016</p>	<p>Agenda, sign in sheets,</p>	<p>Increase enrollment (Retention) of 5th grade students going on to district middle schools</p>	<p>Attendance reports</p>	<p>Title 1 - #2,4,8</p>

Goal 9: Improve collaboration between campus regular education teachers and special education teacher(s)

Objective A: Implement an instructional program that provides all students the opportunity to pass the STAAR Exams

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Special Education: To address the needs of students with special needs the following procedures will be addresses/followed:</p> <ul style="list-style-type: none"> • Increase/provide opportunities to be in the Least Restrictive Environment through in class support or as determined by the ARD • Participate extended/year programs or as recommended by A.R.D • Follow I.E.P s as per ARD 	Principal, Assistant Principal, Teachers, Special Ed. Teachers.	Local Funds, Title 1 Funds	August 2015 – May 2016	Documentation of ARD's	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR,	Title 1 - #1,4,8
<p>Develop/Implement initiatives that meet the needs of 504 and dyslexic students through RTI</p> <p>Follow procedures developed by RTI Team and follow protocol to rule out a L.D.</p>	Principal, Assistant Principal, RTI Committee, Special Ed Teacher	Local Funds, Title 1 Funds	August 2015- May 2016	Sign In sheets, Agendas	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR,	Title 1 - #1,4,8
<p>Conduct staff development on modifications, accommodations, & inclusion for all teachers</p> <p>Attend Autism Training Attend CPI Training</p>	Principal, Assistant Principal, Behavior Strategist	Local Funds, Title 1 Funds	August 2015- May 2016	Sing in sheets, Agendas	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR,	Title 1 - #1,4,8

Goal 10: Implement a School Wide Safety and Security Plan

Objective A: Implement a school wide safety and security plan that will make students feel safe and secure and in turn want to come to school everyday and learn. This will impact ongoing student achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Select staff to become members of the School Safety Committee</p> <p>Generate a safety and emergency plan</p> <p>Assign role and responsibilities to staff members</p>	Principal, Safety Committee	Local Funds, Title 1 Funds	August 2015– May 2016	Attendance Sheets	Agenda, Sign in sheets	Agendas, Sign in sheets	Title 1 - #1,4,8
<p>Inform all staff members of Fire Drill and Lock Down Procedures</p> <p>Conduct mock monthly fire drills</p> <p>Conduct mock lock downs 2x a year</p>	Principal, Safety Committee	Local Funds, Title 1 Funds	August 2015 – May 2016	Tutorial Sign-in sheets, TSI assessment sign-in sheet	Monthly fire drill reports, safety reports	Drills	Title 1 - #1,4,8
<p>Purchase 2 way radios to ensure constant communication with custodians and campus administration to ensure student safety</p>	Principal	Local Funds, Title 1 Funds	June 2015- August 2016	Tutorial sign-in sheets, TSI assessment sign-in sheet	Agendas, CIP	Drills	Title 1 - #1,4,8

Goal 11: Develop a plan for integrating technology into the curriculum

Objective A Develop and implement a plan for integrating technology into the curriculum. This plan will impact student achievement and ensure the students pass the STAAR Exam.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> • purchase research base software and hardware to supplement PK-5th grade curriculum • Conduct a needs assessment for technology • Maintain Campus website • CIT attends Conferences at state or local level • Utilize budget to provide state of the art hardware, software, equipment to enhance the curriculum (tablets, mimio pads, lap tops) • Provide training for staff on any new equipment or software • Use promethean boards in the classrooms to support instruction • Integrate technology TEKS in the curriculum • Monthly trainings to the staff by CIT • Collaborate with technology dept. to provide training and input on campus issues. • Staff will post weekly on Living Tree • Field trips to Media Centers 	Principal, Assistant Principal, Teachers, Campus CIT	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda, Sign in sheets, Living Tree Reports,	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBA's, Benchmarks, STAAR Tests	Title 1 - #1,4,8

Goal 12: Create a Safe School Culture and Climate.

Objective 1: Discipline Protocols will be applied consistently and fairly throughout the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for all staff on student referral protocols, de-escalation and restorative practices	Principal, Assistant Principal, School Counselor	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal , Assistant Principal, School Counselor	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates,	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Implementation of MTSS-B Study. <ul style="list-style-type: none"> • Training for all staff of Ramirez School Wide Expectations • Token system for students to reinforce positive behavior • Weekly celebrations • Onsite weekly assistance with district Positive Coach • Monthly Meetings with core MTSS-B members • Distribute data to staff during staff meetings 	Principal , Assistant Principal, School Counselor, Teachers, District Positive Coach	Local Funds, Title I	August 2015- June 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Communication to parents regarding student discipline: <ul style="list-style-type: none"> • Parent/teacher conferences • Parent Phone Calls • Discipline referrals 	Principal , Assistant Principal, School Counselor, Teachers,	Local Funds, Title I	August 2015- June 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10

Goal 13: Create a Safe School Culture and Climate.

Objective 1: Commit to provide a school environment that promotes wellness for its students in a variety of areas. Recognize that good health and safety fosters consistent attendance, increased attentiveness and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services, School Nurse, School Counselor	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015- June 2016	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	Director of Health Services, School Nurse	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2015- June 2016	Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services School Nurse School Counselor	-School based clinics -Local health care providers -Local hospitals	August 2015- June 2016	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10