



**Daniel Ramirez Campus Improvement  
Plan  
2019-2020**

## 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 academic excellence
- 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.

**4 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 Continued: Goal 1-8 Summary of Findings

| GOAL | Area Reviewed  | Summary of Strengths   | Summary of Needs   | Priorities  |
|------|--|--|--|---|
| 1    | <p style="text-align: center;"><b>Domain 1</b><br/><b>Student Achievement</b></p>  | <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Math 82 (+5)</li> <li>• 4<sup>th</sup> Grade Math 88 (+15)</li> <li>• 5<sup>th</sup> Grade Math 92 (+ 1)</li> <li>• 5<sup>th</sup> Grade Science 59 (+22)</li> </ul> <p>Raw score 46 = 74 Elementary scaled score</p> <p>The campus met the index 1 target of 60 with a 71</p> | <ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade Reading 78 (+2)</li> <li>• 4<sup>th</sup> Grade Writing 66 (+4)</li> <li>• 4<sup>th</sup> Grade Reading 73 (+11)</li> <li>• 3<sup>rd</sup> Grade Reading 68 (+5)</li> </ul> <ul style="list-style-type: none"> <li>• Focus on early literacy (PK-2<sup>nd</sup>)</li> <li>• Monitor reading fluency (K-5<sup>th</sup>)</li> <li>• Continue to focus on writing/ editing in the lower grades. Resources DMR, WFTB, Bill MacDonald strategies, Shane Shafer</li> </ul> | <p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• Increase reading by 5% in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade</li> <li>• Increase Writing by 5%</li> </ul> <p><b>SMART Goal: 65 % or Higher</b></p> |
| 2    | <p style="text-align: center;"><b>Domain 2</b><br/><b>School Progress Part A</b><br/><b>Academic Growth:</b><br/><b>Measuring Advancement</b></p>          | <p>5<sup>th</sup> Grade Math “Masters” 29%<br/>5<sup>th</sup> Grade Reading “Meets” 60%<br/>5<sup>th</sup> Grade Science “Approaching” 81%<br/>4<sup>th</sup> Grade Math “Masters” 23%</p> <p>Raw score 79 = 86 Elementary Scaled Score</p> <p>The campus met the index 2 target of 32 with a 83</p>   | <p>Increase in the following:</p> <ul style="list-style-type: none"> <li>• 10% in “Meets” in 3<sup>rd</sup> Grade Reading ( 35% to 45%)</li> <li>• 11% in “Meets” in 4<sup>th</sup> Grade Reading ( 39% to 50%)</li> <li>• 10% in “Meets” in 4<sup>th</sup> Grade Writing ( 35% to 45%)</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase the “Meets” performance in 3<sup>rd</sup> grade and 4<sup>th</sup> grade reading by 10% or more</li> <li>• Increase “Meets” in 4<sup>th</sup> grade writing by 10%</li> </ul>                                 |
| 3    | <p style="text-align: center;"><b>Domain 3</b><br/><b>School Progress Part B</b><br/><b>Relative Performance:</b><br/><b>Measuring School Progress</b></p> | <p>Number of tests 613</p> <ul style="list-style-type: none"> <li>• 78% Met Approaches</li> <li>• 41% Met Meets</li> <li>• 18% Met Master</li> </ul> <ul style="list-style-type: none"> <li>• Raw Score 46 =Elementary Scaled Score 83</li> </ul>  | <ul style="list-style-type: none"> <li>• Increase the Met in Meets by 10%</li> <li>• Increase the Met in Masters by 10%</li> </ul>   | <p>Increase the “meet” and “masters” by 10%</p>   |
| 13   |  |  |  |   |

## Summary of Findings

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

# Daniel Ramirez Elementary

## Comprehensive Needs Assessment 2019-2020

| CRITERIA REVIEWED                            | FINDINGS  |   | STRATEGIES NEEDED   |       |                         |  |              |              |              |              |  |              |  |
|--|---|---|---|-------|-------------------------|--|--------------|--------------|--------------|--------------|--|--------------|--|
| <u>PRE-KINDER</u><br>· M-Class Assessment    | <u>M-Class Assessment</u><br>· English - <u>92%</u><br>· Spanish - <u>94%</u> |   | <u>STAFF DEV/RESOURCES</u><br>· DL One/ Two-Way Model<br>· Frogstreet<br>· Sing Spell Read Write<br>· Word Walls<br>· Texas School Ready<br><br>· Small Group Interventions |       |                         |  |              |              |              |              |  |              |  |
| <u>KINDERGARTEN</u><br>· TPRI<br>· Tejas LEE | D   | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">TPRI</th> <th style="width: 50%;">Tejas</th> </tr> </thead> <tbody> <tr> <td colspan="2"><u>SCREENING STATUS</u></td> </tr> <tr> <td><u>78.1%</u></td> <td><u>42.9%</u></td> </tr> <tr> <td><u>21.9%</u></td> <td><u>57.1%</u></td> </tr> </tbody> </table>  | TPRI  | Tejas | <u>SCREENING STATUS</u> |  | <u>78.1%</u> | <u>42.9%</u> | <u>21.9%</u> | <u>57.1%</u> | <u>STAFF DEV/RESOURCES</u><br>· DL One / Two-Way Model<br>· Sing Spell Read Write<br>· Practical Life/ Hands-On Activities<br>· Pearlized Math<br><br>· Voyager<br>· RTI<br>· MTSSB Hawk Buddies<br>· Tutoring |              |  |
| TPRI   | Tejas   |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>SCREENING STATUS</u>                      |   |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>78.1%</u>                                 | <u>42.9%</u>  |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>21.9%</u>                                 | <u>57.1%</u>  |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>FIRST GRADE</u><br>· TPRI<br>· Tejas LEE  | Frust/Inst<br>Indruc<br>Indep   | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">TPRI</th> <th style="width: 50%;">Tejas</th> </tr> </thead> <tbody> <tr> <td colspan="2"><u>SCREENING STATUS</u></td> </tr> <tr> <td><u>37%</u></td> <td><u>4.8%</u></td> </tr> <tr> <td><u>13%</u></td> <td><u>0%</u></td> </tr> <tr> <td><u>50%</u></td> <td><u>95.2%</u></td> </tr> </tbody> </table> | TPRI  | Tejas | <u>SCREENING STATUS</u> |  | <u>37%</u>   | <u>4.8%</u>  | <u>13%</u>   | <u>0%</u>    | <u>50%</u>   | <u>95.2%</u> | <u>STAFF DEV/RESOURCES</u><br>· DL One/ Two-Way model<br>· Word Walls<br>· Pearlized Math<br>· Diana Ramirez<br><br>· Voyager<br>· RTI<br>· Differentiated Instruction<br>· MTSSB Hawk Buddies |
| TPRI   | Tejas   |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>SCREENING STATUS</u>                      |   |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>37%</u>                                   | <u>4.8%</u>   |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>13%</u>                                   | <u>0%</u>   |   |   |       |                         |  |              |              |              |              |  |              |  |
| <u>50%</u>                                   | <u>95.2%</u>  |   |   |       |                         |  |              |              |              |              |  |              |  |



# Daniel Ramirez Elementary

## Comprehensive Needs Assessment 2019-2020

|   |                 |                         |              |  |   |   |
|---|-----------------|-------------------------|--------------|--|---|---|
| <u>SECOND GRADE</u><br>· TPRI<br>· Tejas LEE      |                 | TPRI                    | Tejas        |  | <u>STAFF DEV/RESOURCES</u><br>· Sharon Wells Math<br>· Diana Ramirez  | · Tutoring<br>· Voyager<br>· RTI<br>· Differentiated Instruction<br>· MTSSB Hawk Buddies          |
|   | Frustr/Li<br>st | <u>SCREENING STATUS</u> |              |  |   |   |
|   | Instruc         | <u>16.7%</u>            | <u>7.7%</u>  |  |   |   |
|   | Indep           | <u>15%</u>              | <u>0%</u>    |  |   |   |
|   |                 | <u>68.3%</u>            | <u>92.3%</u> |  |   |   |
| <u>THIRD GRADE</u><br>· TPRI<br>· Tejas LEE       | Subgro          | TPRI                    | Tejas        |  | <u>STAFF DEV/RESOURCES</u><br>· Sing Spell Read Write<br>· Sharon Wells Math<br>· Diana Ramirez<br>· CA - STAAR Ready<br>· Imagine Learning<br>· Think Through Math | · Tutoring<br>· Voyager<br>· RTI<br>· Differentiated Instruction<br>· MTSSB Hawk Buddies          |
|   | Frustr/Li<br>st | <u>SCREENING STATUS</u> |              |  |   |   |
|   | Instruc         | <u>11.9%</u>            | <u>7.7%</u>  |  |   |   |
|   | Indep           | <u>9%</u>               | <u>19.2%</u> |  |   |   |
|   |                 | <u>79.1%</u>            | <u>73.1%</u> |  |   |   |
| <u>THIRD GRADE - STAAR</u><br>· Reading<br>· Math | Subgro          | Reading                 | Math         |  | <u>STAFF DEV/RESOURCES</u><br>· Sing Spell Read Write<br>· Sharon Wells Math<br>· Diana Ramirez<br>· CA - STAAR Ready   | · Tutoring / Academies<br>· Data Analysis<br>· Differentiated Instruction<br>· MTSSB Hawk Buddies |
|   | · All           | <u>68%</u>              | <u>82%</u>   |  |   |   |
|   | · Eco D         | <u>70%</u>              | <u>83%</u>   |  |   |   |

# Daniel Ramirez Elementary

## Comprehensive Needs Assessment 2019-2020

|  |                 |                    |                    |                   |   |   |
|--|-----------------|--------------------|--------------------|-------------------|---|---|
| <u>FOURTH GRADE - STAAR</u><br>· Reading                       | Subgro          | Reading            | Math               | Writing           | <u>STAFF DEV/RESOURCES</u><br>· Sing Spell Read Write<br>· Sharon Wells Math<br>· Diana Ramirez<br>· CA - STAAR Ready | · Tutoring / Academies<br>· Data Analysis<br>· Differentiated Instruction<br>· MTSSB Hawk Buddies |
|  | · All           | <u>73%</u>         | <u>88%</u>         | <u>66%</u>        |   |   |
|  | · Eco D         | <u>80%</u>         | <u>86%</u>         |                   |   |   |
| <u>FIFTH GRADE - STAAR</u><br>· Reading<br>· Math<br>· Science | Subgro          | Reading            | Math               | Science           | <u>STAFF DEV/RESOURCES</u><br>· Sing Spell Read Write<br>· Sharon Wells Math<br>· Diana Ramirez<br>· CA - STAAR Ready | · Tutoring / Academies<br>· Data Analysis<br>· Differentiated Instruction<br>· MTSSB Hawk Buddies |
|  | · All           | <u>78%</u>         | <u>92%</u>         | <u>81%</u>        |   |   |
|  | · Eco D         | <u>92.8%</u>       | <u>92.8%</u>       | <u>79%</u>        |   |   |
| Campus Results<br>Percentage Passing                           | <u>READING</u>  | <u>MATH</u>        | <u>WRITING</u>     | <u>SCIENCE</u>    |   |   |
|  | 73%             | 87%                | 66%                | 81%               |   |   |
| Campus STAAR<br>Results  | <u>Domain I</u> | <u>Domain II-A</u> | <u>Domain II-B</u> | <u>Domain III</u> | <u>Met Standard</u><br>Domain I   | <u>Needs Improvement</u>  |
|  | 46              | 80                 | 46                 | 94                | Domain II - Part A & Part B<br>Domain III   | None  |
| SCALED SCORE   | 74              | 86                 | 83                 | 89                |   |   |
| LETTER GRADE   | C               | B                  | B                  | B                 |   |   |

**Goal 1: Improve Student Academic Achievement (Index 1) All populations ( Migrant, ELL's, At Risk, Special Populations)  
Daniel Ramirez Elementary 2019-2020 Campus Plan**

**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, Rally, Forde Ferrier, Scholastic, STAAR Reading, Curriculum Associates, Edu Smart, Tech Labs and approved district vendors that have research base materials | Teachers, Principal, Assistant Principal, | Local Funds, Title 1 Fund, SCE  | August 2019- May 2020 | 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, | Local Funds, Title 1 Funds, SCE | August 2019- May 2020 | 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 during the school year<br>Supplement pay for teachers to provided accelerated math/reading during summer school.  | Teachers, Principal                       | Local Funds, Title 1 Funds, SCE | August 2019- 2020     | 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)**  
**Daniel Ramirez Elementary 2019-2020 Campus Plan**

**Objective B: Assessments** aligned to the curriculum will be used to monitor all student progress toward meeting state passing standards in 2016-2017

| <b>Strategies and Action Steps</b>   | <b>Person(s) Responsible</b>  | <b>Resources</b>   | <b>Timelines</b>         | <b>Evidence of Implementation</b>    | <b>Evidence of Impact</b>  | <b>Formative/ Summative</b>  | <b>Title 1 Schoolwide Components</b> |
|--|---|--|--------------------------|--------------------------------------|--|--|--------------------------------------|
| PreLAS/LAS Links Scores<br>CPALS PK Assessments Math/Rdg<br>TPRI/TEJAS LEE (K-3 <sup>rd</sup> )<br>STAAR Scores ( 3 <sup>rd</sup> -5 <sup>th</sup> )<br>I Station and TTM Reports<br>T.E.A Summary Reports | Principal, Assistant<br>Principal, Teachers,<br>Special education<br>teacher  | CPALS Report<br>TPRI/TEJAS Report<br>STAAR Results<br>I Station Reports<br>T.E. A Summary<br>Reports | August 2019-<br>May 2020 | Sign in sheets, Agenda,<br>Data Wall | Benchmark<br>scores, student<br>achievement<br>gains, EOY<br>Results | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS, mini<br>assessments, | Title 1- #1                          |
| AR Diagnostic Reports<br>Index 1 Reports: Student Achievement<br>Data table and Calculation Report<br>T.E.A Summary Reports<br>DMAC<br>LEAD4Ward Documents   | Principal, Assistant<br>Principal, Teachers,<br>Special education<br>teacher, | CPALS Report<br>TPRI/TEJAS Report<br>STAAR Results<br>I Station Reports<br>T.E. A Summary<br>Reports | August 2019-<br>May 2020 | Sign in sheets, Agenda,<br>Data Wall | Benchmark<br>scores, student<br>achievement<br>gains                 | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS,                      | Title 1- #1                          |
| STAAR Data<br>District CBA's<br>Weekly assessments<br>TELPAS DATA<br>Lead4Ward Documents   | Principal, Assistant<br>Principal, Teachers.<br>Special Ed. Teacher           | CPALS Report<br>TPRI/TEJAS Report<br>STAAR Results<br>I Station Reports<br>T.E. A Summary<br>Reports | August 2019-<br>May 2020 | Agenda, Sign in Sheet,<br>Data Wall  | Benchmark<br>scores, student<br>achievement<br>gains                 | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS,                      | Title 1 - #1                         |

**Goal 1: Improve Student Academic Achievement (Index 1) All populations ( Migrant, ELL’s, At Risk, Special Populations)  
Daniel Ramirez Elementary 2019-2020 Campus Plan**

**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.**

| <b>Strategies and Action Steps</b>  | <b>Person(s) Responsible</b>                                 | <b>Resources</b>                   | <b>Timelines</b>         | <b>Evidence of Implementation</b>            | <b>Evidence of Impact</b>                            | <b>Formative/ Summative</b>                       | <b>Title 1 Schoolwide Components</b> |
|---|--|------------------------------------|--------------------------|--|--|---|--------------------------------------|
| Write Source (Writing Training)<br>Bill MacDonald (Writing)<br>DMR (Reading)<br>Roger Gomez ( Science)<br>Attend scientifically researched based conferences. <b>District approved consultants.</b> | Teachers,<br>Principal, Assistant<br>Principal, CIF<br>Coach | Local Funds, Title 1<br>Funds, SCE | August 2019-<br>May 2020 | Agenda, Registration<br>form, Sign in sheet, | Benchmark<br>scores, student<br>achievement<br>gains | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS, | Title 1 -#4,8                        |
| Sharon Wells (Math)<br>Pearlized (Math)<br>Region One Math Workshops<br>Attend scientifically researched based conferences and staff development through our the year                               | Teachers, Principal,<br>Assistant Principal,<br>CIF Coach    | Local Funds, Title 1<br>Funds, SCE | August 2019-<br>May 2020 | Agenda, Registration<br>form, Sign in sheet, | Benchmark<br>scores, student<br>achievement<br>gains | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS, | Title 1 - #2,4,8                     |
| Diana Ramirez ( Reading)<br>Region One Reading Workshops<br>Attend scientifically researched based conferences and staff development through our the year   | Teachers, Principal,<br>Assistant Principal,<br>CIF Coach    | Local Funds, Title 1<br>Funds, SCE | August 2019-<br>May 2020 | Agenda, Registration<br>form, Sign in sheet, | Benchmark<br>scores, student<br>achievement<br>gains | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS, | Title 1 -#2,4,8                      |
| STAT –CAST Conference ( Science)<br>Attend scientifically researched based conferences. Local/state<br>Purchase instructional supplies  | Teachers, Principal,<br>Assistant Principal,<br>CIF Coach    | Local Funds, Title 1<br>Funds, SCE | August 2019-<br>May 2020 | Agenda, Registration<br>form, Sign in sheet  | Benchmark<br>scores, student<br>achievement<br>gains | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS, | Title 1 - #2,4,8                     |
| Bil Ed/Sheltered Instruction<br>Dual Language<br>Lead4ward online Tools   | Principal, Assistant<br>Principal. Dual<br>Language Dept.    | Local Funds, Title 1<br>Funds, SCE | August 2019-<br>May 2020 | Agenda, Registration<br>form, Sign in sheet  | Benchmark<br>scores, student<br>achievement<br>gains | Mini assessments,<br>CBAs, BMs, STAAR,<br>TELPAS, | Title 1 - #2,4,8                     |

**Goal 1: Improve Student Academic Achievement (Index 1) All populations ( Migrant, ELL's, At Risk, Special Populations)**  
**Daniel Ramirez Elementary 2019-2020 Campus Plan**

**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><b>Math: All Students</b></p> <ul style="list-style-type: none"> <li>• Implement Extended Day Intervention</li> <li>• Incorporate manipulatives into math to teach problem solving, graphing skills, basic facts,</li> </ul>  | Teacher, Teacher aide                       | Local Funds, Title 1 Funds, SCE Funds       | August 2019-May 2020 | 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"> <li>• Use teacher aides to reinforce instruction (PK-5<sup>th</sup>)</li> <li>• Small group/individual instruction</li> <li>• Implement Centers with hands on</li> <li>• Provide early dual language childhood summer PK-K</li> <li>• Supplemental: Mentoring Minds and other research base material</li> </ul> | Teacher, Teacher aide, Computer lab manager | Local Funds, Title 1 Funds<br><br>SCE Funds | August 2019-2020     | 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"> <li>• I Station Math</li> <li>• I Station Reading</li> <li>• Think Through Math</li> <li>• Summit K-12</li> <li>• Online educations resources</li> <li>• Foldables</li> <li>• Anchor Charts</li> <li>• Sharon Wells Curricula</li> <li>• Pearlized Math</li> <li>• Purchase instructional supplies</li> </ul>   | Teacher, Teacher aide, Computer lab manager | Local Funds, Title 1 Funds<br><br>SCE Funds | August 219-2020      | 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)**

**Daniel Ramirez Elementary 2019-2020 Campus Plan**

**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><b>Writing: All students</b></p> <ul style="list-style-type: none"> <li>• Implement WFTB</li> <li>• Collect writing samples through out the year PK-5</li> <li>• Use TEKS Standards</li> <li>• Implement the following writing strategies: Daily news, daily journal writing, word walls, CIF Protocols</li> <li>• Monitoring Program: Weekly assessments, CBA’s, Benchmarks</li> <li>• Fieldtrips to various places to connect experiences</li> <li>• Write Source 3<sup>rd</sup>, 4<sup>th</sup></li> <li>• Teacher/student conferences</li> <li>• Teacher/Parent conferences</li> <li>• Hire Consultants for teacher trainings through out the year. District approved constultants</li> <li>• Monies to lease copier for instructional use</li> <li>• Purchase Supplemental resources.</li> <li>• Purchase instructional supplies</li> </ul> | <p>Principal, Assistant Principal, CIF Coach, Teacher, Teacher Aides</p> | <p>Local Funds, Title 1 Funds</p> <p>SCE Funds</p> | <p>District Timelines August 2019-2020</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. Daniel Ramirez 2019-2020 Campus Plan**

| Strategies and Action Steps  | Person(s) Responsible   | Resources                                      | Timelines                                       | Evidence of Implementation            | Evidence of Impact   | Formative/ Summative             | Title 1 Schoolwide Components |
|--|---|--|---|---------------------------------------|--|----------------------------------|-------------------------------|
| <p><b>Reading: All Students</b></p> <ul style="list-style-type: none"> <li>• Circle-Pre-Literacy Activities</li> <li>• Flexible grouping instruction</li> <li>• Implement state adopted: Treasures/Tesoros</li> <li>• Rich print environment</li> <li>• Word walls</li> <li>• Frog Street Press</li> <li>• Read the room</li> <li>• Monitoring program: weekly tests, CBA’s, Benchmarks</li> <li>• Use Classroom computers to enhance and reinforce curriculum</li> <li>• Provide instructional guidance through district coordinators, Principal, Assistant Principal, CIF Coach,</li> <li>• Allocate monies for the lease of copier for instructional use</li> <li>• Computer Lab Classes</li> <li>• AR for all students</li> <li>• Extended day/Saturday Tutoring (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>)</li> <li>• Integrate &amp; Utilize Promethean Boards/Mimio Pads</li> <li>• Brain PoP/Tumble Books</li> </ul> | <p>Principal, Assistant Principal, Teachers, CIF Coach, Teacher Aides</p> | <p>Local Funds, Title 1 Funds<br/><br/>SCE</p> | <p>District timelines, August 2019-May 2020</p> | <p>Lesson Plans and Walk-throughs</p> | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBA’s, 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)**  
**Daniel Ramirez Elementary 2019-2020 Campus Plan**

**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><b>Reading: All students</b></p> <ul style="list-style-type: none"> <li>• Fluency Assessments (PK-2)</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Echo Reading</li> <li>• Purchase Mentoring Minds,</li> <li>• Kamico,</li> <li>• CHIA Strategy</li> <li>• Non fiction Material</li> <li>• Time For Kids</li> <li>• IGUANA</li> <li>• Teacher made materials</li> <li>• <b>Research Base material</b></li> <li>• Rigor/Relevance Framework</li> <li>• Weekly CLCs to review data, plan, and discuss strategies</li> <li>• Use weekly progress monitoring forms</li> <li>• Review six week report card</li> <li>• Use chants, songs, stories,</li> <li>• Read Alouds</li> <li>• A.R Software/Renaissance</li> <li>• Literacy Night once a week</li> <li>• Purchase instructional supplies</li> </ul> | <p>Principal, Assistant Principal, Teacher aides, CIF Coach</p> | <p>Local Funds, Title 1 Funds</p> <p>SCE Funds</p> | <p>District Timelines August 2019-May 2020</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)  
Daniel Ramirez 2019-2020 Campus Plan**

**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><b>Science: All students</b></p> <ul style="list-style-type: none"> <li>• Use state adopted text</li> <li>• Conduct Vertical and Horizontal study on TEKS</li> <li>• Set up and equip a Science Lab</li> <li>• Follow District Science Timeline</li> <li>• Purchase Kamico, Mentoring, Minds</li> <li>• Research Base Material</li> <li>• Use FOSS Kits</li> <li>• Utilize Brain Pop</li> <li>• Analyze STAAR &amp; District Data during CLC's</li> <li>• Purchase instructional Research Base Material</li> <li>• Provide Extended Day/Week</li> <li>• Utilize and integrate Promethean boards to teach Science</li> <li>• Assign take home projects</li> <li>• Science Journals</li> <li>• Hands on activities, oral or picture techniques</li> <li>• Small group instruction</li> <li>• Field trip to Wild Life Refuge</li> <li>• Attend scientifically research base conferences and staff development through out the year</li> <li>• Word Walls/Develop Vocabulary</li> <li>• Online educational resources</li> <li>• Provide student create material science Fair</li> <li>• Use ESL strategies to assure comprehension of concepts.</li> <li>• Buy materials as per science timeline</li> <li>• Hire Approve Consultants for science trainings &amp; Staff Developments</li> </ul> | <p>Teachers, Science Lab Teacher</p> | <p>Local Funds, Title 1 Funds, SCE</p> | <p>District timelines<br/>August 2019-<br/>May 2020</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)  
Daniel Ramirez Campus Plan 2019-2020**

**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><b>Social Studies: All Students</b></p> <ul style="list-style-type: none"> <li>• Implement Adopted Curriculum</li> <li>• Conduct a Vertical &amp; Horizontal study of TEKS</li> <li>• Provide opportunities for research projects</li> <li>• Provide for field trips</li> <li>• Use Promethean Boards</li> <li>• Use ESL strategies to assure comprehension and concepts</li> <li>• Informative texts in classrooms</li> <li>• Visual representations for teaching vocabulary</li> <li>• Use Brain Pop</li> <li>• Develop hands on projects, models presentations</li> </ul>              | Teachers                   | Local Funds, Title 1 Funds, SCE | District Timelines August 2019- May 2020 | Lesson Plans, CLCs Walk throughs, student work  | Progress reports, Report Card  | Weekly Tests         | Title 1 - #1,4,8              |
| <p><b>Music/PE: All students:</b></p> <ul style="list-style-type: none"> <li>• Activities to develop oral language, vocabulary and reading</li> <li>• Reinforce motor and kinesthetic skills</li> <li>• Attend the ST PE/Music conference</li> <li>• Promote good health</li> <li>• Sponsor extra curricular activities: Choir, UIL, Guitar Club, Fitness Program,</li> <li>• Implement State Fitness Test</li> <li>• Implement CATCH Program</li> <li>• Reinforcement of content area curriculum</li> <li>• Appreciation of the Arts</li> <li>• Encourage healthy eating habits.</li> </ul> | Music Teacher P.E. Coaches | Local Funds, Title 1 Funds, SCE | District Timelines August 2019- May 2020 | 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**

**Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>• Input attendance on the Teacher Access Center (TAC)</li> <li>• Hire an attendance clerk to input data and provide attendance on demand</li> <li>• Conduct home visits on students that have unexcused absences by parent educator</li> <li>• Provide 6 weeks incentives for students</li> <li>• Monitor daily attendance through area administrator and district attendance personnel</li> <li>• Conduct phone calls to students who are absent on a daily basis</li> <li>• Host a perfect attendance recognition every six weeks ( Bingo, Raffles, field day)</li> <li>• Buy incentives to promote attendance</li> <li>• Buy school uniforms for migrant students</li> </ul> | <p>Principals, Assistant Principal, Teachers, Teacher Aides, PEIMS Clerk, front office clerk, School counselor, parent educator</p> | <p>Local Funds,<br/>Title 1 Funds</p> <p>Migrant Funds</p> <p>SCE</p> | <p>August 2019-May 2020</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**

**Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>• Provide Intrinsic and Extrinsic Motivators</li> <li>• Random weekly/daily raffles</li> <li>• Field Trips</li> <li>• Pizza, Nacho, Ice Cream</li> <li>• Announce classrooms with perfect attendance on intercom /assembly</li> <li>• Use school messenger to send information on school calendar</li> </ul> | Principal, Assistant Principal, Teachers, Teacher Aides, PEIMS Clerk, School Counselor, Parent Educator | Local Funds, Title 1 Funds | August 2019-May 2020 | 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              |

**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"> <li>• Utilize counselor to address At Risk population’s by building self-esteem through:</li> <li>• Conduct group/individual sessions</li> <li>• Programs and lessons</li> <li>• Follow district’s counseling timeline</li> <li>• Red Ribbon Awareness</li> <li>• Drug Awareness Lessons</li> <li>• Career Day Activities</li> <li>• Bullying</li> <li>• WITS Program</li> <li>• Provide Student Self-Esteem Activities</li> <li>• Utilize District Behavior Strategies for training</li> <li>• RTI Process</li> <li>• 504 Process</li> <li>• Assist and monitor with implementation of MTSS-B Study. Ramirez school wide expectations: Be Respectful, Be Responsible, Be Safe</li> <li>• Distribute Hawk Tokens</li> <li>• Send Counselor to local and state trainings for continued P.D</li> <li>• Fieldtrips for MTSS-B</li> <li>• Implement CHAMPS</li> </ul> | <p>Principal, Assistant Principal, Teachers, School Counselor</p> | <p>Local Funds, Title 1 Funds, SCE</p> | <p>August 2019-May 2020</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**

**Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>Establish and maintain an interactive communication network between school, staff, parents, and community</li> <li>Provide information with information and social achievement through: Report Cards, Progress Reports, Discipline, Ramirez Handbook, TPRI/TEJA LEE Summary Reports</li> <li>Schedule parent/teacher conferences to discuss student data on CBA's, Benchmarks, and STAAR (3-5)</li> <li>Utilize school Messenger</li> <li>Conduct Meet the Teacher Night, Curriculum Night,</li> <li>TELPAS Info Meeting</li> <li>Provide/Promote parental involvement through Living Tree, Notes</li> </ul> | <p>Principal, Assistant Principal, School Counselor, Teachers, Parent Educator</p> | <p>Local Funds, Title 1 Funds, SCE</p> | <p>August 2019- May 2020</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****Daniel Ramirez 2019-2020 Campus Plan****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"> <li>• Conduct PAC Meetings monthly to discuss ways to help their child</li> <li>• Utilize HAC to view grades</li> <li>• Increase parental involvement by 1%</li> <li>• Conduct basic technology training</li> <li>• Provide parent conference twice a year to discuss progress and areas of concerns</li> </ul> | Principals, Assistant Principal, Teachers, School Counselor, Parent educator | Local Funds, Title 1 Funds, SCE Funds | August 2019- May 2020 | 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**

**Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>• Solicit Nominations</li> <li>• Elect members</li> <li>• Conduct bi-monthly meetings</li> </ul>  | Principal, Assistant Principal, CPOC Members | Local Funds, Title 1 Funds, SCE | August 2019-May 2020 | 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"> <li>• Student achievement</li> <li>• Curriculum/instruction</li> <li>• Staff Development</li> <li>• Recruitment of Qualified Personnel</li> <li>• Attendance</li> <li>• Budget</li> <li>• Discipline</li> </ul> | Principal, Assistant Principal, CPOC Members | Local Funds, Title 1 Funds, SCE | August 2019-May 2020 | 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"> <li>• Approval of the Campus Plan</li> <li>• Provide input into Campus Plan</li> </ul>  | Principal, Assistant Principal, CPOC Members | Local Funds, Title 1 Funds, SCE | August 2018-May 2019 | 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 Daniel Ramirez 2019-2020 Campus Plan**

**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, SCE | August 2019- May 2020 | 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- #2, 4                |
| Provide beginning teachers with mentors through a comprehensive induction program<br><br>Attend Job Fairs to hire highly qualified teachers               | Principal, Assistant Principal           | Local Funds, Title 1 Funds, SCE | August 2019- May 2020 | 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<br><br>Access the TEA Website to check on teacher certification for highly qualified records | Principal, Assistant Principal           | Local Funds, Title 1 Funds, SCE | August 2019- May 2020 | 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 2019-2020 Campus Plan**

**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<br>Title 1 Funds,<br>SCE, | August 2019-May<br>2020 | Agendas and Sign-in<br>Sheets    | Increase enrollment in<br>PK and Kinder | CBAs, BMs, STAAR,<br>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<br>Special Ed. Diag.<br>Teachers | Local Funds,<br>Title 1 Funds,<br>SCE | August 2019-May<br>2020 | Agendas and Sign-in<br>Sheets,   | Increase enrollment in<br>PK and Kinder | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #1,4,8              |
| Conduct Pre-K and Kinder Round Up   | Campus Admin<br>Teachers                      | Local Funds,<br>Title 1 Funds,<br>SCE | August 2019-May<br>2020 | Agendas and Sign-in<br>Sheets, D | Increase enrollment in<br>PK and Kinder | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #1,4,8              |

**Goal 8: Improve Coordination with Middle Schools and Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>• Set up/coordinate meetings with counselors from middle schools and Ramirez 5<sup>th</sup> grade students</li> <li>• Meet with middle school principals to coordinate a smooth transition of 5<sup>th</sup> grade students to 6<sup>th</sup> grade</li> <li>• Conduct a 5<sup>th</sup> grade campus visit in May to feeder middle campus</li> <li>• Invite student groups from middle schools to perform or inform Ramirez 5<sup>th</sup> grade students about activities in middle schools</li> <li>• Establish an LBJ/Liberty Middle School Parent Night in May</li> <li>• Coordinate programs between LBJ/Liberty M.S</li> </ul> | <p>Principals, Assistant Principal, School Counselor, Teachers</p> | <p>Local Funds, Title 1 Funds, SCE</p> | <p>August 2019-May 2020</p> | <p>Agenda, sign in sheets,</p> | <p>Increase enrollment (Retention) of 5<sup>th</sup> 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)**

**Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>• Increase/provide opportunities to be in the Least Restrictive Environment through in class support or as determined by the ARD</li> <li>• Participate extended/year programs or as recommended by A.R.D</li> <li>• Follow I.E.P s as per ARD</li> </ul> | <p>Principal, Assistant Principal, Teachers, Special Ed. Teachers.</p>   | <p>Local Funds, Title 1 Fund, SCE</p>  | <p>August 2019- May 2020</p> | <p>Documentation of ARD's</p>  | <p>Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR</p> | <p>CBAs, BMs, STAAR,</p> | <p>Title 1 - #1,4,8</p>       |
| <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>   | <p>Principal, Assistant Principal, RTI Committee, Special Ed Teacher</p> | <p>Local Funds, Title 1 Funds, SCE</p> | <p>August 2019-May 2020</p>  | <p>Sign In sheets, Agendas</p> | <p>Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR</p> | <p>CBAs, BMs, STAAR,</p> | <p>Title 1 - #1,4,8</p>       |
| <p>Conduct staff development on modifications, accommodations, &amp; inclusion for all teachers</p> <p>Attend Sped conferences/ trainings local and statewide</p> <p>Attend CPI training/refreshers</p>   | <p>Principal, Assistant Principal , Behavior Strategist</p>              | <p>Local Funds, Title 1 Funds, SCE</p> | <p>August 2019- May 2020</p> | <p>Sing in sheets, Agendas</p> | <p>Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR</p> | <p>CBAs, BMs, STAAR,</p> | <p>Title 1 - #1,4,8</p>       |

**Goal 10: Implement a School Wide Safety and Security Plan Daniel Ramirez 2018-2019 Campus 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, SCE | August 2019-May 2020 | 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, SCE | August 2019-May 2020 | 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, SCE | August 2019-May 2020 | 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 Daniel Ramirez 2019-2020 Campus Plan**

**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"> <li>• purchase research base software and hardware to supplement PK-5<sup>th</sup> grade curriculum</li> <li>• Conduct a needs assessment for technology</li> <li>• Maintain Campus website</li> <li>• CIT attends Conferences at state or local level</li> <li>• Utilize budget to provide state of the art hardware, software, equipment to enhance the curriculum ( tablets, mimio pads, lap tops)</li> <li>• Provide training for staff on any new equipment or software</li> <li>• Use promethean boards in the classrooms to support instruction</li> <li>• Integrate technology TEKS in the curriculum</li> <li>• Monthly trainings to the staff by CIT</li> <li>• Collaborate with technology dept. to provide training and input on campus issues.</li> <li>• Staff will post weekly on Living Tree</li> <li>• Field trips to Media Centers</li> </ul> | Principal, Assistant Principal, Teachers, Campus CIT | Local Funds, Title 1 Funds, SCE | August 2019- May 2020 | 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 Daniel Ramirez 2019-2020 Campus Plan**

**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, Title 1 funds, SCE | August 2019-May 2020 | 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, Title 1 funds, SCE | August 2019-May 2020 | Sign-In Sheets, Certificates,  | Decrease in discipline referrals, ISS, OSS and DAEP | Side by side data analysis | Title 1--#10                  |
| Implementation of School Wide Expectations. <ul style="list-style-type: none"> <li>• Training for all staff of Ramirez School Wide Expectations</li> <li>• Token system for students to reinforce positive behavior</li> </ul> | Principal , Assistant Principal, School Counselor, Teachers, District Positive Coach | Local Funds, Title 1 funds, SCE | August 2019-May 2020 | 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"> <li>• Parent/teacher conferences</li> <li>• Parent Phone Calls</li> <li>• Discipline referrals</li> </ul>                            | Principal , Assistant Principal, School Counselor, Teachers,                         | Local Funds, Title 1 funds, SCE | August 2019-May 2020 | 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. Daniel Ramirez 2019-2020 Campus Plan**

**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 |
|---|---|---|-----------------------------|---|--|-----------------------------------|-------------------------------|
| <p>Assist with individual student needs ( medical, dental, vision and hearing services)<br/>Action Steps:<br/>-coordinate with social services agencies<br/>-provide referral for services</p>  | <p>Director of Health Services, School Nurse, School Counselor</p>        | <p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>                             | <p>August 2019-May 2020</p> | <p>Assistance provided to students as needed</p>  | <p>Health Needs Met</p>                                      | <p>Side by side data analysis</p> | <p>Title 1--#10</p>           |
| <p>Improve the management, attendance, education and care of children with asthma.<br/>Action Steps:<br/>-Increase use of national clinical guideless for asthma by health care providers.<br/>-Improve communication between schools, clinics and parents.<br/>-Ensure that all staff is trained about asthma symptoms, triggers and resources</p> | <p>Director of Health Services, School Nurse</p>                          | <p>-National Asthma Education and Prevention Program<br/>-Asthma and Allergy Foundation of America<br/>-Local health care providers</p> | <p>August 2019-May 2020</p> | <p>Assist with all medical asthmatic needs when needed</p>                                    | <p>Less asthma related emergencies</p>                       | <p>Side by side data analysis</p> | <p>Title 1--#10</p>           |
| <p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>  | <p>-Director of Health Services<br/>School Nurse<br/>School Counselor</p> | <p>-School based clinics<br/>-Local health care providers<br/>-Local hospitals</p>  | <p>August 2019-May 2020</p> | <p>Live monitoring of uninsured students with dashboards by individual campus and student</p> | <p>Decrease percentage of student without a medical home</p> | <p>Side by side data analysis</p> | <p>Title 1--#10</p>           |