

International Leadership of Texas



BG Ramirez Middle

2025-2026 Campus Improvement Plan

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, mastering the English, Spanish, 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 environment of learning, respect and inclusion, and to support ethnic, racial, religious and soci-economic diversity among all the consituencies 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 environment of learning, respect and inclusion, and to support ethnic, racial, religious and soci-economic diversity among all the consituencies of the school.

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas BG Ramirez Middle School serves a diverse population of approximately 446 students in grades 6-8. The school gender percentages are 51% female and 49% male. Our teacher to student ratio is approximately 1:25 per classroom. Students attending ILTexas BG Ramirez Middle 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 Black - African American, and White.

- Hispanic-Latino - 96%%
- Black - African American - 1%
- White - 1%

ILTexas BG Ramirez Middle School population is 82% Emergent Bilingual students and 91% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Emergent Bilingual students.

ILTexas BG Ramirez Middle 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 Middle 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 Middle 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.
2 ★	Poor reception and infrastructure in the area.	The area is rural and undeveloped
3 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged 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.	The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.
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



Parents are unable to support their scholars at home.

Most parents do not understand English and are unable to support their students academically at home.

8



Parents are hesitant to volunteer in the school

Parents are hesitant to volunteer in the school due to language barriers, being immigrants, and lack of understanding of the school systems.

 = 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 School showed growth in some areas based on the preliminary STAAR projections. Areas to focus for the 2024-25 school year will be supporting our high number of Emergent Bilingual students in all grades and subjects.

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 gauge mastery learning
- Data Days are set aside for teachers 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, 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.	The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.
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.

Lack of 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. Root Cause Lack of qualified applicants.

Lack of qualified applicants.

9
★

Absentee rate is high

Lack of understanding by parents 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.

11
★

Poor reception and infrastructure in the area.

The area is rural and undeveloped

12



Discipline processes were not clearly aligned throughout the campus.

Need for more PD for J1 and international teachers regarding school discipline expectations and follow-through.

13



Many students are tardy in the morning and to classes throughout the day.

Lack of clear expectations and accountability.

14



Parents indicated there was poor communication between teachers and school administration and home.

Language is often a barrier

15



Parents are hesitant to volunteer in the school.

Parents are hesitant to volunteer in the school due to language barriers, being immigrants, and lack of understanding of the school systems.

16



Teachers often struggle with discipline and understanding differences between cultures.

The campus employs many J1 and other international teachers who struggle adapting to the school culture in the United States.

 = 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.

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 ★	Discipline processes were not clearly aligned throughout the campus.	Need for more PD for J1 and international teachers regarding school discipline expectations and follow-through.
2 ★	Poor communication between the school and parents.	Lack of clear expectations regarding teacher-parent communication.
3 ★	Many students are tardy in the morning and to classes throughout the day.	Lack of clear expectations and accountability.
4 ★	School uniform requirements were not met by many students.	Students were not held accountable for wearing required uniforms.
5 ★	Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.	The primary home language is Spanish.

6
★

Poor reception and infrastructure in the area.

The area is rural and undeveloped

7
★

Emergent Bilingual students are scoring low on state assessments.

Teachers struggle meeting the diverse needs of students in the classroom.

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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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There are multiple discipline issues in the classroom.

Lack of clear and consistent classroom expectations.

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Teachers absent rate is high.

Teacher burn-out

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Lack of highly qualified teachers for key positions which resulted in long-term substitutes. Root Cause Lack of qualified applicants.

Lack of qualified applicants.

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Absentee rate is high

Lack of understanding by parents the connection between attendance and academic success.

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Parents indicated there was poor communication between teachers and school administration and home.

Language is often a barrier

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Parents are hesitant to volunteer in the school.

Parents are hesitant to volunteer in the school due to language barriers, being immigrants, and lack of understanding of the school systems.

 = Priority

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. 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
- 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.	Language is often a barrier
2 ★	Parents are hesitant to volunteer in the school.	Parents are hesitant to volunteer in the school due to language barriers, being immigrants, and lack of understanding of the school systems.
3 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged 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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Students were not held accountable for wearing required uniforms.

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Priority Problem Statements

Problem Statement

Root Cause

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= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- 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 2025-26 school year, 30% of students will perform at the approaches level, 30% will perform at the meets level, and 10% will perform at the masters level of achievement on STAAR for all content areas.

Evaluation Data Source: STAAR

Strategy 1

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

Strategy's Expected Result/Impact: Improved academic achievement

Staff Responsible for Monitoring: Administration/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 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 contracted contractors 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: Improved student academic progress

Staff Responsible for Monitoring: Administrators

Funding Sources: Professional Development/ Contracted Services CMO 1 FY23, \$300,000, presenter, resources 211 - Title 1-A, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals, 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 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 for tutorials, materials for teaching 211 - Title 1-A, \$30,000

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 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: Improved parental support and understanding which will result in improved student academic achievement

Staff Responsible for Monitoring: Administration

Funding Sources: Staff to support parent classes, materials and resources 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 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

Staff Responsible for Monitoring: Administration

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 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: presenters, teacher materials and resources 211 - Title 1-A, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals, 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 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: Librarian/Administration

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 in Reading/ILA, Social Studies, Math, Science and Fine Arts to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

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

Staff Responsible for Monitoring: Administrators, GLAs, ICs, and teachers

Funding Sources: supplies CMO 1 FY23, \$130,000, Supplies 211 - Title 1-A, \$15,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 2 High Priority

By the end of the 2025-26 school year, 40% of all ILTexas BG Ramirez students will perform at the approaches level, 20% at the meets level, and 8% at the Masters level of achievement on STAAR Math .

Evaluation Data Source: STAAR

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: Administration/GLA/teachers

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

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

Staff Responsible for Monitoring: Administration

Funding Sources: presenters, 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 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 for tutoring 211 - Title 1-A, \$30,000

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. Comprehensive Needs Assessment and CIP are made available to parents. provide food/refreshments, child care, and study guides for parents.

Strategy's Expected Result/Impact: Greater parent understanding of school academic expectations

Staff Responsible for Monitoring: Administration/GLA/Teachers

Funding Sources: staff for parent education classes, resources, food, child care 211 - Title 1-A, \$10,000

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

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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.

Strategy's Expected Result/Impact: Culturally responsive teacher and improved student academic performance

Staff Responsible for Monitoring: Administration/Counselors

Funding Sources: presenter, teacher resources 211 - Title 1-A, \$2,500

TEA Priorities: Improve low-performing schools

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

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Strategy 6

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

Strategy's Expected Result/Impact: Improved Academic Performance.

Staff Responsible for Monitoring: Administration/GLA/Teacher

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

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Performance Objective 3

By the end of the 2025-26 school year, IL Texas BG Ramirez Middle School students enrolled in the Special Education program will maintain a Meets achievement standard at a 5% rate for Math and a 5% rate for English Language Arts and Reading state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

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: Administration/GLA/teachers

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

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

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

Staff Responsible for Monitoring: Administration

Funding Sources: presenters, 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 5: Effective Instruction

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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 for tutoring 211 - Title 1-A, \$30,000

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

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Strategy 4

Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment and CIP are made available to parents. provide food/refreshments, child care, and study guides for parents.

Strategy's Expected Result/Impact: Greater parent understanding of school academic expectations

Staff Responsible for Monitoring: Administration/GLA/Teachers

Funding Sources: staff for parent education classes, resources, food, child care 211 - Title 1-A, \$10,000

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

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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.

Strategy's Expected Result/Impact: Culturally responsive teacher and improved student academic performance

Staff Responsible for Monitoring: Administration/Counselors

Funding Sources: presenter, teacher resources 211 - Title 1-A, \$2,500

TEA Priorities: Improve low-performing schools

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

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Strategy 6

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

Strategy's Expected Result/Impact: Improved Academic Performance.

Staff Responsible for Monitoring: Administration/GLA/Teacher

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

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Performance Objective 4

By the end of the 2025-2026 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 emotional health of our students with a focus on safety.

Evaluation Data Source: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1

Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed, AIM for success) 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: Improve learning readiness as measured by Rhithm

Staff Responsible for Monitoring: Counselors/AP/teachers

Funding Sources: Rhithm and resources 211 - Title 1-A, \$20,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Provide parent education classes to support parents in working with students at home and supporting social-emotional health and with social media understanding.

Strategy's Expected Result/Impact: Improved parent understanding and increased parent-school relationships

Staff Responsible for Monitoring: Administration/Counselors

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Performance Objective 5 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. (2023-24 results:)

Evaluation Data Source: Istation
STAAR

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: Administration/GLA/teachers

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

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

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

Staff Responsible for Monitoring: Administration

Funding Sources: presenters, 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 5: Effective Instruction

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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 for tutoring 211 - Title 1-A, \$30,000

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

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Strategy 4

Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment and CIP are made available to parents. provide food/refreshments, child care, and study guides for parents.

Strategy's Expected Result/Impact: Greater parent understanding of school academic expectations

Staff Responsible for Monitoring: Administration/GLA/Teachers

Funding Sources: staff for parent education classes, resources, food, child care 211 - Title 1-A, \$10,000

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

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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.

Strategy's Expected Result/Impact: Culturally responsive teacher and improved student academic performance

Staff Responsible for Monitoring: Administration/Counselors

Funding Sources: presenter, teacher resources 211 - Title 1-A, \$2,500

TEA Priorities: Improve low-performing schools

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

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Strategy 6

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

Strategy's Expected Result/Impact: Improved Academic Performance.

Staff Responsible for Monitoring: Administration/GLA/Teacher

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

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Strategy 7

Provide teachers with training on completing running records on students.

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

Staff Responsible for Monitoring: Teacher

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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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

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. (24-25 growth results were:)

Evaluation Data Source: AAPPL and ACTFL rating.

Strategy 1

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

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

Staff Responsible for Monitoring: teacher

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

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

Staff Responsible for Monitoring: Administration

Funding Sources: presenters, resources 211 - Title 1-A, \$2,000

TEA Priorities: Improve low-performing schools

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

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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 for tutorials, materials for teaching 211 - Title 1-A, \$30,000

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Provide 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

Staff Responsible for Monitoring: Administration

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

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Strategy 5

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: presenters, teacher materials and resources 211 - Title 1-A, \$5,000

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

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

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Performance Objective 2

By the end of 2025-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Source: 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: Teacher

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

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

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Performance Objective 3

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

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: Administrators/GLA/teachers

TEA Priorities: Improve low-performing schools

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

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Goal 3

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

Performance Objective 1

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. (2024-25 retention rate:)

Evaluation Data Source: District Data

Strategy 1

Publicly recognize accomplishments of all staff.

Strategy's Expected Result/Impact: Higher teacher 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

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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: Teacher retention/confident teachers

Staff Responsible for Monitoring: Administration

Funding Sources: staff for mentor teachers 211 - Title 1-A, \$10,000

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

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Strategy 3

Instructional Coaching for all staff, focused on struggling teachers

Strategy's Expected Result/Impact: Greater teacher success 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, Lever 5: Effective Instruction

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Strategy 4

Provide specific differentiated teacher training to support teachers in their areas of need.

Strategy's Expected Result/Impact: Supported teachers/increased teacher 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, Lever 5: Effective Instruction

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Strategy 5

Provide opportunities for teachers to observe peers

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

Staff Responsible for Monitoring: Administration/GLA

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 6

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 teacher retention

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

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

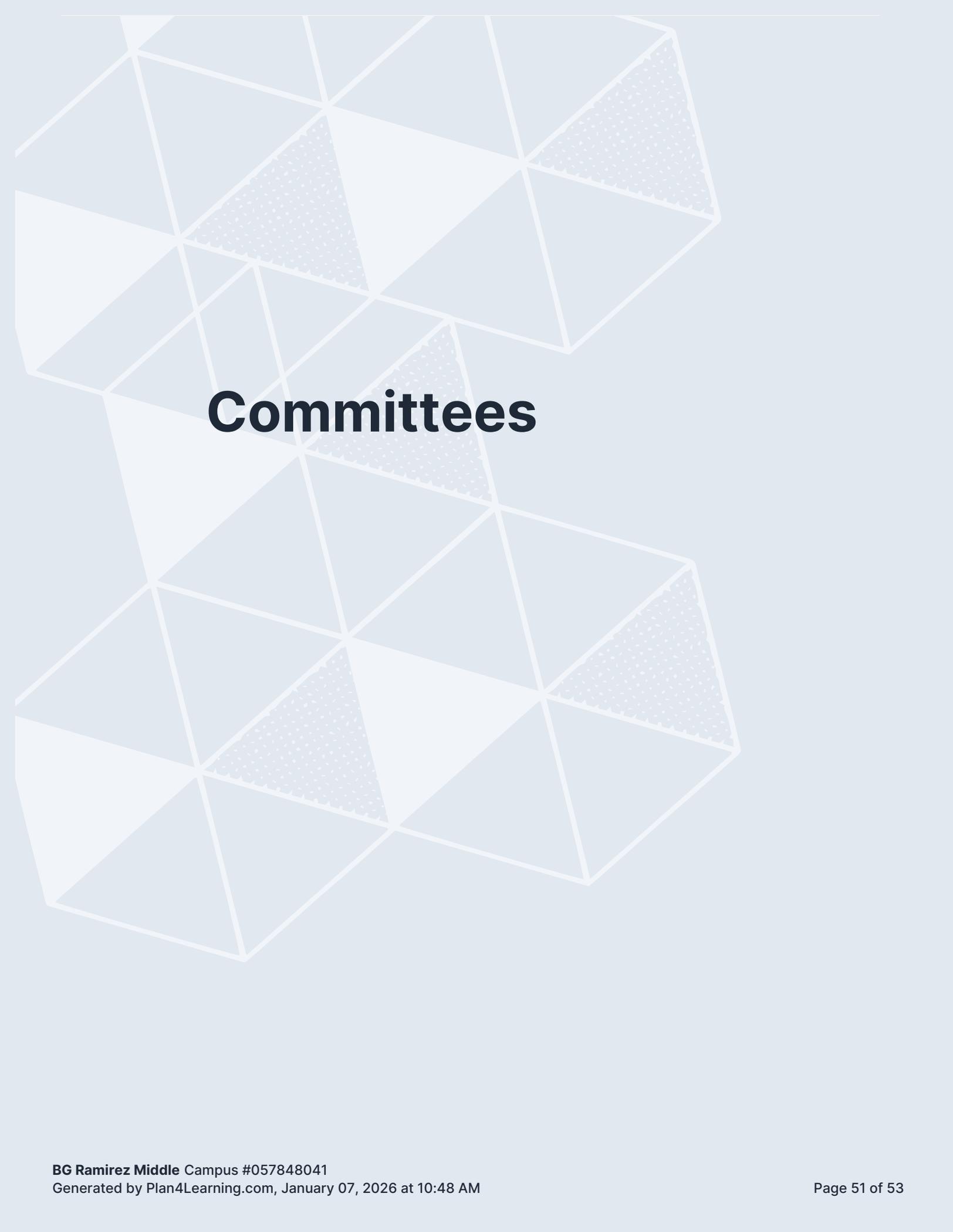
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Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 15, 2025 @ 8:30 AM	BGR Cafeteria	CIP Sign-in May 15, 2025.pdf	SBPC agenda and minutes 2025-2026.pdf

Members

First Name	Last Name	Position	Committee Role
LaTonya	Stewart	Sped Teacher	Special Education Representative
Mark	McGee	IT	Technical Assistance Provider
Kimberly	Jameson	Librarian	Pupil Services
Andrea	Tapia	Para	Para
Cristina	Sarabia	Para	Para
Mireya	Lopez	Parent	Parent
Isabel	Castro	Community Member	Community Member
Andrea	Sanchez	Parent	Parent
Wilhelmh	Ojeda	Assistant Principal	Administrator

2024-2025 Campus Site-Based Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 14, 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
Yalena	Gamero	Teacher	Classroom Teacher
Mimi	Ferguson	Teacher/GLA	Classroom Teacher
Mireya	Lopez	business representative	Business Representative
Mayra	Casso	parent	Parent
Almita	PTO	community member	Community Representative
Cristina	Sarabia	para professional	Paraprofessional
Andrea	Tapia	para professional	Paraprofessional
Cherron	Vespry-Green	Assistant Principal	Administrator
Edgardo	Figueroa	Assistant Principal	Administrator
Jason	Clark	assistant principal	Administrator
Sheri	Hawthorn	Principal	Administrator

BIG ROCKS/BRES

THE APPROACH

The approach is to align with the needs of the schools and systems, provide customized learning opportunities, and engage in side-by-side weekly or bi-weekly coaching to support successful implementation of the Big Rock systems that drive transformational impact.

The model is collaborative, vision aligned, metrics-based, and grounded in research-based practices.

THE PROCESS

The programs follow three components of the BRES Process:

1. SYSTEMS CREATION

Collaboratively design/revise all documents school leadership teams use during the coaching & implementation process (rubrics, coaching guides, exemplars, progress to goals trackers, etc.) to ensure successful implementation of the big rocks.

2. PROFESSIONAL DEVELOPMENT

Deliver engaging, practice-based professional development sessions. School leadership teams walk out with systems created to begin successful implementation of the big rocks.

3. COACHING & IMPLEMENTATION

Weekly coaching alongside school leadership teams to achieve project goals and build leadership capacity. The coaching is metrics-based and the weekly cadence ensures accountability to successful implementation.

HOW IT WORKS

Step 1: Discovery

Bres works in collaboration with leadership to determine the Big Rock(s) that will drive the strongest impact in the school or system, and the order in which we need to prioritize them.

Step 2: Systems Creation and Alignment

A year-long or multi-year program is aligned to campus unique goals, whether they are to improve student culture and engagement, to strengthen curriculum implementation, to develop observation and feedback practice, to conduct more accurate data analysis and design reteach, or to improve any other Big Rock instructional focus areas.

Create customized systems solutions that bring together campus vision with proven practices, ensuring that supports don't require campus teams to adopt something entirely new, unless they want to.

Step 3: Coaching and Implementation

After the plan has been created, the campus receives a metrics-based coaching with intimate professional development experiences customized to the leadership team. BRES works arm-in-arm with the leadership team weekly or every other week for a full or half day, offers coaching and an extension of the leadership team.

BRES works side-by-side observing classrooms, reviewing data, or leads planning meetings. Resources and real-time coaching to administrators is provided.

BIG ROCKS

1. Big Rock Prioritization & Implementation
 - a. Leaders build and align calendars to ensure time is spent on the big rock priorities that drive student achievement.
 - b. Prioritizing teacher development and support
 - c. Promoting engaging and joyful academic culture
2. Student Culture
 - a. Developing engaging student experience through the creation of inclusive and rigorous classroom environments.
 - b. Fostering positive and equitable student culture in community areas.
 - c. Improving discipline systems for increased equity.
3. Data Driven Instruction
 - a. Building the capacity of Instructional team members to plan and execute data meetings.
 - b. Planning for the needs of diverse learners, learning acceleration, maximizing student access to grade-appropriate content, just in time interventions, and differentiated learning strategies that drive student achievement.

4. Classroom Rigor

- a. Building the capacity of instructional team members to foster rigorous curriculum.
- b. Implementing instructional materials through the implementation of leadership planning (PLC)
- c. Support through development of systems for curriculum implementation, state standards analysis, rigorous lesson planning.

5. Observation and Feedback

- a. Building capacity of leadership team members to plan and execute classroom observations and feedback conferences.
- b. Building leadership and teachers that drive improvements in instructional practice.
- c. Encouraging leaders who foster strong, trusting, collaborative relationships that increase teacher engagement and investment.

6. Additional Instructional Systems

- a. Building a variety of customized instructional systems and professional development experiences custom-made for district and school leadership teams.
- b. Encouraging stakeholders to support implementation of teaching and learning, school leadership, operational or human capital systems.

Sparring and Norming Process: Management & Rigor Walks

Handwritten initials and a checkmark.

I. Lesson Observation & Data Collection

<p><i>Outside the Classroom:</i> record teacher, grade/subject. Record electronically, in a notebook, directly on the school/district trajectory of actions steps document, etc...</p>	
<p>STEPS</p> <ol style="list-style-type: none"> 1. <i>during the first minute:</i> <ul style="list-style-type: none"> o enter the classroom, find a place to stand and count the number of students o record the number of students and start of observation time, beginning on the second minute o norm with observers on number of students and beginning of observation time 2. <i>starting on the second minute:</i> † <ul style="list-style-type: none"> o compute number of students on-task learning (with time stamp) for the duration of one minute. Record evidence of off-task students. <u>Example:</u> [At 1:25, 16 of 20 (80%) silently tracking teacher as she walks through the four steps to long division – girl with red shirt in back playing with eraser, two boys in back table talking and girl in front row with grey sweatshirt had head on desk] 3. <i>during minutes three through 10:</i> * <ul style="list-style-type: none"> o notate teacher statements and actions (with time stamps) on execution of the <i>classroom management hierarchy</i>: <ol style="list-style-type: none"> 1. state expectation 2. radar / scan 3. narrate positive 4. proximity 5. quiet redirection / encouragement <u>Example:</u> [At 1:27 teacher stated, “Giselle tracking board, nice work.”] 	<p>STEPS</p> <ol style="list-style-type: none"> 1. <i>during minutes three through 10:</i> <ul style="list-style-type: none"> o record <i>learning objective</i> (LO) and collect <i>exit ticket</i> (ET), and TEKS for observed subject o take literal notes by recording objective evidence of lesson execution (with time stamps, teacher and student statements and actions). <u>Example:</u> [At 1:26, “The second step of the four to long division is...,” teacher completes an I DO of the four steps of long division while simultaneously pointing to anchor chart with exemplar for each step. I DO ends at 1:31] o collect artifacts or take photos of major lesson components. <u>Example:</u> [WE DO or YOU DO worksheets or computer screenshots, AggMo exemplars or data collection sheets, reading passages and questions, etc...]

† before entering the classroom, perform a 2-to-4-minute think aloud on what constitutes, and how to measure, on-task learning:

For the duration of the entire minute:

- o I DO – students tracking teacher at level o voice with feet on floor
- o WE DO – students tracking peers talking, students discussing content, students writing and/or typing, etc...
- o YOU DO – writing implement moving on paper, eyes on computer – evidence of scrolling screen and fingers typing, evidence of work completed, etc...

* record data for an additional minute, as needed (ie. teacher and students transition from one lesson component / subject to the next)



Sparring and Norming Process: Management & Rigor Walks

II. Sparring & Norming of Highest Leverage Management AND Rigor Teacher Actions

<i>Outside the Classroom: frame using the school/district trajectory of action steps document</i>	
<p>STEPS</p> <ol style="list-style-type: none"> 1. ASK group, “What are some strengths on the school/district trajectory of action steps document, either management or rigor, we observed (<i>elicit input from at least 50% of the group</i>)?” 2. SPAR with the group by asking, “Based on data and evidence you recorded while in the classroom, what is the highest leverage management teacher action to upgrade on the school/district trajectory of action steps document (<i>visually display document</i>)?” <u>Key Points to anchor sparring:</u> <ul style="list-style-type: none"> o input elicited from 100% of the group o use data recorded during observation of students on-task learning o name teacher statements and actions on the <i>classroom management hierarchy</i> or teacher statements and actions off of the hierarchy if the district/school has not done student culture with BRES 3. NORM as a group on the highest leverage management teacher action to upgrade ensuring it is: <ul style="list-style-type: none"> o anchored in the school/district trajectory of action steps document o bite-sized o measurable 	<p>STEPS</p> <ol style="list-style-type: none"> 4. SPAR with the group by asking, “Based on data and evidence you recorded while in the classroom, what is the highest leverage rigor teacher action to upgrade on the school/district trajectory of action steps document (<i>visually display document</i>)?” <u>Key Points to anchor sparring:</u> <ul style="list-style-type: none"> o input elicited from 100% of the group o LO and ET discussed o Lead4ward.com utilized to check for alignment and rigor to TEKS and STAAR o literal notes and artifacts of lesson components anchor sparring 5. NORM as a group on the highest leverage rigor teacher action to upgrade ensuring it is: <ul style="list-style-type: none"> o anchored in the school/district trajectory of action steps document o bite-sized o measurable

III. Selecting Highest Leverage Teacher Action: Management OR Rigor

<p>STEPS</p> <ol style="list-style-type: none"> 1. SPAR & NORM with the group by asking, “Based on data and evidence you recorded while in the classroom, the sparring and norming we did to select the highest leverage management and rigor teacher action to upgrade anchored in the school/district trajectory of action steps document, what is the overall highest leverage teacher action to upgrade: management (<i>punch the management teacher action</i>) or the rigor one (<i>punch the rigor teacher action</i>)?” 2. Verbally punch and record management OR rigor highest leverage teacher action to upgrade
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Principal Dr. Sheri Hawthorne

Time	Agenda Item	Notes
8:30-8:40am	Visit Kick Off	Share a win: What is one thing you want to celebrate this week? What moves did you take to make this happen?
8:40-8:45am	Coaching Lineup	What teachers will you be coaching? Subject & Grade? Conference?
8:45-9:00am	Calendaring	Review W 5. Sample Calendar, Observation & Feedback (2).docx What advantages does having this work calendared have on the implementation of O & F for your campus? <ul style="list-style-type: none"> • Check for Observe, Plan Feedback, and Feedback • Observe (Grade/ Teacher) • Plan Feedback (Grade/ Teacher) • Feedback (Grade/ Teacher) Notes:
9:00-11:30am	Calibration Walks	Walk Classrooms using ILTexas: Get Better Faster Scope & Sequence, Identify Action Step, Debrief & Calibrate on Action Steps <ul style="list-style-type: none"> • Preview W 8. Sparring & Norming Process - management & rigor w... • W 4. Classroom Observation Tool (2).docx • W 7. ILTexas get-better-faster-scope-sequence (2) (2).docx
11:30am-12:30pm	Co-Plan Feedback	Co-Plan Feedback Script for 1 Teacher <ul style="list-style-type: none"> • Begin with the End in Mind: W 2. Observation & Feedback Rubric Exemplar (2).docx • Giving Effective Feedback • Coaching Template (springboard)
<i>If time allows</i>	Roleplay	2 Rounds of Roleplay with Feedback Strengths: Opportunities
	W 6. BRES Effective ...	Calendar our work together: <ul style="list-style-type: none"> • Video Feedback & Submit by • Virtual Visit: Co-Score Video using Rubric
Action Items/ Next Steps: <ul style="list-style-type: none"> • Video Feedback & Submit by • Virtual Visit: Co-Score Video using Rubric on... • 		



Sparring and Norming Process: Management & Rigor Walks

I. Lesson Observation & Data Collection

Outside the Classroom: record teacher, grade/subject. Record electronically, in a notebook, directly on the school/district trajectory of actions steps document, etc...

STEPS	STEPS
<p>1. <i>during the first minute:</i></p> <ul style="list-style-type: none"> o enter the classroom, find a place to stand and count the number of students o record the number of students and start of observation time, beginning on the second minute o norm with observers on number of students and beginning of observation time <p>2. <i>starting on the second minute:</i> †</p> <ul style="list-style-type: none"> o compute number of students on-task learning (with time stamp) for the duration of one minute. Record evidence of off-task students. <u>Example:</u> [At 1:25, 16 of 20 (80%) silently tracking teacher as she walks through the four steps to long division – girl with red shirt in back playing with eraser, two boys in back table talking and girl in front row with grey sweatshirt had head on desk] <p>3. <i>during minutes three through 10:</i> *</p> <ul style="list-style-type: none"> o notate teacher statements and actions (with time stamps) on execution of the <i>classroom management hierarchy</i>: <ol style="list-style-type: none"> 1. state expectation 2. radar / scan 3. narrate positive 4. proximity 5. quiet redirection / encouragement <u>Example:</u> [At 1:27 teacher stated, “Giselle tracking board, nice work.”] 	<p>1. <i>during minutes three through 10:</i></p> <ul style="list-style-type: none"> o record <i>learning objective</i> (LO) and collect <i>exit ticket</i> (ET), and TEKS for observed subject o take literal notes by recording objective evidence of lesson execution (with time stamps, teacher and student statements and actions). <u>Example:</u> [At 1:26, “The second step of the four to long division is...,” teacher completes an I DO of the four steps of long division while simultaneously pointing to anchor chart with exemplar for each step. I DO ends at 1:31] o collect artifacts or take photos of major lesson components. <u>Example:</u> [WE DO or YOU DO worksheets or computer screenshots, AggMo exemplars or data collection sheets, reading passages and questions, etc...]

† before entering the classroom, perform a 2-to-4-minute think aloud on what constitutes, and how to measure, on-task learning:

For the duration of the entire minute:

- o I DO – students tracking teacher at level o voice with feet on floor
- o WE DO – students tracking peers talking, students discussing content, students writing and/or typing, etc...
- o YOU DO – writing implement moving on paper, eyes on computer – evidence of scrolling screen and fingers typing, evidence of work completed, etc...

* record data for an additional minute, as needed (ie. teacher and students transition from one lesson component / subject to the next)

Classroom Walks: Observation & Feedback

Minute 6 -	# off task	% on task
Teacher Action	Student Action	
Minute 7 -	# off task	% on task
Teacher Action	Student Action	
Minute 8 -	# off task	% on task
Teacher Action	Student Action	
Minute 9 -	# off task	% on task
Teacher Action	Student Action	
Minute 10 -	# off task	% on task
Teacher Action	Student Action	



Top Action Steps Used by Instructional Leaders to Support Teaching & Learning

See It: Rollout (tiered/differentiated), Campus follow up/support (from admin and from C&I), circle back/refine time

ILTexas TTESS/ GBF CrossWalk



PHASE	PBIS/ MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p>PHASE 1 (Bronze): Foundational (July/ August PD)</p>	<p>DEVELOP ESSENTIAL ROUTINES & PROCEDURES IN TARGET LANGUAGE</p> <ol style="list-style-type: none"> Routines & Procedures 101: Design and Roll out <ul style="list-style-type: none"> Plan & practice critical routines and procedures moment-by-moment of the I do, we do, you do Strong Voice & Power Zone: Stand (strategically) and speak with purpose in the target language [TTESS 3.3 <i>Managing Student Behavior</i>] <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> TVB: Time, Voice, Body expectations Least invasive intervention Narrate the Positive / Recognize & Reinforce [TTESS 3.3 <i>Managing Student Behavior</i>] Teacher Radar: know when students are off-task Do It Again: practice routines to perfection—have students do it again if it is not done correctly (and know when to stop Do It Again) 	<p>INTERNALIZE LESSON PLANS Develop/Internalize existing Effective Lesson Plans:</p> <ol style="list-style-type: none"> 1a <u>Framing the Lesson</u> (CO/LO): Lesson target & end task 1b Plan to deliver a basic “I Do” (exception: Math) as a core part of the lesson, <i>scaffolded for language learners AKA Sheltered Instruction</i> 1c Design or internalize a CO aligned exit Ticket [TTESS 1.1 Standards + alignment, 1.2 Data + Assessment, 2.1, 2.2 Instruction] <ol style="list-style-type: none"> 2. Build time stamps into the lesson plan and follow them / Practice Labs Example: Gradual Release Model (not applicable to math) 3. Exit Ticket: What is the purpose of a daily independent practice/Exit ticket? Timing: How long do we spend? Relevance: What do you need your Exit Ticket to tell about what students learned today? Teachers need to plan and practice their exit ticket to ensure student mastery.

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<p style="text-align: center;">PHASE 2 (DAYS 1-30)</p>	<p>ROLL OUT & MONITOR ROUTINES</p> <ol style="list-style-type: none"> 1. What to Do: <ul style="list-style-type: none"> • In the target language, give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. 2. Routines & Procedures 201: Revise and perfect them <ul style="list-style-type: none"> • Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment • Do It Again: have students do the routine again if not done correctly the first time • Cut it Short: know when to stop the Do It Again 3. Teacher Radar: Know when students are off task <ul style="list-style-type: none"> • Deliberately scan the room for on-task behavior: <ul style="list-style-type: none"> ○ Choose 3-4 “hot spots” (places where you have students who often get off task) to scan constantly ○ “Be Seen Looking”: crane your neck to appear to be seeing all corners of the room • Circulate the room with purpose (break the plane): <ul style="list-style-type: none"> ○ Move among the desks and around the perimeter ○ Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work ○ Move away from the student who's speaking to monitor the whole room 4. Whole-Class Reset <ul style="list-style-type: none"> • Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes • Implement an “in-the-moment reset” when a class veers off task during the class period <ul style="list-style-type: none"> ○ Example: Stop teaching. Square up. Give a clear What to Do: “Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that’s what Harvard looks like.” Pick up tone & energy again. 	<p>INDEPENDENT PRACTICE</p> <ol style="list-style-type: none"> 3. Write the Exemplar: Set the bar for excellence <ul style="list-style-type: none"> • Script out the ideal written responses you want students to produce during independent practice, anticipating needed language scaffolds. Include scaffolds. • Align independent practice to the rigor of the upcoming interim assessment 4. Independent Practice: Set up daily routines that build opportunities for students to practice independently <ul style="list-style-type: none"> • Write Critically: TALK READ TALK WRITE: give students writing tasks (with scaffolds if in L2) to complete prior to first and during class discussion, so that every student answers independently before hearing his or her peers’ contributions [TTESS 1.2, 2.2, 2.3 Communication] • Implement a daily entry prompt (Do Now/warm up) to either introduce the day’s objective or review material from the previous day (DDI) 5. Monitor Aggressively (Monitor Academically): Check students’ independent work to determine whether they’re learning what you’re teaching <ul style="list-style-type: none"> • Create & implement a monitoring pathway: <ul style="list-style-type: none"> ○ Create a seating chart to monitor students most effectively ○ Monitor the fastest writers first, then the students who need more support • Monitor the quality of student work: <ul style="list-style-type: none"> ○ Check answers against your exemplar ○ Track correct and incorrect answers to class questions • Pen in hand: Mark up student work as you circulate <ul style="list-style-type: none"> ○ Use a coding system to affirm correct answers ○ Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you’ll follow up)

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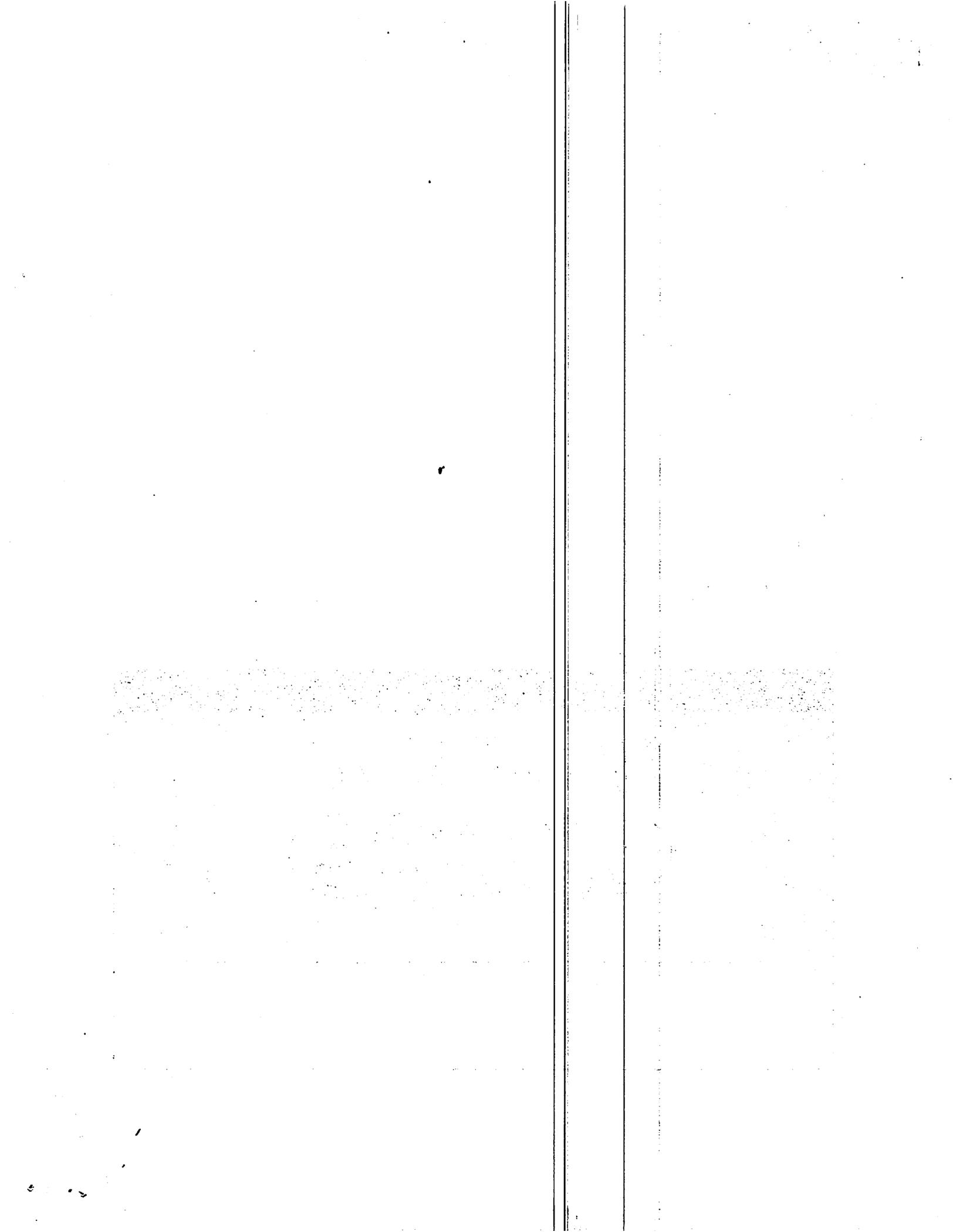
<p>PHASE 3 (DAYS 31-60)</p>	<p>ENGAGE EVERY STUDENT</p> <p>5. Build the Momentum</p> <ul style="list-style-type: none"> • Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> ○ Example: “Now I know you’re only 4th graders, but I have a 5th grade problem that I bet you could master!” • Speak faster, walk faster, vary your voice, & smile (Sparkle) <p>6. Pacing: Create the illusion of speed so that students feel constantly engaged</p> <ul style="list-style-type: none"> • Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it’s time to move on • Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction • Use countdowns to work the clock (“do that in 5..4..3..2..1”) • Use Call and Response for key words <p>7. Engage All Students: Make sure all students participate:</p> <ul style="list-style-type: none"> • Make sure to call on all students • Cold call students • Implement brief (15-30 second) Turn & Talks • Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks <p>8. Narrate the Positive</p> <ul style="list-style-type: none"> • Narrate what students do well, not what they do wrong <ul style="list-style-type: none"> ○ “I like how Javon has gotten straight to work on his writing assignment.” ○ “The second row is ready to go: their pencils are in the well and their eyes are on me.” • While narrating the positive and/or while scanning during a redirect, look at the student(s) who are off-task • Use language that reinforces students getting smarter: <ul style="list-style-type: none"> ○ Praise answers that are above and beyond or strong effort <p>9. Individual Student Corrections</p> <ul style="list-style-type: none"> • Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: <ul style="list-style-type: none"> ○ Proximity ○ Eye contact ○ Use a non-verbal ○ Say student’s name quickly ○ Small consequence 	<p>RESPOND TO STUDENT LEARNING NEEDS</p> <p>6. Habits of Evidence</p> <ul style="list-style-type: none"> • Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc. • Teach and prompt students to cite key evidence in their responses <p>7. Check for Whole-Group Understanding: Gather evidence on whole group learning:</p> <ul style="list-style-type: none"> • Poll the room to determine how students are answering a certain question. <ul style="list-style-type: none"> ○ “How many chose letter A? B? C? D?” ○ [Students answer the question on whiteboard: “Hold up your whiteboards on the count of three...”] • Target the error: focus class discussion on the questions where students most struggle to answer correctly <p>8. Re-teaching 101--Model: Model for the students how to think/solve/write</p> <ul style="list-style-type: none"> • Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: <ul style="list-style-type: none"> ○ “What did I do in my model?” ○ “What are the key things to remember when you are doing the same in your own work?” • Model the thinking, not just a procedure <ul style="list-style-type: none"> ○ Model replicable thinking steps that students can follow ○ Narrow the focus to the thinking students are struggling with ○ Model how to activate one’s own content knowledge and skills that have been learned in previous lessons ○ Vary the think-aloud in tone and cadence from the normal “teacher” voice to highlight the thinking skills. • We Do and You Do: give students opportunities to practice with your guidance
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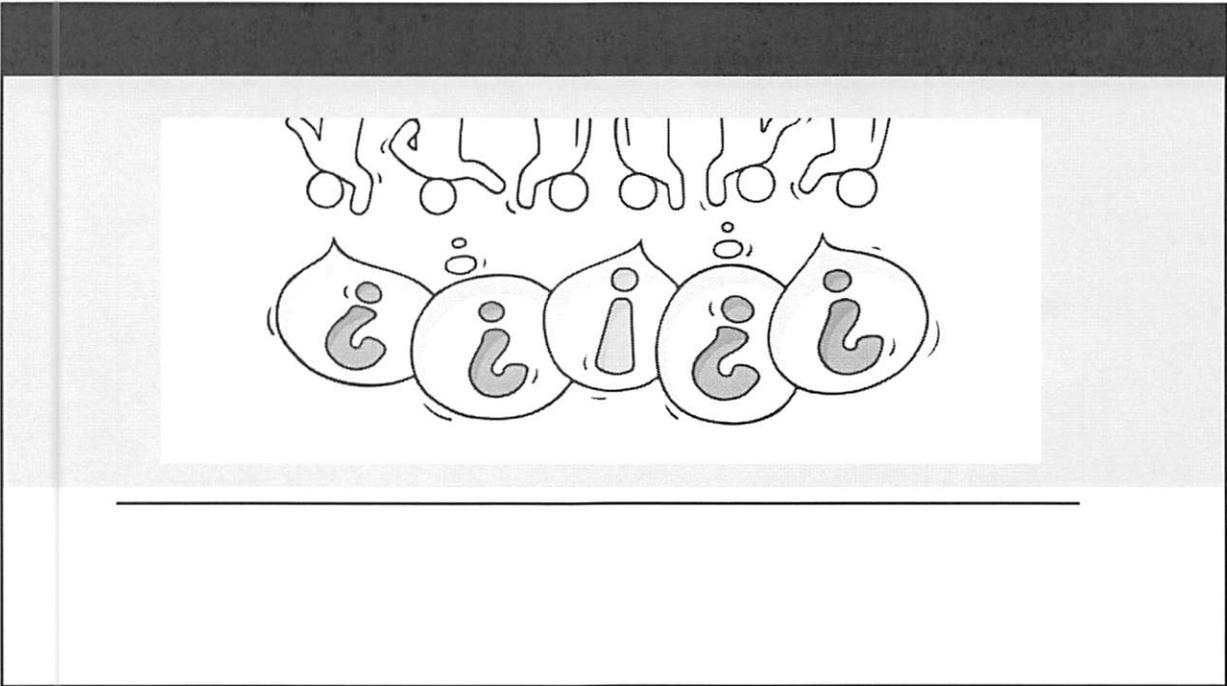
ILTexas- GET BETTER FASTER SCOPE & SEQUENCE

<p>PHASE 4 (DAYS 61-90)</p>	<p>SET ROUTINES FOR DISCOURSE</p> <p>10. Engaged Small Group Work: Maximize the learning for every student during group work:</p> <ul style="list-style-type: none"> • Deliver explicit step-by-step instructions for group work: <ul style="list-style-type: none"> ○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.) ○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). ○ Give timed instructions, with benchmarks for where the group should be after each time window • Monitor the visual evidence of group progress <ul style="list-style-type: none"> ○ Check in on each group every 5-10 minutes to monitor progress • Verbally enforce individual & group accountability: <ul style="list-style-type: none"> ○ “You are five minutes behind; get on track.” ○ “Brandon: focus.” 	<p>LEAD STUDENT DISCOURSE 101</p> <p>9. Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution</p> <ul style="list-style-type: none"> • Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect • Stamp the understanding: <ul style="list-style-type: none"> ○ “What are the keys to remember when solving problems like these?” or “Can someone give me a rule?” (Students use their own words) • Give them At-bats: give students opportunities to practice with your guidance <p>10. Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point:</p> <ul style="list-style-type: none"> • Provide wait time after posing challenging questions • Pre-call: let a student who needs more time know you’re calling him/her next • Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) • Ask universal prompts to push the student to elaborate: <ul style="list-style-type: none"> ○ “Tell me more.” ○ “What makes you think that?” ○ “How do you know?” ○ “Why is that important?” • Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers <p>11. Habits of Discussion [write critically 202]: Teach and model for students the habits that strengthen class conversation:</p> <ul style="list-style-type: none"> • Keep neutral/manage your tell: don’t reveal the right/wrong answer through your reaction to the student response. • Agree/Build off of: “I agree with ____ and I’d like to add....” • Disagree respectfully: “While I agree with [this part of your argument], I disagree with _____. I would argue....”

ILTexas- GET BETTER FASTER SCOPE & SEQUENCE

<p>STRETCH IT (NEXT STEPS)</p>	<p>None!</p> <p>Once you get this far, you can focus entirely on rigor and deepening your content knowledge.</p>	<p>LEAD STUDENT DISCOURSE 201</p> <p>12. Strategic Prompts: Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> • Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> ○ Point students to resources (notes, posted concepts and content) ○ “What do we know about ___ [content learned in previous classes]?” ○ Use a prompting guide (e.g., <i>Great Habits</i>, <i>Great Readers</i> Guided Reading Prompting Guide) to design questions • Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> ○ Call on lower and middle-achieving students to unpack question ○ If they struggle, try a higher achieving student ○ If they are easily unpacking, try a lower achieving student ○ Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.) • Students prompting students: push students to use habits of discussion to critique or push one another’s answers <ul style="list-style-type: none"> ○ Probe deeper: “[Peer], have you considered this point....?” <p>13. Go Conceptual: Get students to do the conceptual thinking</p> <ul style="list-style-type: none"> • Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> ○ “That’s the procedure. Now tell me why that works.” ○ “Can you generalize the idea to apply to all problems like this one?” ○ “Use the following terms [terms learned in previous classes] in restating your answer.” • Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> ○ “That’s the right idea generally. Now state it again using proper mathematical/historical/scientific language.” ○ “Correct. Now state it again using your Academic Word Wall as a resource.” • Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> ○ “What would the answer be if I changed it to [change the problem to something more complex]?” ○ “Is there an alternative way to solve this problem/do this task?” ○ “What do you think is the strongest counter-argument to yours and how would you refute it?”
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4th Comm in
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.

Responisist

PTO

unform

→ communication - buses specifically
- pictures

Thank you

⊗ setting up mtg - absences - sub9
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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 351

PHYSICS 351

PHYSICS DEPARTMENT

PHYSICS 351

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.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5780 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

RECEIVED
JAN 15 1964

FROM
DR. J. H. GOLDSTEIN

TO
DR. R. M. MAYER

RE
POLYMERIZATION OF STYRENE

ATTACHED IS A COPY OF THE
ARTICLE BY GOLDSTEIN AND
MAYER, J. POLYMER SCI. PART A
2, 1, 1964, P. 1001.

PLEASE RETURN TO
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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.

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DISTRICT GOALS

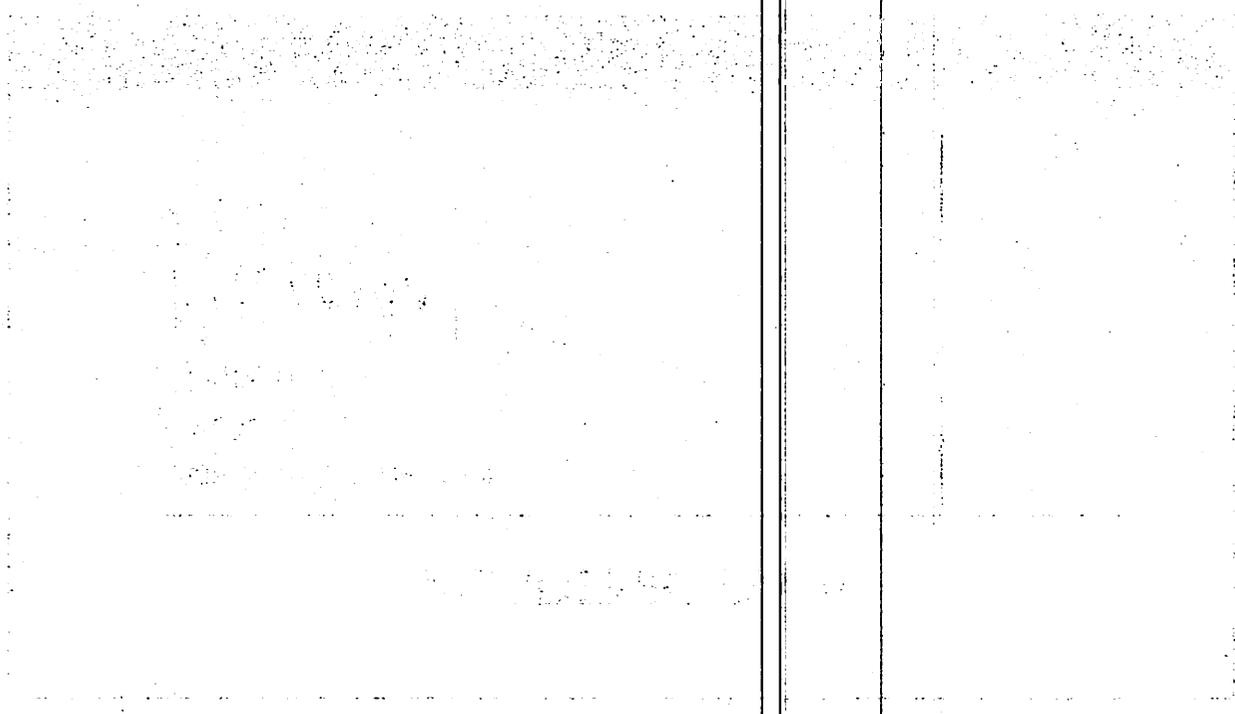
- Goal #1:

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.



What data we use when building our CIP

The image shows a screenshot of a presentation slide. At the top, the title "ACADEMIC DATA" is written in a large, bold, sans-serif font. Below the title is a horizontal line. Underneath the line is a list of data sources, each preceded by a bullet point: "• STAAR Data – Grades 3rd – 8th", "• Map Testing", and "• Reading Data". To the right of this list, the word "Perceptual" is written in a cursive, handwritten style. The slide has a light gray background with a dark gray header bar at the top.

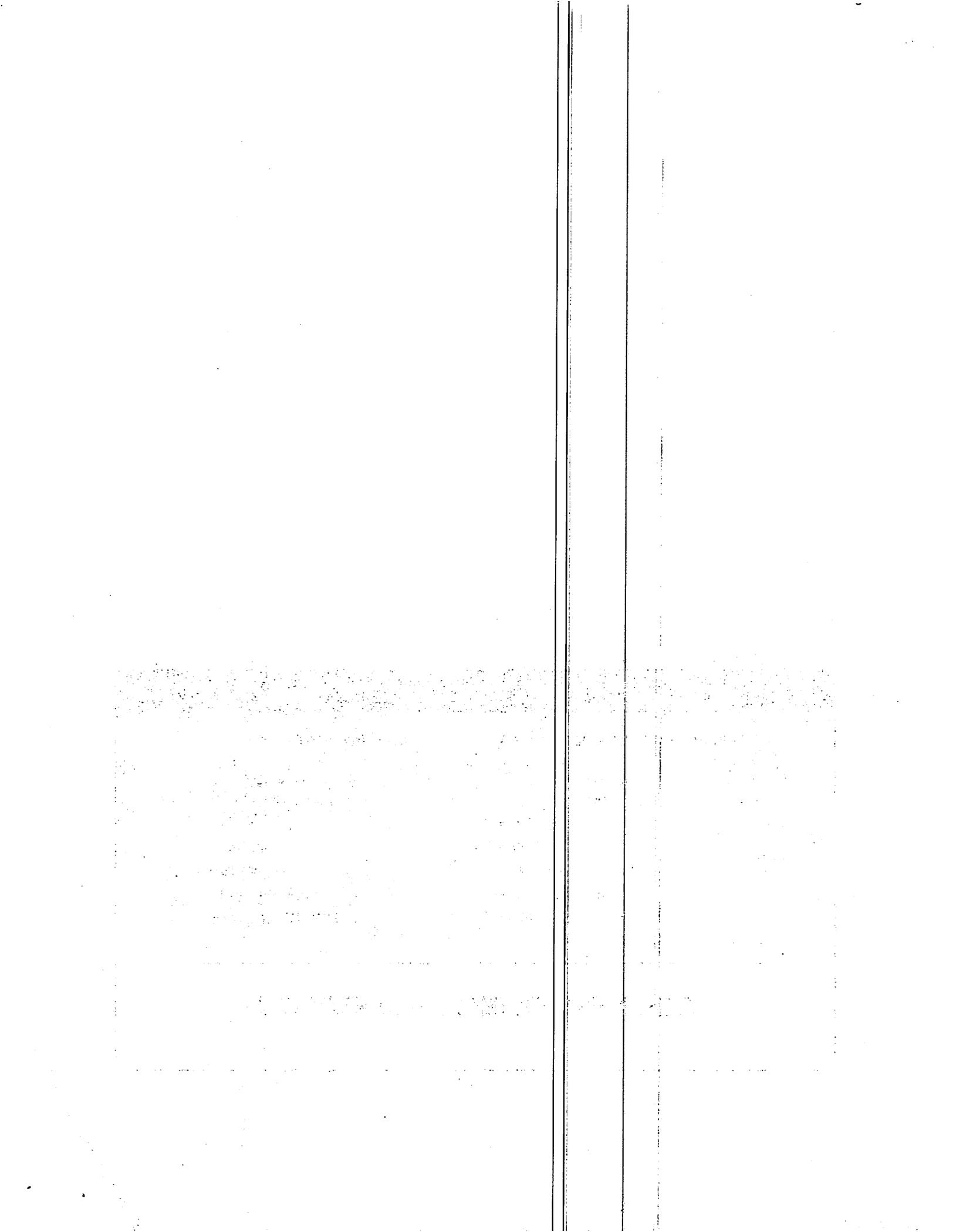
ACADEMIC DATA

• STAAR Data – Grades 3rd – 8th

• Map Testing

• Reading Data

Perceptual



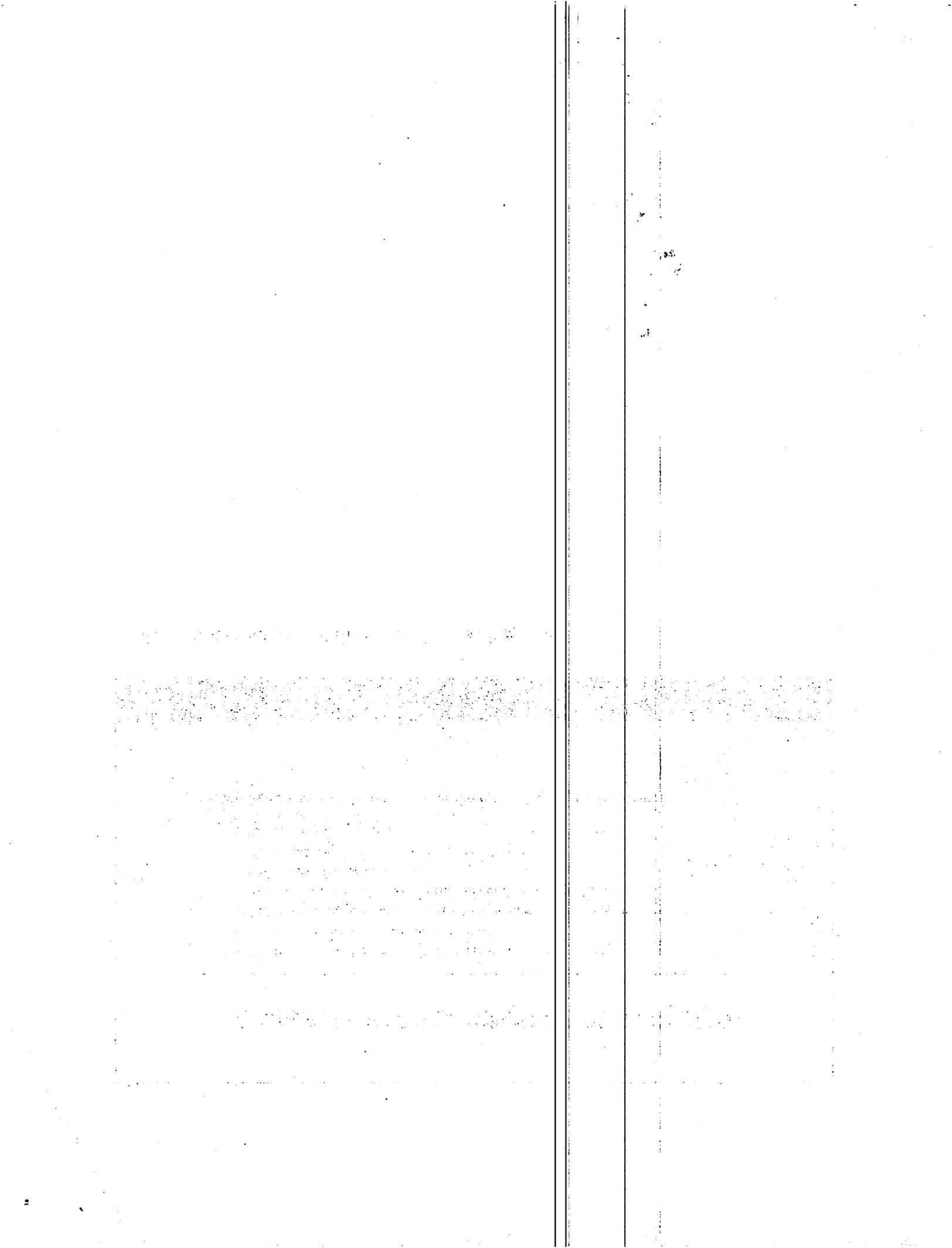
BG RAMIREZ DEMOGRAPHICS

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

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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

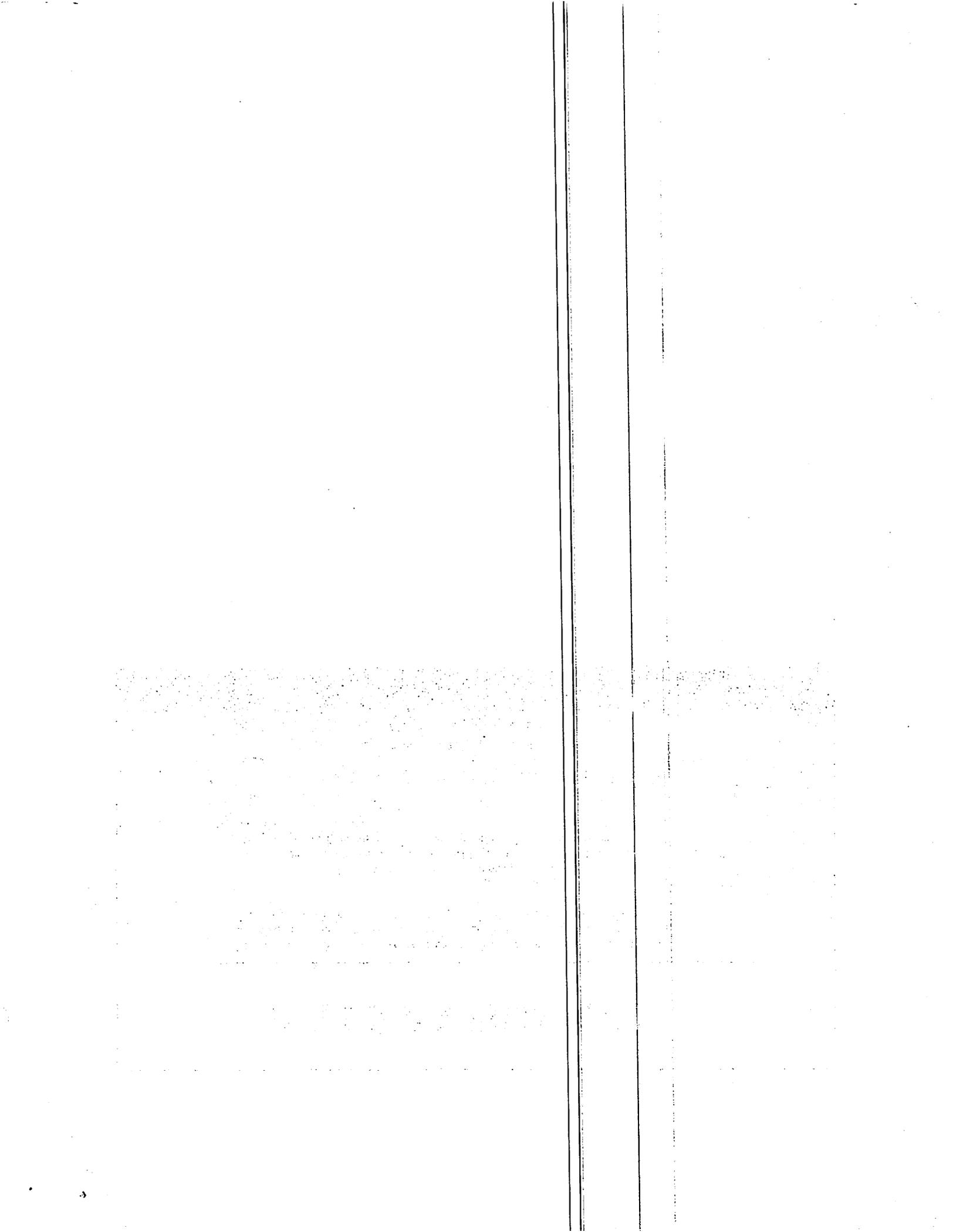
This just helps parents understand where some of the funding comes from. For BGR we are 96% eco dis, so this is big for us.

[Faint, illegible text]

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



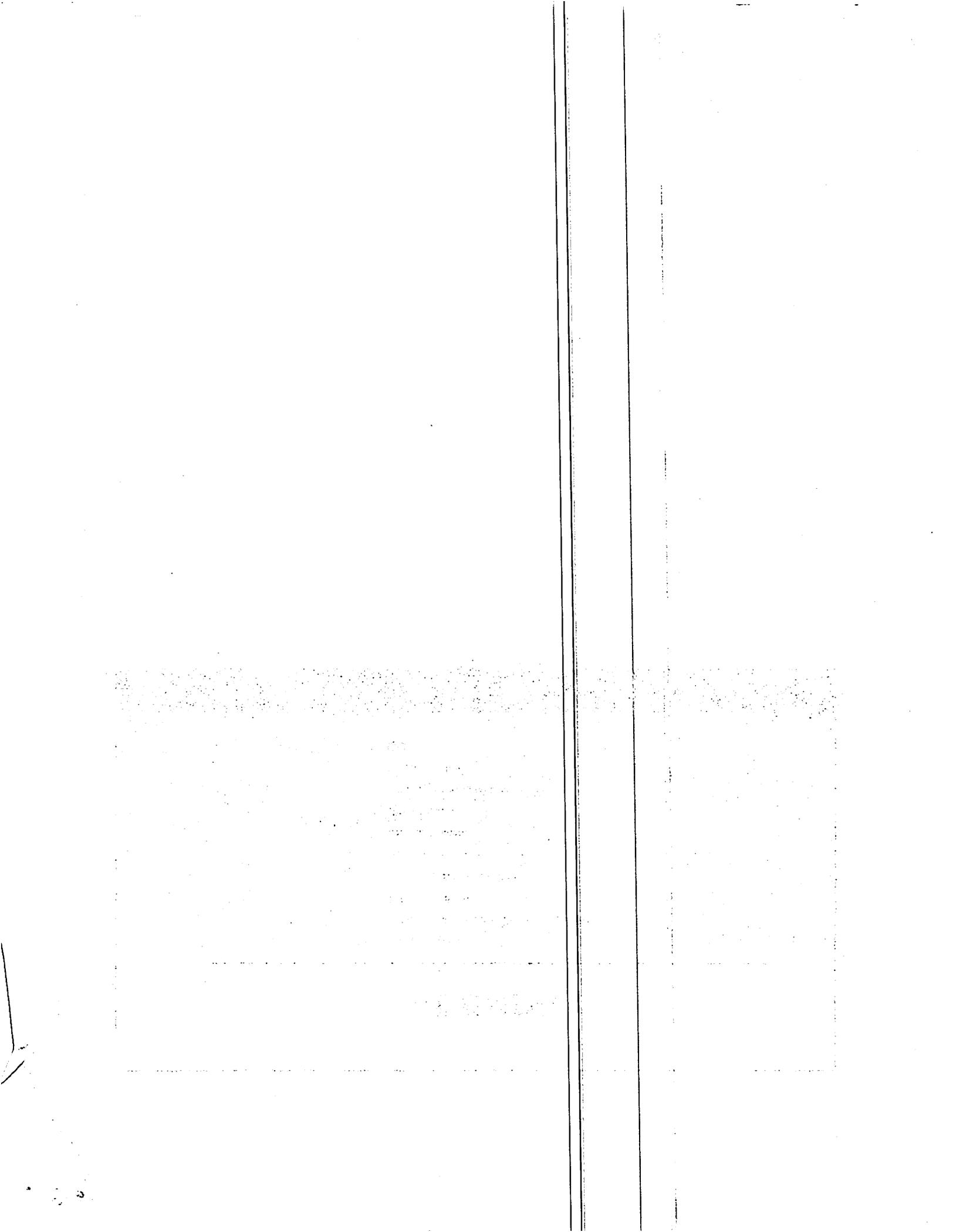
IL TEXAS MISSION

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.

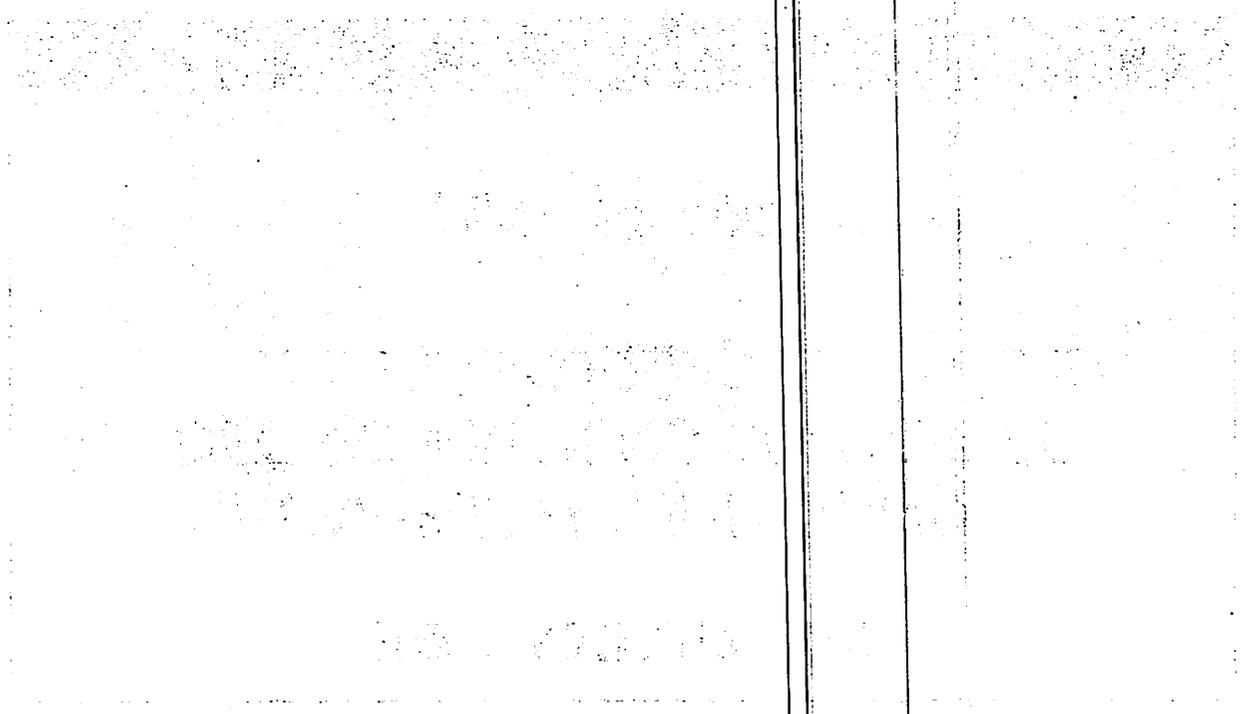
德克萨斯州国际领袖学校旨在培养学生在国际社会卓越的领导才能。

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



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BG RAMIREZ K-8

*CAMPUS PLANNING AND
DECISION MAKING COMMITTEE
MEETING*

MAY 14, 2025

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

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Shawn Ollison		6-8	817-881-1368	so11ison011@tx.us

Parent
Parent
Parent
Parent
Parent
Parent
Parent
Admin

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** Es para

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General

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