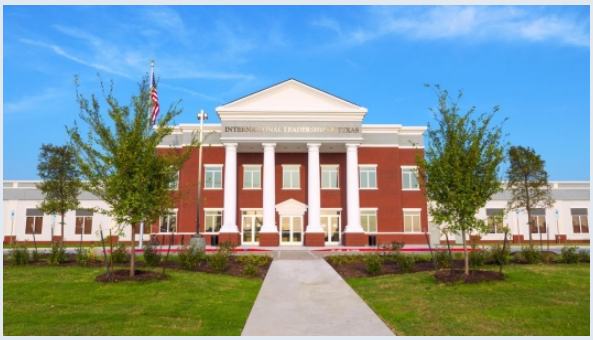
International Leadership of Texas



BG Ramirez Elementary

Accountability Rating: F

2025-2026 Campus Improvement Plan

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Mission Statement

The Mission of the International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, matering the English, Spaish, and Chinese Languages, and strengthening the mind, body and character.

Vision

With a focus on the IL Texas Mission, the vision of IL Texas BG Ramirez K-8 is to strive to create an enviornment of learning, respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

Value Statement

With a focus on the IL Texas Mission, the vision of IL Texas BG Ramirez K-8 is to strive to create an enviornment of learning, respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas BG Ramirez serves a diverse population of approximately 948 students in grades K-5. The school gender percentages are 51% female and 49% male. Our teacher to student ratio is approximately 1:19 per classroom. Students attending ILTexas BG Ramirez Elementary School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. Our largest student population consists of Hispanic-Latino students, followed by White students, Black-African American, Asian, Two-or-more, American Indian-Alaskan Native.

- Hispanic-Latino - 96%%
- Black - African American - 2%
- White - 2%
- Asian - 1%
- Two or more - less than 1%

ILTexas BG Ramirez Elementary School population is 81% Emergent Bilingual students and 90% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Limited Emergent Bilingual students.

ILTexas BG Ramirez Elementary School employs highly qualified staff in all areas. Teachers are required to hold a bachelor's Degree from an accredited university. In addition, bilingual and special education teachers are required to be fully certified by TEA. We strive to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and other staff are recruited internationally. Our Chinese and Spanish international teachers are a part of the instructional team for content (Dual Language Instruction Program) and language courses.

As we continue to grow, ILTexas BG Ramirez Elementary School will strive to provide the best possible education by meeting the diverse needs of all students and hiring the highest quality teachers and staff.

Strengths

ILTexas BG Ramirez Elementary School has many strengths.

- Student population represents a variety of educational backgrounds and cultures.
- The teaching population mirrors closely our student population.
- The Chinese and Spanish international teachers provide strong support of our DLI program and language courses.
- Our class sizes are below state average.
- We celebrate our diversity via celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and ending the year with an International Festival.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.	The primary home language is Spanish and parents struggle supporting their scholars academically.
2 ★	Poor reception and infrastructure in the area.	The area is rural and under developed.
3 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, special education students, gifted and talented students, and emerging bilingual students).	Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
4 ★	Special Education students are performing poorly on standardized tests.	General Education Classroom teachers struggle understanding and meeting the IEP Goals.
5 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom.

6 ★	Students struggle learning due to social and emotional concerns at home and at school.	Lack of support at home and availability of outside counseling support.
7 ★	Lack of highly qualified teachers for key positions which resulted in long-term substitutes.	Lack of highly qualified and experienced applicants.

★ = Priority

Student Learning

Summary

As we wrap up the 2023-24 school year and begin to prepare for the 2024-25 school year, ILTexas BG Ramirez Elementary School showed growth in some areas based on the preliminary STAAR projections. Areas to focus for the 2023-24 school year will be supporting our high number of Emergent Bilingual students in all grades and subjects and special populations.

The campus will continue to provide common formative assessments across all subjects and grades in addition to Unit exams, end of cycle assessments, MAP testing, ISIP testing, and other digital learning program assessments.

The campus will strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge.

Strengths

Student Academic Achievement Strengths

- The focus for ILTexas BG Ramirez Elementary School is to provide a rigorous curriculum to all students based on the TEKS.
- All students receive instruction in Spanish, Mandarin Chinese, and English
- Instruction and learning is supported through character education taught throughout the curriculum
- The campus provides PLC opportunities district and/or campus-wide daily and weekly
- Common Unit Assessments and ongoing formative assessments are utilized at regular intervals during the learning cycles to guage mastery learning
- Data Days are set aside for teachers to complete a data analysis in order to understand where students are and to purposefully plan for instruction, remediation, and extension
- A campus instructional coach is available to support teachers in academic planning and lesson demonstration

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, special education students, gifted and talented students, and emerging bilingual students).	Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
2 ★	Special Education students are performing poorly on standardized tests.	General Education Classroom teachers struggle understanding and meeting the IEP Goals.
3 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom.
4 ★	Teachers struggle utilizing data to create differentiated lesson plans and implementation.	Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.
5 ★	Students struggle learning due to social and emotional concerns at home and at school.	Lack of support at home and availability of outside counseling support.

6 ★	There are multiple discipline issues in the classroom.	The campus has many J1 and international teachers. They struggle adapting to teaching in the US and often lack the ability to implement clear and consistent classroom expectations.
7 ★	Teachers absent rate is high.	Teacher burn-out
8 ★	Lack of highly qualified teachers for key positions which resulted in long-term substitutes.	Lack of highly qualified and experienced applicants.
9 ★	Absentee rate is high	Lack of understanding by parents regarding the connection between attendance and academic success.
10 ★	Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.	The primary home language is Spanish and parents struggle supporting their scholars academically.
11 ★	Poor reception and infrastructure in the area.	The area is rural and under developed.

12 ★	Poor communication between the school and parents.	Parents are often cautious in approaching the school/teachers due to a language barrier and lack of understanding of school processes.
13 ★	Many students are tardy in the morning and to classes throughout the day.	Lack of parent understanding the importance of being on time to school and lack of accountability from the school.
14 ★	School uniform requirements were not met by many students.	Families do not always have the means to provide uniforms.
15 ★	Parents indicated there was poor communication between teachers and school administration and home.	Many families do not have access to email and miss much of the Charter and Campus communication.
16 ★	It has been challenging to get parent volunteers into the school .	Parents struggle with the volunteer application process and are fearful because some are immigrants.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction:

The district goal is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the body mind and character via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). Assessments are a combination of collaborative common campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

Daily, teachers are provided a planning period and Professional Learning Community period to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a Content and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection/closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Staff Recruitment and Retention:
Positions at ILTexas BG Ramirez are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.
Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

ILTexas BG Ramirez is supported financially through local, state and federal funding, In addition, the PTO provides supporting the areas of instructional supplies, supporting field trips, student and teacher events. The curriculum is based on the TEKS with the TEKS R Us resource system provided to support teachers in curriculum and instruction. Teachers are provided multiple opportunities for professional development and collaborative planning time. The campus is data driven and is provided with data processing days build into the academic calendar.

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer lab. Students are given Chromebooks for in class use and may be checked out to take home. The district provides multiple digital learning

opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

Strengths

Curriculum and Instruction:

- Focus on leadership
- Focus on languages
- Focus on character
- Strong TEKS based curriculum guide and resources
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration
- Professional Development offered throughout the year via PLC time

Staff Recruitment and Retention:

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The district offers incentives for TEA certified teachers.
- The district offers stipends for DLI teachers and other special positions.
- Grade Level Administrators are hired to support teachers at individual grade levels.
- Extensive professional development opportunities

School Organization:

- Quality Curriculum and resources
- New teacher support
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus

Technology:

- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Poor communication between the school and parents.	Parents are often cautious in approaching the school/teachers due to a language barrier and lack of understanding of school processes.
2 ★	Many students are tardy in the morning and to classes throughout the day.	Lack of parent understanding the importance of being on time to school and lack of accountability from the school.
3 ★	School uniform requirements were not met by many students.	Families do not always have the means to provide uniforms.
4 ★	Poor reception and infrastructure in the area.	The area is rural and under developed.
5 ★	Students struggle learning due to social and emotional concerns at home and at school.	Lack of support at home and availability of outside counseling support.

6 ★	There are multiple discipline issues in the classroom.	The campus has many J1 and international teachers. They struggle adapting to teaching in the US and often lack the ability to implement clear and consistent classroom expectations.
7 ★	Teachers absent rate is high.	Teacher burn-out
8 ★	Parents indicated there was poor communication between teachers and school administration and home.	Many families do not have access to email and miss much of the Charter and Campus communication.
9 ★	It has been challenging to get parent volunteers into the school .	Parents struggle with the volunteer application process and are fearful because some are immigrants.

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Perceptions

Summary

Family and Community Engagement:

Parents of ILTexas BG Ramirez students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and several Coffee With the Principal meetings, and career day featuring community members, and a big end of year celebration. In addition, the campus held many events to celebrate the international community. We have e hosted Bingo nights with a fantastic participation. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

It is our goal at IL Texas BG Ramirez K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a police officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities. Activities include athletic teams, fine arts, clubs, leadership opportunities and school community activities. The local sheriff's department, fire department, and community and intercultural organizations often visit and participate in school activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc.

ILTexas BG Ramirez strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Bingo
- Career Day with community volunteers
- Black History Celebration
- Hispanic Heritage Celebration
- International Festival
- Lunar New Year Celebration

- Social Media

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents indicated there was poor communication between teachers and school administration and home.	Many families do not have access to email and miss much of the Charter and Campus communication.
2 ★	It has been challenging to get parent volunteers into the school .	Parents struggle with the volunteer application process and are fearful because some are immigrants.
3 ★	Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.	The primary home language is Spanish and parents struggle supporting their scholars academically.
4 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, special education students, gifted and talented students, and emerging bilingual students).	Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
5 ★	There are multiple discipline issues in the classroom.	The campus has many J1 and international teachers. They struggle adapting to teaching in the US and often lack the ability to implement clear and consistent classroom expectations.

6 ★	Teachers absent rate is high.	Teacher burn-out
7 ★	Lack of highly qualified teachers for key positions which resulted in long-term substitutes.	Lack of highly qualified and experienced applicants.
8 ★	Absentee rate is high	Lack of understanding by parents regarding the connection between attendance and academic success.
9 ★	Poor communication between the school and parents.	Parents are often cautious in approaching the school/teachers due to a language barrier and lack of understanding of school processes.
10 ★	Many students are tardy in the morning and to classes throughout the day.	Lack of parent understanding the importance of being on time to school and lack of accountability from the school.
11 ★	School uniform requirements were not met by many students.	Families do not always have the means to provide uniforms.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Special Education students are performing poorly on standardized tests.	General Education Classroom teachers struggle understanding and meeting the IEP Goals.
2 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom.
3 ★	Teachers struggle utilizing data to create differentiated lesson plans and implementation.	Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.
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7 ★	School uniform requirements were not met by many students.	Families do not always have the means to provide uniforms.
8 ★	Parents indicated there was poor communication between teachers and school administration and home.	Many families do not have access to email and miss much of the Charter and Campus communication.
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10 ★	Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.	The primary home language is Spanish and parents struggle supporting their scholars academically.
11 ★	Poor reception and infrastructure in the area.	The area is rural and under developed.
12 ★	Student attendance is low.	Lack of accountability and understanding by parents the importance of being at school.

13 ★	Lack of highly qualified teachers for key positions which resulted in long-term substitutes.	Lack of highly qualified and experienced applicants.
14 ★	There are multiple discipline issues in the classroom.	The campus has many J1 and international teachers. They struggle adapting to teaching in the US and often lack the ability to implement clear and consistent classroom expectations.
15 ★	Teachers absent rate is high.	Teacher burn-out
16 ★	Absentee rate is high	Lack of understanding by parents regarding the connection between attendance and academic success.
17 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, special education students, gifted and talented students, and emerging bilingual students).	Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] Local diagnostic reading assessment data

- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] State-developed online interim assessments
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1 ☑ High Priority

By the end of the 25-26 school year, 65% of students to include all Special Populations (to include SPED, Emergent Bilingual, CTE and ESL students)will receive a rating of Approaches expectations, 15% Meets, and 5% masters on the STAAR for all content areas.

Evaluation Data Source: STAAR Scores

Strategy 1

Students will be provided differentiated instruction in small groups during regular classroom time.

Strategy's Expected Result/Impact: Improved student academic progress

Staff Responsible for Monitoring: Teachers/GLA/Administrator

Funding Sources: Study Materials 211 - Title 1-A, $10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

Provide teachers professional development focusing on differentiated lesson planning and lesson presentation, through hiring presenters, providing books, videos and other resources regarding differentiated lesson planning. Ongoing Coaching & Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Differentiated lessons and improved student academic achievement.

Staff Responsible for Monitoring: GLA, Administrators

Funding Sources: presenters, books, videos, resources 211 - Title 1-A, $5,000, Professional Development CMO 1 FY23, $40,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3

Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.

Strategy's Expected Result/Impact: Improved student academic performance

Staff Responsible for Monitoring: GLA, Administration

Funding Sources: Teachers and tutoring materials 211 - Title 1-A, $30,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 4

Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. CNA and CIP are made available to parents. Provide food/refreshments and study guides for parents.

Strategy's Expected Result/Impact: Parents will understand how to better support students' academics at home and understand the need to partner with the school for their scholar's success.

Staff Responsible for Monitoring: Teachers/GLA/Administration

Funding Sources: staff, food, resources and materials 211 - Title 1-A, $25,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Strategy 5

Provide print and digital learning programs for students which supports reading and math at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities).

Strategy's Expected Result/Impact: Improved student academic performance and teacher monitoring

Staff Responsible for Monitoring: Administration/GLA

Funding Sources: digital learning programs 211 - Title 1-A, $50,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 6

Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, with a focus on EB students and their families.

Strategy's Expected Result/Impact: Improved student academic success and culturally responsive teaching

Staff Responsible for Monitoring: Administration/GLA

Funding Sources: staff, training resources 211 - Title 1-A, $5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 7

By the end of the academic year, students will demonstrate measurable growth in reading proficiency by participating in regular library visits and selecting library books that match their reading levels and interests.

Strategy's Expected Result/Impact: Improved student academic success

Staff Responsible for Monitoring: Administration/Librarian

Funding Sources: Books 211 - Title 1-A, $5,000

Formative Reviews

November	January	May	June

Strategy 8 ☑ Targeted Support Strategy

Provide instructional materials for students with particular attention to ELLs in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including TEKs Ready, STAAR Master, Measuring UP, MAP, etc.)

Strategy's Expected Result/Impact: Increased student academic achievement

Staff Responsible for Monitoring: CAO, Academic Directors, Instructional Technologists, Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists, teachers

Funding Sources: 211 - Title 1-A, $30,000, 263 - Title III, $5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	May	June

Performance Objective 2 ☑ High Priority

By the end of the 2025-26 school year, 65% of students will receive a rating of Approaches expectations, 15% Meets, and 5% masters on the STAAR Math.

Evaluation Data Source: STAAR Math

Strategy 1

Students will be provided differentiated instruction in small groups during regular classroom

time.

Strategy's Expected Result/Impact: Improved student academic progress

Staff Responsible for Monitoring: Teachers/GLA

Funding Sources: staff, PD resources 211 - Title 1-A, $2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.

Strategy's Expected Result/Impact: Improved student academic success

Staff Responsible for Monitoring: Administration

Funding Sources: staff trainers, resources 211 - Title 1-A, $1,500

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3

Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.

Strategy's Expected Result/Impact: Improved student academic performance

Staff Responsible for Monitoring: Administration

Funding Sources: staff and materials 211 - Title 1-A, $50,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 4

Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Provide food/refreshments and study guides for parents.

Strategy's Expected Result/Impact: Parents will gain understanding of school academic expectations.

Staff Responsible for Monitoring: Administrators

Funding Sources: staff, food and refreshments, and study guides 211 - Title 1-A, $2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 5

Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, with a focus on emergent bilingual families.

Strategy's Expected Result/Impact: Culturally Responsive Teaching

Staff Responsible for Monitoring: Administration/GLA

Funding Sources: Training materials for staff 211 - Title 1-A, $500

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 6

Provide digital learning opportunities which support math at school and home, and multiple data monitoring tools. (IXL, iStation, razkids, etc.)

Strategy's Expected Result/Impact: Improved student academic performance

Staff Responsible for Monitoring: Administration

Funding Sources: Digital learning platforms 211 - Title 1-A, $25,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 3 ☑ High Priority

By the end of the 2025-26 school year, 75% of students will be reading at or above grade level or show one year's worth of growth.

Evaluation Data Source: Istation, mClass

Strategy 1

Students will be provided differentiated instruction in small groups during regular classroom time to focus on leveled reading. Provide leveled readers in English and Spanish

Strategy's Expected Result/Impact: Improved student academic progress

Staff Responsible for Monitoring: GLA/Administrators

Funding Sources: Leveled readers in Spanish and English 211 - Title 1-A, $2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

Provide teachers with professional development in basic reading instruction, progress monitoring in reading, and creating leveled reading groups.

Strategy's Expected Result/Impact: Improved student academic progress

Staff Responsible for Monitoring: Administration/GLA

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3

Provide before school, during school, after school, and Saturday tutorials students opportunities for enrichment, remediation and intervention.

Strategy's Expected Result/Impact: Improved student academic progress

Staff Responsible for Monitoring: Administrators

Funding Sources: staff for tutorials 211 - Title 1-A, $30,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 4

Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Provide food, refreshments and child care.

Strategy's Expected Result/Impact: Improved student academic success and parent-school relationships

Staff Responsible for Monitoring: Administration

Funding Sources: Staff, refreshments, food, resources (handouts) 211 - Title 1-A, $10,000

Formative Reviews

November	January	May	June

Strategy 5

Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, with a focus on Emergent Bilingual students. Provide resource materials for staff.

Strategy's Expected Result/Impact: improved staff understanding of the population served and increased student academic achievement.

Staff Responsible for Monitoring: Administration

Funding Sources: Resources for teachers 211 - Title 1-A, $2,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 6

Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities.

Strategy's Expected Result/Impact: Improved student academic achievement

Staff Responsible for Monitoring: Administration/GLA/teachers

Funding Sources: Digital Learning Platforms 211 - Title 1-A, $50,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 4 ✅ High Priority

By the end of the 2025-26 school year, the percentage of special education students performing at the approaches level on STAAR in reading and math will increase by 5%.

Evaluation Data Source: STAAR

Strategy 1

Provide training to general education classroom teachers in interpreting the IEP and how to support students in the inclusive classroom.

Strategy's Expected Result/Impact: More confident teachers in working with special needs students and higher student academic performance

Staff Responsible for Monitoring: Administration/Special Education Coordinator

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

Students will be provided small group instruction during regular classroom time.

Strategy's Expected Result/Impact: Improved student academic progress

Staff Responsible for Monitoring: classroom teacher/GLA

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3

Provide teachers professional development on how to differentiate lesson planning, co-teaching, and lesson presentation. Hire presenters, provide books, videos, and other resources.

Strategy's Expected Result/Impact: Improved teacher understanding, improved student academic succuss

Staff Responsible for Monitoring: Administration, Special Education Coordinator

Funding Sources: Materials and resources for teachers 211 - Title 1-A, $2,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By the end of the 2025-26 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social and emotional health of our students with a focus on safety.

Evaluation Data Source: Rhithm Insight reports and assessments

Strategy 1

Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limited to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety, and addressing the social emotional health of our students) to improve students' readiness to learn.

Strategy's Expected Result/Impact: Improved socio-emotional health of students resulting in improved student readiness to learn

Staff Responsible for Monitoring: Administrators/Counselors

Funding Sources: Rhithm and other programs to support socio-emotional needs of students 211 - Title 1-A, $20,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1 ☑ High Priority

By the end of the 2025-26 school year, all students will demonstrate an increase of a minimum of one sub-level, in Spanish and Chinese based on the ACTFL proficiency guidelines.

Evaluation Data Source: AAPPL

Strategy 1

Students will be provided differentiated instruction in small groups during regular classroom time.

Strategy's Expected Result/Impact: Improved academic progress in language acquisition

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books, videos, and other resources to language teachers.

Strategy's Expected Result/Impact: Improved student language acquisition

Staff Responsible for Monitoring: Teachers/Administrators

Formative Reviews

November	January	May	June

Strategy 3

Provide teachers professional development in classroom management.

Strategy's Expected Result/Impact: Lower discipline referrals and classroom incidents resulting in improved student language acquisition.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 4

Provide digital learning platforms for students which supports language acquisition at home and in the classroom.

Strategy's Expected Result/Impact: Improved student language acquisition and academic success.

Staff Responsible for Monitoring: teacher

Funding Sources: Digital Learning Platforms for language acquisition 211 - Title 1-A, $25,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 5

Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. Provide presenters and student materials for staff.

Strategy's Expected Result/Impact: Improved student academic performance

Staff Responsible for Monitoring: Administration

Funding Sources: presenters and staff resources 211 - Title 1-A, $3,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 6

Provide DLI support through the DLI Instructional Coach, providing professional development targeting DLI instruction by hiring specialists, providing book studies and other supporting materials.

Strategy's Expected Result/Impact: Improved language acquisition

Staff Responsible for Monitoring: Administration

Funding Sources: Instructional Coaches 211 - Title 1-A, $60,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 2 ☑ High Priority

By the end of 2025-26 school year, 100% of students, by grade level, will have participated in and completed the Others Before Self Project

Evaluation Data Source: OBS project evaluation

Strategy 1

Provide teachers with guidance in assisting students when determining, planning, and creating the OBS project.

Strategy's Expected Result/Impact: Quality OBS Projects

Staff Responsible for Monitoring: Administration/GLA/teacher

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Performance Objective 3 ☑ High Priority

By the end of 2025-26 school year, 95% of fine arts students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Source: Report Card / Progress Reports

Strategy 1

Provide training to all FA teachers in the TEKS for their teaching assignment

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Goal 3

By the end of the 24-25 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 22-23 (will update in August).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By the end of the 2025-26 school year, BG Ramirez will retain 75% of teachers, an increase from 45% achieved in the previous year.

Evaluation Data Source: Inhouse data based on teacher retention percentage.

Strategy 1

Publicly recognize accomplishments of staff.

Strategy's Expected Result/Impact: Higher teacher morale and retention

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Strategy 2

100% of new to IL Texas and New to the profession teachers will be assigned a mentor teacher.

Strategy's Expected Result/Impact: confident teachers and higher student academic success

Staff Responsible for Monitoring: Administration

Funding Sources: mentor teachers 211 - Title 1-A, $5,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Strategy 3

Provide 1:1 instructional coaching to all teachers who are struggling.

Strategy's Expected Result/Impact: Greater teacher retention

Staff Responsible for Monitoring: Administration

Funding Sources: Instructional Coaches 211 - Title 1-A, $65,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 4

Provide opportunities to observe peer teachers.

Strategy's Expected Result/Impact: Teachers will learn from their peers resulting in student improved academic performance

Staff Responsible for Monitoring: Administration/GLA

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 5

Create a group for new to IL Texas teachers and NTP teachers and meet twice a month to create teams, build trust and culture.

Strategy's Expected Result/Impact: Teachers will feel supported and desire to remain at BG Ramirez

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Committees

Committees

2024-2025 Campus Site-Based Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 15, 2025 @ 8:30 AM	Cafeteria	Site base planning-Sign In Sheet.pdf	Campus Planning.pdf

Members

First Name	Last Name	Position	Committee Role
Andrea	Sanchez	parent	Parent
Isabel	Castro	parent	Parent
Marwa	Shahin	Teacher	Classroom Teacher
Jessica	Flores-Moreno	Receptionist	Paraprofessional
Sonya Arias	Arias-Moscoso	teacher	Classroom Teacher
Cristina	Sarabia	para professional	Paraprofessional
Maria	Gonzales	community member	Community Representative
Davila	Villara	parent	Parent
Isabel	Castro	community member	Community Representative
Mireya	Lopez	parent	Parent
Cherron	Vespry	assistant principal	Administrator

4th Communication
- information

COMMITTEE INPUT

- Academics
- Teachers
- Socio-emotional support
- Parent Education
- Parental Involvement

This is an opportunity for the committee to share ideas for the CIP. With the committee focus on Parent Education and Parental involvement ideas.

Receptionist

PTO

uniform

- communication - buses specifically
-

pictures

Thank you

setting up mtg - absences - subs
Ollison

District Goal #3

BY THE END OF THE 25-26 SCHOOL YEAR, AT LEAST 75% OF STUDENTS GRADUATE MEETING THEIR LANGUAGE GOALS (STUDENTS ENROLLED AT ILTEXAS 7 YEARS OR MORE ARE AT INTERMEDIATE OR ABOVE), 95% OF STUDENTS WILL HAVE COMPLETED THEIR SERVICE HOUR REQUIREMENTS AND 75 % OF GRADUATES WILL HAVE MET THEIR INTERACTIVE HEALTH TECHNOLOGY GOALS.

- Campus Objective #1: Teacher retention goal
  - Strategies

District Goal #3 focuses on teacher retention.
Our campus objectives and strategies will focus on keeping our teachers from year to year.

District Goal #2:
BY THE END OF THE 25-26 SCHOOL YEAR, AT LEAST 75% OF STUDENTS GRADUATE MEETING THEIR LANGUAGE GOALS (STUDENTS ENROLLED AT ILTEXAS 7 YEARS OR MORE ARE AT INTERMEDIATE OR ABOVE), 95% OF STUDENTS WILL HAVE COMPLETED THEIR SERVICE HOUR REQUIREMENTS AND 75 % OF GRADUATES WILL HAVE MET THEIR INTERACTIVE HEALTH TECHNOLOGY GOALS.

- Campus Objective #1: ACTFL Language Goal
  - Strategies
- Campus Objective #2: Service Learning Goal
  - Strategies

District Goal #2 focuses on language improvement and service learning (OBS) – How are our students progressing in Spanish and Chinese?
We set goals and strategies for our Service Learning/OBS projects.

District Goal #1:

BY THE END OF THE 25-26 SCHOOL YEAR, 85% OF ILTEXAS CAMPUSES WILL RECEIVE AN OVERALL RATING OF C OR HIGHER FOR THEIR STATEWIDE ACCOUNTABILITY RATING, AN INCREASE FROM 75% ACHIEVING A C OR HIGHER THE PREVIOUS YEAR.

- Campus Objective #1: Reading Goal
  - Strategies
- Campus Objective #2: Math Goal
  - Strategies
- Campus Objective #3: Science and Social Studies Goal
  - Strategies
- Campus Objective #4: Socio-emotional Goal
  - Strategies

Explain that we are still waiting on the state data.

Campus goals are actually called objectives. District Goal #1 focuses on academics. We write between 1 and 10 objectives for each campus goal. We focus on Reading, Math, Sci & SS, and socio-emotional health to help raise student academics. For each Objective (campus goal) we write several strategies to help reach the goal.

DISTRICT GOALS CONTINUED

- Goal #3

  By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

DISTRICT GOALS

- Goal #1:

  By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

- Goal #2:

  By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Explain that campus goals are aligned with district goals. Share the district goals.

ACADEMIC DATA

- STAAR Data – Grades 3rd – 8th
- Map Testing
- Reading Data

Perceptual

What data we use when building our CIP

BG RAMIREZ DEMOGRAPHICS

ELEMENTARY SCHOOL

- Population: 888
- Female: 51%
- Male: 49%
- Ethnicity:
  - Hispanic/Latino 95%
  - African American 1%
  - White 2%
- Economically Disadvantaged 95%

MIDDLE SCHOOL

- Population: 418
- Female: 55%
- Male: 45%
- Ethnicity:
  - Hispanic/Latino 97%
  - African American 2%
  - White 1%
- Economically Disadvantaged 95%

CAMPUS IMPROVEMENT PLAN (CIP)

- The CIP is your school's Campus Improvement Plan and includes:
  - A Needs Assessment and Summary of Data
  - Goals and Strategies to address academic needs of students to support student growth
  - Goals and Strategies to address socio-emotional needs of students
  - Professional Development Needs
  - Coordination of Resources/Comprehensive Budget
  - Parent Involvement Strategies
- You, as parents, have the right to be involved in the development of this plan.

This is a brief summary of the CIP to share with parents

TITLE I

Being a Title I school means receiving federal funding to supplement the school's existing programs. These dollars are used for:

- Identifying students experiencing academic difficulties and providing timely assistance to help these student's meet the State's challenging content standards.
- Purchasing supplemental staff/programs/materials/supplies
- Conducting parental Involvement meetings/trainings/activities
- Recruiting/Hiring/Retaining Effective Teachers

This just helps parents understand where some of the funding comes from. For BGR we are 96% eco dis, so this is big for us.

CAMPUS PLANNING AND DECISION MAKING TEAM

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

Explain the purpose of the SBPC

IL TEXAS MISSION

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在于培养学生在国际社会中卓越的领导才能。
我们强调学生在熟练掌握英语，西班牙语和中文的前提下
加强奉献式的领导精神及身体，头脑和品德的锻炼。

AGENDA

- II Texas Mission
- Definition of Site Based Planning Committee
- Title I Definition
- Campus Improvement Plan
- Campus Demographics
- Campus Academics
- District Goals
- Campus Improvement Plan/Objectives
- Committee Input
- Q & A

BG RAMIREZ K-8

CAMPUS PLANNING AND DECISION MAKING COMMITTEE MEETING

MAY 14, 2025

BG RAMRIEZ – SITE BASED PLANNING COMMITTEE MEETING --- May 15, 2025

Name	Student	Grade	phone	Email
Carmina Garcia	3rd 5th Kinder		8325796721	karmgarcia27@gmail.com
	Andres Carlos Jimena			
(Teacher retention)				

Parent

BG RAMRIEZ – SITE BASED PLANNING COMMITTEE MEETING --- May 15, 2025

Name	Student	Grade	phone	Email	
Maria Sanchez Corte	Nathan & Genesis	4/3	8323809680	manav.sanchezcortes1516@gmail.com	Parent
Erika Arechiga	Itzayana Cornejo	6	909-637 1865	vanessa8940@gmail.com	Parent
Gladis Quirez	Bryan Figueroa	4	832-332-0966	gladis_quiros@hotmail.com	Parent
** Martha Chong	Angel Pegueros	3	832-249-0391	Yiki80@mail.com.	Parent ** (Espanol)
Silvia Alvarez	Ashlyn Diaz	5	832-872 3644	diazsilvia309@gmail.com	Parent
Suyaba Mejia	Axel – Scarlet – Oregon	2-6	832 630 8254		Parent
Shawn Ollison		6-8	817-881-138	sollison@11texas.org	Admin

BG RAMRIEZ – SITE BASED PLANNING COMMITTEE MEETING --- May 15, 2025

Name	Student	Grade	phone	Email	
Joenae Horhn	Principal		281-731-9850	jhorhn@iltexas.org	Admin
Iris cruz		6	832 883587		Parent
Esperanza Ramirez	Cynthia Ramz Wendy Ram Guadal Ram	6,5,1	8322664261	ramirezesperanza507@gmail.com	Parent
Melissa Melendez	Aram & Eliet Navarro-Matiz	K, 2	832-814-5194	mel42980@hotmail.com	Parent
Karla I. Figueroa	Daniana Figueroa/Mara	6, Prek	832 722 2301	figueroa.karla.i@hotmail.com	Parent
Isabel R. Castro	Gosha. Castro	4	832-715-6462		Com. Member
Andrea Sanchez	Leonardo Zaza 8/6/4		832-508-0037	andyjose253173@gmail.com	Business
Shirley M. Galindo	Yoandry Ortega	1st	832-571 0720	Shirleygalindo940@gmail.com	Parent