

**International Leadership of
Texas**

MSG Ramirez Middle

**2025-2026
Campus
Improvement Plan**

Mission Statement

The mission of 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 body, mind and character.

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas MSG MS Ramirez serves a diverse population of approximately 386 students in grades 6-8. The school gender percentages are 50% female and 50% male. Our teacher to student ratio is approximately 1:26 per classroom.

Students attending ILTexas MSG Ramirez come from different educational backgrounds, including private schools, home schools, a variety of independent school districts, and other charter schools. Our largest student population consists of Hispanic-Latino students which make up 94% of the student body, followed by Black - African American, White, two or more races less than 2%, respectively. This past year, only 3% of our students were expelled, including 50% were African American students and 24% Special Education students.

Attendance rates for ILTexas MSG Ramirez was consistently lower than the goal of 97% daily attendance. For the upcoming year, an attendance committee will be established to implement ideas that increase attendance and address the correlation between being present in school and student academic achievement.

ILTexas MSG Ramirez Middle School has a population of 80% Emergent Bilingual students and 95% economically disadvantaged. The school services all special populations, including Special Education, Section 504, Gifted and Talented (10%), and Emergent Bilingual students. ILTexas MSG Ramirez Middle School requires teachers to hold a Bachelor's Degree from an accredited university. In addition, 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. We also recruit J-1 international teachers for different positions, including LOTE Spanish and Chinese. As we continue to grow, ILTexas MSG 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 MSG Ramirez MS has many strengths.

- Student population represents a variety of cultures.
- The teaching population is culturally diverse.
- The international teachers implement the LOTE program with fidelity providing students the opportunity to learn the language from native speakers.
- Our campus reflects the ILTexas mission with celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and International Festival.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Over 80% 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 under developed.
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 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom.
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
★

Lack of highly qualified and veteran teachers for key positions which resulted in a high percentage of inexperienced teachers.

Lack of qualified applicants.

7
★

We are in the need of increased opportunities for parental input, involvement and engagement.

Many of our parents have to work jobs far away from the school and/or only have 1 car in the household. Transportation is sometimes an obstacle.

8
★

Emergent Bilingual students are scoring low on state assessments.

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

9
★

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.

10
★

Students struggle learning due to emotional concerns at home.

Lack of support at home when it comes to dealing with mental health.

11
★

Absentee and tardiness rates are high.

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

★ = Priority

Student Learning

Summary

Based on early STAAR results for 6th - 8th grade students are performing slightly lower compared to other schools in our charter with similar student demographics. Areas of focus for the 24-25 school year, will be to support our high number of Emergent Bilingual students in all grades and subjects. The campus will identify and work closely with newcomer students to help them with language acquisition.

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 and interim assessment data to track student progress. 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.

To address struggling students, the campus will hold MTSS meetings to identify students who need additional interventions. As a result, we will continue to provide intervention through small group instruction, Fitness Win, E/R time, after school and Saturday tutoring, and Eagle Academy.

Strengths

Student Academic Achievement Strengths

- The focus for ILTexas MSG Ramirez MS is to provide a rigorous curriculum to all students based on the TEKS.
- Our MS students receive an accelerated math curriculum preparing our 8th grade students for Algebra I.
- All students receive instruction in Spanish, Mandarin Chinese, and English.
- Instruction and learning is supported through character education taught throughout the curriculum and the leadership traits.
- The campus provides PLC opportunities with district and/or campus-wide daily and weekly.
- 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.
- Area instructional coaches are available to support teachers in academic planning and lesson modeling.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom.
2 ★	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.
3 ★	Students struggle learning due to emotional concerns at home.	Lack of support at home when it comes to dealing with mental health.
4 ★	Absentee and tardiness rates are high.	Lack of understanding by parents the connection between attendance and academic success.
5 ★	Over 80% 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 under developed.

7
★

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.

8
★

Emergent Bilingual students are scoring low on state assessments.

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

9
★

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.

10
★

Lack of highly qualified and veteran teachers for key positions which resulted in a high percentage of inexperienced teachers.

Lack of qualified applicants.

11
★

We are in the need of increased opportunities for parental input, involvement and engagement.

Many of our parents have to work jobs far away from the school and/or only have 1 car in the household. Transportation is sometimes an obstacle.

★ = Priority

School Processes & Programs

Summary

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 formative and collaborative common assessments at the district level, and End of Cycle exams. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning on STAAR tested subjects.

Students' language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese as well as AAPPL exams that are administered from grades 3-8. 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 (PLC) 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, 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. Teachers also have access to the area instructional coaching team who provide additional coaching and modeling support.

Staff Recruitment and Retention:

Positions at ILTexas MSG Ramirez are hired through a carefully selected interview committee composed of GLAs and administration. We provide job fairs for the Liberty area, recruit from colleges around the state, and post on job boards to attract highly qualified teachers. Historically there has been significant turnover 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 MSG Ramirez is supported financially through local, state and federal funding, In addition, the PTO supports with field trips, student and teacher events.

The curriculum is based on the TEKS and is implemented with high quality instructional materials. Teachers are provided multiple opportunities for professional development and collaborative planning time. The campus is data driven and is provided with data processing days built 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 students are given Chromebooks for in class use and may be checked out to take home.

The campus houses a technology specialist who is available for tech support when needed. District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

Strengths

Curriculum and Instruction:

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

Staff Recruitment and Retention:

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The charter offers incentives for TEA certified teachers.
- The charter participates in Teacher Incentive Allotment (TIA) which provides additional stipends to qualified 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:

- High Quality Instructional Curriculum and resources (Eureka, Benchmark, Carnegie, Edusmart, Studies Weekly)
- New teacher support - mentor teachers
- 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:

- We are a 1:1 campus - every MS student is assigned a chromebook that they can take home.
- Updated classroom equipment
- Campus Technology support
- District level technology support

- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Over 80% 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 under developed.
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 ★	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.
5 ★	Lack of highly qualified and veteran teachers for key positions which resulted in a high percentage of inexperienced teachers.	Lack of qualified applicants.

6



Emergent Bilingual students are scoring low on state assessments.

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

7



Absentee and tardiness rates are high.

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

 = Priority

Perceptions

Summary

Family and Community Engagement:

Parents of ILTexas MSG Ramirez students are provided multiple opportunities to be involved with the school. This campus hosted a literacy night, Coffee with the Principal meetings and intercultural committee celebrations. The community has opportunities to be a part of the PTO or be a volunteer parent. The campus communicates with families through Facebook, School Messenger and platforms such as Class Dojo or Talking Points.

School Culture and Climate

It is our goal at IL Texas MSG 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, such as athletic teams, fine arts, clubs, leadership opportunities and school community 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 plans to host curriculum nights (literacy, math, science, STAAR parent education nights), and provide 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 MSG Ramirez will strive to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open lines of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, parent newsletters, Website, Facebook, tip411, email, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and other events.

Strengths

Family and Community Engagement:

Active PTO

Community events

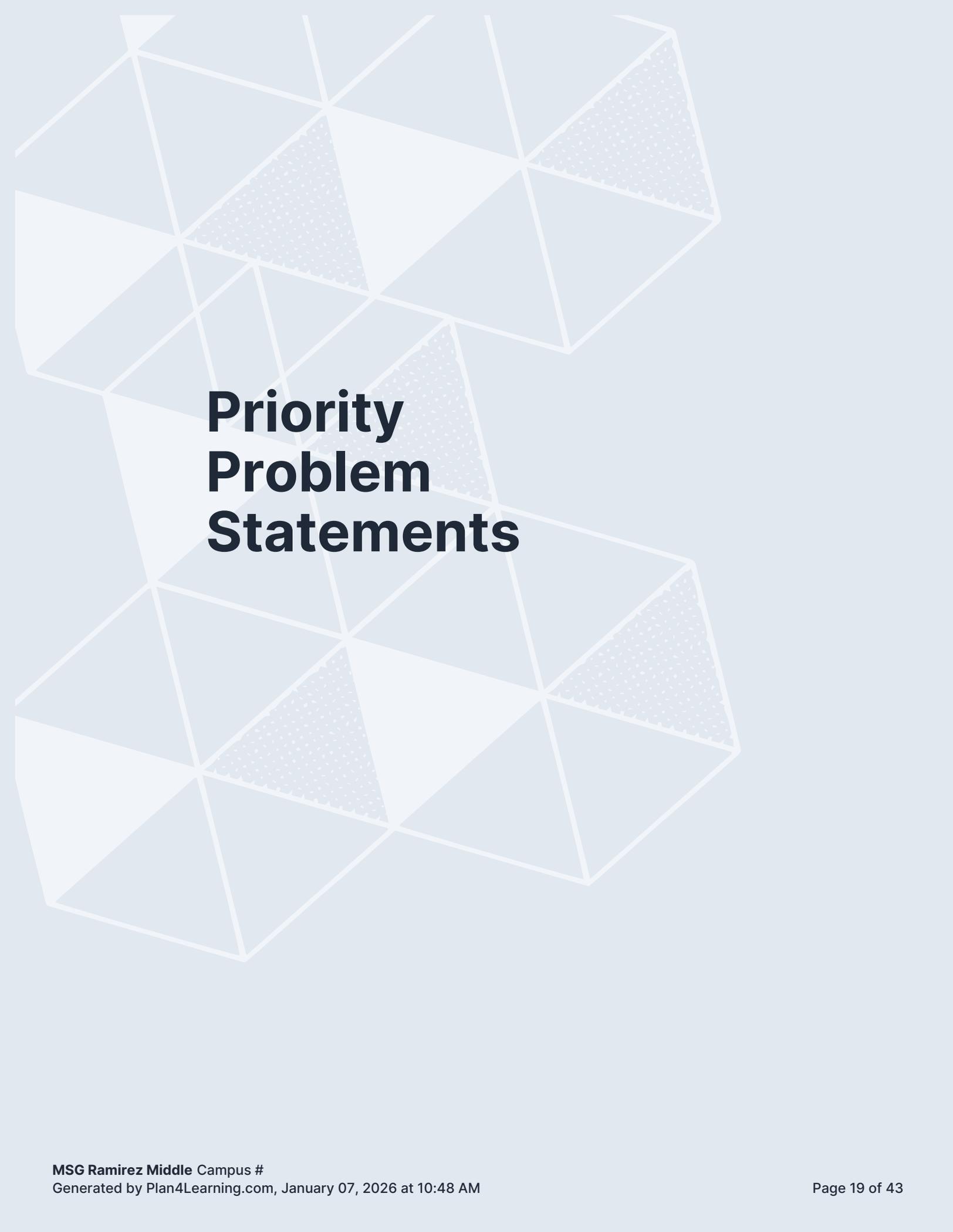
Intercultural Events: Hispanic Heritage Celebration, International Festival, Lunar New Year Celebration, Black History Month program

Social Media

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	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.
2 ★	Lack of highly qualified and veteran teachers for key positions which resulted in a high percentage of inexperienced teachers.	Lack of qualified applicants.
3 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Many of our parents have to work jobs far away from the school and/or only have 1 car in the household. Transportation is sometimes an obstacle.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

We are in the need of increased opportunities for parental input, involvement and engagement.

Many of our parents have to work jobs far away from the school and/or only have 1 car in the household. Transportation is sometimes an obstacle.

2
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Lack of highly qualified and veteran teachers for key positions which resulted in a high percentage of inexperienced teachers.

Lack of qualified applicants.

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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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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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Students struggle learning due to emotional concerns at home.

Lack of support at home when it comes to dealing with mental health.

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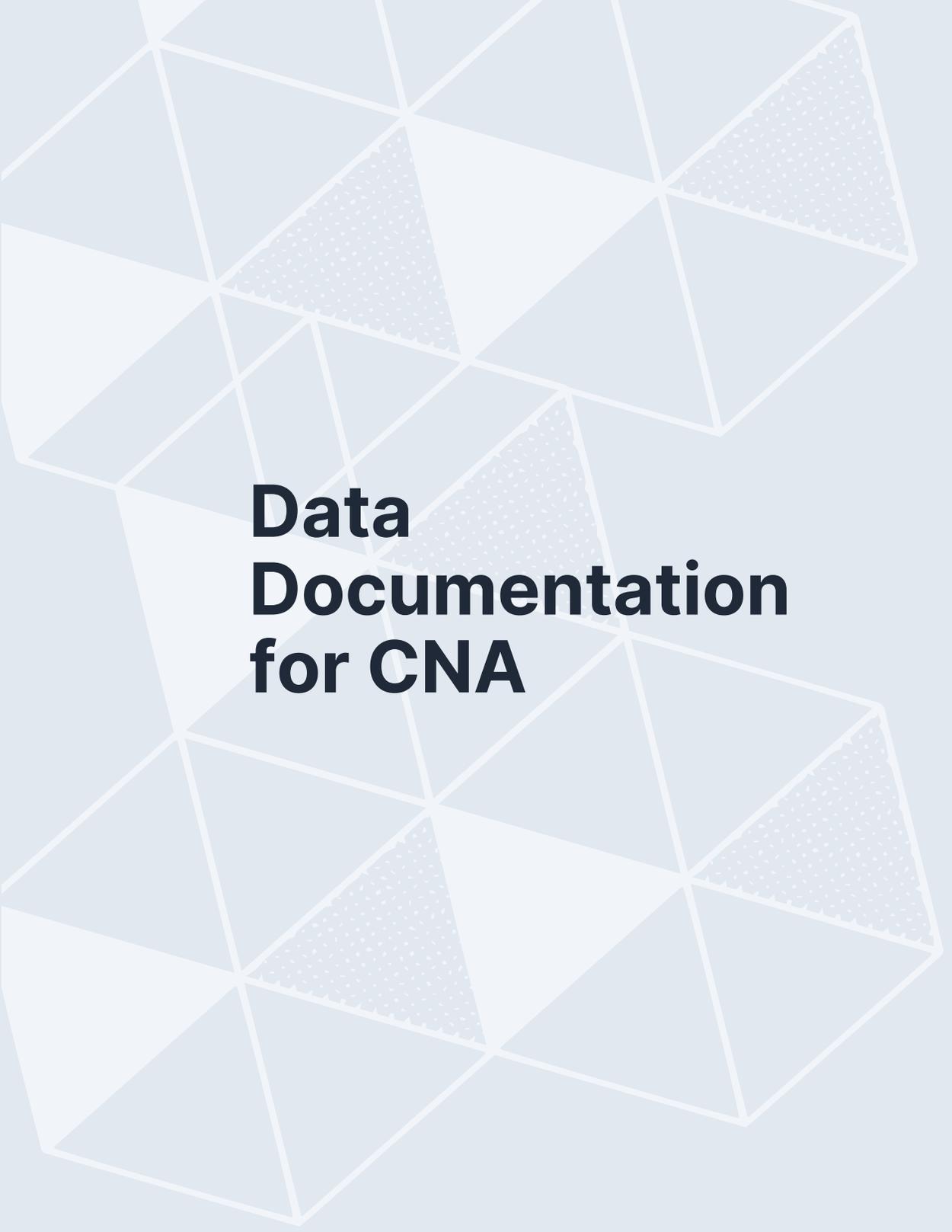
Lack of understanding by parents the connection between attendance and academic success.

11
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Emergent Bilingual students are scoring low on state assessments.

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

★ = 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

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
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

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 surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources 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.

Performance Objective 1 High Priority

By the end of the 25-26 school year, MSGRMS will receive a C or higher on domain 2A (growth).

Evaluation Data Source: STAAR

Strategy 1

Students will be provided differentiated instruction in small groups during regular classroom time, in addition to tutoring before and after school, and Saturday tutorials for remediation, and intervention.

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: Administration and GLA's

Funding Sources: Staff 211 - Title 1-A, \$30,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, 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 ongoing Coaching & Implementation utilizing contracted services and GBF Scope and Sequence, learning walks, and feedback.

Strategy's Expected Result/Impact: Improve Student Academic Achievement

Staff Responsible for Monitoring: Administrators

Funding Sources: 211 - Title 1-A, \$5,000, Professional Development/ Contracted Services 255 - Title II, \$30,000

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

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

Formative Reviews

November

January

May

June

Strategy 3

Provide parent education classes on how to support 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: 211 - Title I School Improvement, \$10,000

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

Strategy 4

Provide training for teachers on how to implement language acquisition and sheltered instruction strategies to support our large EB student population.

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

Staff Responsible for Monitoring: Administration/GLA

Funding Sources: 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 5

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 and student growth

Staff Responsible for Monitoring: Administration/Librarian

TEA Priorities: Improve low-performing schools

Formative Reviews

November

January

May

June

Strategy 6 Targeted Support Strategy

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

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

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

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

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

Formative Reviews

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June

Performance Objective 2 High Priority

By the end of the 25-26 school year, 40% of all ILTexas MSG MS Ramirez students will perform at the approaches level of achievement and 20% of students will perform at the meets level of achievement on STAAR Math.

Evaluation Data Source: STAAR Math

Strategy 1

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

time.

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

Staff Responsible for Monitoring: Administration/GLA/teachers

Funding Sources: Literature for Professional Development 420 - State, \$2,000, Professional Development 211 - Title I School Improvement, \$2,500

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Improved Student Achievement

Staff Responsible for Monitoring: Administration

Funding Sources: 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

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June

Strategy 3

Provide targeted tutoring before school and after school, Saturday tutorials, Fitness WIN and remediation as needed for struggling students.

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

Staff Responsible for Monitoring: Administration, GLA

Funding Sources: 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 geared towards understanding the level of academic achievement expected of their students and tools to support students at home.

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

Staff Responsible for Monitoring: Administration/GLA/Teachers

Funding Sources: 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

Formative Reviews

November

January

May

June

Strategy 5

Provide training for teachers on how to implement language acquisition and sheltered instruction strategies to support our large EB student population.

Strategy's Expected Result/Impact: Increased academic performance from EB students.

Staff Responsible for Monitoring: Administration/ Counselors

Funding Sources: 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

Formative Reviews

November

January

May

June

Strategy 6

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

Strategy's Expected Result/Impact: Improved Academic Performance

Staff Responsible for Monitoring: Administration/GLA/Teacher

Funding Sources: 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 7 Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including 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 211 - Title 1-A, \$15,000

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

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June

Performance Objective 3

By the end of the 25-26 school year, ILTexas MSG 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

Funding Sources: Professional Development 420 - State, \$1,000

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 2

Provide 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: 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 3

Provide parent education classes on how to increase academic achievement for Special Education students.

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

Staff Responsible for Monitoring: Administration/GLA/Teachers

Funding Sources: Copies, Staff, educational materials 211 - Title 1-A, \$5,000

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 4

Provide training for general education teachers on strategies to implement student's IEP and accommodations.

Strategy's Expected Result/Impact: Students receive all accommodations which results in increased academic achievement.

Staff Responsible for Monitoring: Administration/GLAS/Teachers

Funding Sources: Differentiated Instructional Materials, Manipulatives 420 - State, \$3.5

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

May

June

Strategy 5

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: 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

Performance Objective 4 High Priority

By the end of the 25-26 school year, 75% of students will be reading at or above grade level or show one year's worth of growth.

Evaluation Data Source: Istation
STAAR

Strategy 1

Teachers will create small groups based on MAP and/or iStation data regarding the reading levels.

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

Staff Responsible for Monitoring: Administration, teachers

Funding Sources: Manipulatives for small group instruction 211 - Title I School Improvement, \$5,000

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

Formative Reviews

November

January

May

June

Strategy 2

Provide ESL classes to parents so they can support and encourage reading at home.

Strategy's Expected Result/Impact: More parents learning English and increased student support at home.

Staff Responsible for Monitoring: Administration/GLA/ teachers

Funding Sources: 211 - Title 1-A, \$4,000

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 3

Provide training for teachers on how to teach phonemic awareness and reading strategies to help struggling readers.

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

Staff Responsible for Monitoring: Administration

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

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

May

June

Strategy 4

Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools, such as IXL.

Strategy's Expected Result/Impact: Improved Academic Performance

Staff Responsible for Monitoring: Administration/GLA/Teacher

Funding Sources: 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 5

Provide teachers with training on facilitating running records on students.

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

Staff Responsible for Monitoring: Teacher

Funding Sources: Professional Development Training 420 - State, \$2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 25-26 school year, at least 80% of EB students will demonstrate growth on TELPAS as well as grow one sub-level in Spanish and Chinese (ACTFL).

Evaluation Data Source: AAPPL and TELPAS results.

Strategy 1

Provide teachers professional development about language acquisition strategies and providing comprehensible input. In addition to HQ provided training, hire presenters, provide books and/or videos and resources.

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

Staff Responsible for Monitoring: Administration

Funding Sources: 263 - Title III, \$5,000

TEA Priorities: 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 2

Teachers will plan and implement language acquisition strategies during tier 1 instruction (ex. Talk Read Talk Write, Structured conversations, sentence stems, etc)

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

Staff Responsible for Monitoring: Teacher

Funding Sources: EB Training 211 - Title I School Improvement, \$5,000

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 2

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

Evaluation Data Source: OBS presentation data

Strategy 1

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

Strategy's Expected Result/Impact: Quality OBS projects

Staff Responsible for Monitoring: Administration/GLA/ Teachers

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

May

June

Strategy 2

Coordinate the OBS showcase to allow for all students to learn from other grade level projects.

Strategy's Expected Result/Impact: Students experience the motto for ILTexas.

Staff Responsible for Monitoring: GLAs, Administration

Funding Sources: Poster boards 461 - Campus Activity, \$100

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the previous school year.

Performance Objective 1

By the end of the 25-26 school year, MSG Ramirez MS will retain at least 75% of teachers.

Evaluation Data Source: Retention rate

Strategy 1

Publicly recognize accomplishments of all staff (teacher of the month, teacher of the year) and establish a Sunshine Committee that promotes a positive campus culture.

Strategy's Expected Result/Impact: Higher teacher retention

Staff Responsible for Monitoring: Administration

Funding Sources: Awards, food, refreshments 461 - Campus Activity, 700, \$2,000

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

May

June

Strategy 2

100% of new to ILTexas and New to the Profession teachers will be assigned a mentor teacher and they will meet once a month to create teams, build trust and culture.

Strategy's Expected Result/Impact: Increased retention rate as new teachers feel supported by their peers.

Staff Responsible for Monitoring: Administration

Funding Sources: 255 - Title II, \$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

Formative Reviews

November

January

May

June

Strategy 3

Provide coaching cycles that include observation and feedback following Get Better Faster and opportunities to observe other teachers during learning walks, focused on struggling teachers.

Strategy's Expected Result/Impact: Higher teacher retention rate due to high level of support.

Staff Responsible for Monitoring: Administration, Area coaches

Funding Sources: GBF Books, Professional Development, Teacher Resources 211 - Title I School Improvement, \$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

Formative Reviews

November

January

May

June

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

Funding Sources: Professional Development 211 - Title I School Improvement, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

May

June



Addendums



MSG Ramirez School-Parent Compact

2025 - 2026

Campus: MSG Ramirez

9/12/25

* * * * *

MSG Ramirez, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) participating students, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2025 - 2026.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

MSG Ramirez will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

ξ Provide rigorous academic curriculum while acquiring three languages, grow and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.

ξ Provide access to the very best programs and practices a school can offer. ξ Thrive academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during**

which this compact will be discussed as it relates to the individual child's achievement.

ξ Parent-Teacher conferences will be held annually.

- 3. Provide parents with frequent reports on their children's progress.** *[Describe when (frequency of the reports shall be indicated) and how the school will provide reports to parents.]*

MSG Ramirez will send weekly GLA newsletters to parents to notify them of upcoming events. MSG Ramirez admin will send weekly newsletters to keep parents updated on upcoming campus events.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

MSG teachers will each create their own CLASS DOJO accounts to keep in constant communication with parents. MSG teachers are also available through e-mails and other electronic platforms.

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

MSG Ramirez holds weekly training sessions for parents to become familiar with the volunteer process. All parents eligible may participate.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:
Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television their children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

MSG Ramirez will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SCHOOL PARENT(S) STUDENT

_____ DATE DATE

DATE

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)



COFFEE WITH THE PRINCIPAL
MSG Ramirez

September 20, 2024



CAFÉ CON EL RECTORA MSG Ramirez

20 de septiembre de 2024

AGENDA

- ¿Qué es Título 1?
 - ESSA
 - Título 1 – ¿Qué significa?
 - regla del 1%
 - LEA Plan
 - CIP
 - Q & A





PLEASE SIGN IN



POR FAVOR, REGÍSTRESE

AGENDA



3 PART AGENDA TODAY

1. Welcome and General Campus Information
2. Title 1 parent Meeting
3. Parent Involvement
4. PTO

AGENDA



AGENDA DEL DÍA ESTA EN 3 PARTES

1. Bienvenida e información general sobre el campus
2. Reunión de padres del Título 1
3. Participación de los padres
4. PTO

IL Texas Mission



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

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

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

Misión de IL Texas



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CAMPUS INFORMATION

1. Driveline Reminders
2. Income Survey and Lunch Application
3. Front Office Hours
4. Safety
5. Dress Code
6. Calendar of Events
7. Newsletters
8. Family Education Nights



INFORMACIÓN SOBRE EL CAMPUS

1. Recordatorios de la cadena cinemática
2. Encuesta de ingresos y solicitud de almuerzo
3. Horario de atención al público
4. Seguridad
5. Código de vestimenta
6. Calendario de actos
7. Boletines de noticias
8. Noches de educación familiar



DRIVELINE REMINDERS



- Must have an original driveline card for each student
 - If you forget your driveline card, you will need to park and pick up your child in the front office after driveline has ended.
- Driveline hours: 7:15 - 7:55
 - K-2 Tardy Bell at 8:00
 - 3-8 Tardy Bell at 7:45
- Pull as far forward as possible
- Remain in your car at all times
- Driveline ends at 4:30. If you are not in line at that time, your child will be moved to the late room and you will go through late line pick up at 4:45

RECORDATORIOS DEL “DRIVELINE”



- Debe tener una tarjeta de driveline original para cada estudiante
 - Si olvida su tarjeta de driveline, tendrá que aparcar y recoger a su hijo en la oficina principal después de driveline ha terminado.
- Horario del Driveline: 7:15 - 7:55
 - K-2 Campana de retraso a las 8:00
 - 3-8 Campana de retraso a las 7:45
- Mueva su vehículo hacia delante todo lo que pueda
- Permanezca en su vehículo en todo momento
- Driveline termina a las 4:30. Si no está en la fila a esa hora, su hijo será trasladado a “late room”, sala donde estará su hijo ya que lo recogen tarde y le tocará recoger su hij@ en la fila de las personas que llegan tarde a las 4:45.



INCOME SURVEY & LUNCH APPLICATION

**ENCUESTA DE
INGRESOS
&
SOLICITUD DE
ALMUERZO**





FRONT OFFICE HOURS

8:15 - 3:00

4:30-5:00



HORARIO DE RECEPCIÓN

8:15 - 3:00

4:30-5:00

SAFETY



- **Drills - students practice safety protocols throughout the year**
 - Evacuation (fire, smoke, etc.)
 - Lockdown - when there is an intruder in the building
 - Shelter in place - tornado warning
 - Secure - (lock-out)
 - Hold - (students remain in classrooms but move about)
- **Raptor in Visitors**
- **Officer on Campus and at events**
- **Staff Training**

SEGURIDAD

- **Simulacros: los alumnos practican protocolos de seguridad a lo largo del año**
 - Evacuación (incendio, humo, etc.)
 - Lockdown (Encierro) - cuando hay un intruso en el edificio
 - Refugio en el lugar - alerta de tornado
 - Asegurar - (bloqueo)
 - Hold (Espera) - (los alumnos permanecen en las aulas pero se desplazan)
- **Raptoringen visitantes**
- **Oficial en el campus y en eventos**
- **Capacitación del personal**





CAMPUS NEWSLETTERS



BOLETINES INFORMATIVOS DEL CAMPUS

Absences & Medications



- Please contact the school as soon as possible when your child is absent from school.
- Please send a parent note and/or doctor's note when your child is absent
- All medications must go through the clinic. Students may not bring medications to school

ATTENDANCE MATTERS! PLEASE SEND YOUR STUDENT ON TIME EVERYDAY TO SCHOOL!

Ausencias y medicaciones



- Por favor comuníquese con la escuela lo antes posible cuando su hijo esté ausente de la escuela.
- Envíe una nota de los padres y/o una nota del médico cuando su hijo esté ausente.
- Todos los medicamentos deben pasar por la clínica. Los estudiantes no pueden traer medicamentos a la escuela.

¡LA ASISTENCIA ES IMPORTANTE! ¡ENVÍE A SU ESTUDIANTE A LA ESCUELA TODOS LOS DÍAS A TIEMPO!

WHEN SHOULD MY STUDENT STAY HOME?

- Fever over 100.5
- Vomiting
- Diarrhea

Your student must be fever free, vomit free, and diarrhea free for 24 hours without medication before returning to school.



¿CUÁNDO DEBE QUEDARSE MI HIJO EN CASA?

- Fiebre superior a 100.5
- Vomitando
- Diarrea

Su hijo debe estar libre de fiebre, vómito y diarrea durante 24 horas sin medicación antes de regresar a la escuela.



Please notify the
school if your child
tests positive for
COVID or the Flu



Por favor notifique a la escuela si su hijo da positivo en la prueba de COVID o gripe.



Parent Education Classes Coming Soon!



Weekly

- Basic English Classes - 2 nights a week

Special Classes throughout the year

- Math Classes - Basic math and how to help your children with math
- Navigating Skyward and the school system
 - Checking grades, absences, discipline, etc.
- Family Finance Workshop
- Immigration Laws and support
- Special requests from parents

¡Próximamente clases de educación para padres!



Semanal

- Clases de inglés básico - 2 noches por semana

Clases especiales durante el año.

- Clases de Matemáticas - Matemáticas básicas y cómo ayudar a tus hijos con las matemáticas
- Navegar por Skyward y el sistema escolar
 - Revisión de notas, ausencias, disciplina, etc.
- Taller de Finanzas Familiares
- Leyes de inmigración y apoyo
- Peticiones especiales de los padres



Title 1



Título 1

AGENDA

- What is Title 1?
 - ESSA
 - Title 1 – what does it mean?
 - 1% rule
 - LEA Plan
 - CIP
 - Q & A



AGENDA

- ¿Qué es Título 1?
 - ESSA
 - Título 1 – ¿Qué significa?
 - regla del 1%
 - LEA Plan
 - CIP
 - Q & A



ESSA



- The Every Students Succeeds Act (ESSA) requires that each Title I School hold an Annual Meeting of Title I parents and community for the purpose of...
 - ESSA is the main federal law governing K-12 education. Gives states more flexibility in designing their own educational systems. This law emphasizes equity in education, accountability measures and support for disadvantaged students
 - Informing you of your school’s participation in Title I
 - Explaining the requirements of Title I
 - Explaining your rights as parents to be involved

ESSA



- La Ley Cada Estudiante Triunfa (ESSA) requiere que cada escuela del Título I celebre una reunión anual de padres y comunidad del Título I con el propósito de...
 - ESSA es la principal ley federal que rige la educación primaria y secundaria. Otorga a los estados más flexibilidad para diseñar sus propios sistemas educativos. Esta ley enfatiza la equidad en la educación, las medidas de rendición de cuentas y el apoyo a los estudiantes desfavorecidos.
 - Informarle sobre la participación de su escuela en el Título I
 - Explicar los requisitos del Título I
 - Explicar sus derechos como padres a participar

What does it mean to be a Title I School?



- 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 students meet the State's challenging content standards.
 - Purchasing supplemental staff/programs/materials/supplies
 - Conducting parental Involvement meetings/trainings/activities
 - Recruiting/Hiring/Retaining Effective Teachers

¿Qué significa ser una escuela Título I?



- Ser una escuela con Título I significa recibir fondos federales para complementar los programas existentes de la escuela. Estos dólares se utilizan para...
 - Identificar a los estudiantes que experimentan dificultades académicas y brindar asistencia oportuna para ayudarlos a cumplir con los desafiantes estándares de contenido del estado.
 - Adquisición de personal/programas/materiales/suministros complementarios
 - Realización de reuniones/capacitaciones/actividades de participación de los padres
 - Reclutamiento, contratación y retención de docentes eficaces

What is the 1% set-aside and how are parents involved?



- Any School with a Title I funding exceeding \$500,000 is required by law to set aside 1% of its Title I allocation for parental involvement.
- Of that 1%, 5% may be reserved system-wide initiatives related to parental involvement
- You, as Title I parents, have the right to be involved in how this money is spent.

¿En qué consiste la reserva del 1% y cómo participan los padres?



- Cualquier escuela con un financiamiento del Título I que supere los \$500,000 está obligada por ley a reservar el 1% de su asignación del Título I para la participación de los padres.
- De ese 1%, el 5% puede reservarse a iniciativas de todo el sistema relacionadas con la participación de los padres
- Ustedes, como padres del Título I, tienen derecho a participar en cómo se gasta este dinero.



What is the LEA (Local Education Agency) Title I Plan?

- The Title I Plan addresses how we will use Title I funds throughout the school system . Topics include:
 - Student academic assessments
 - Additional assistance provided struggling students
 - Coordination and integration of federal funds and programs
 - School programs including migrant, pre-school, school choice, and supplemental educational services as applicable.
 - Family and Parent Engagement Strategies, including the Parental Involvement Plan
- You, as a Title I Parent, have a right to be involved in the development of the LEA Title I Plan



¿Qué es el Plan del Título I de la LEA (Agencia Local de Educación)?

- El Plan del Título I aborda cómo utilizaremos los fondos del Título I en todo el sistema escolar . Los temas incluyen:
 - Evaluaciones académicas de los alumnos
 - Asistencia adicional a los estudiantes con dificultades
 - Coordinación e integración de fondos y programas federales
 - Programas escolares que incluyen programas para migrantes, preescolares, de elección escolar y servicios educativos complementarios según corresponda.
 - Estrategias de participación de las familias y los padres, incluido el Plan de Participación Parental
- Usted, como padre de Título I, tiene derecho a participar en el desarrollo del Plan de Título I de la LEA.

CAMPUS IMPROVEMENT PLAN



- 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
 - Professional Development Needs
 - Coordination of Resources/Comprehensive Budget
 - The School's Parental Involvement Plan
- You, as Title I parents, have the right to be involved in the development of this plan.

PLAN DE MEJORA DEL CAMPUS



- El PIC es el Plan de Mejora del Campus de su centro escolar e incluye:
 - Evaluación de necesidades y resumen de datos
 - Objetivos y estrategias para abordar las necesidades académicas de los estudiantes
 - Necesidades de desarrollo profesional
 - Coordinación de Recursos/Presupuesto Integral
 - Plan de participación de los padres en la escuela
- Ustedes, como padres del Título I, tienen derecho a participar en el desarrollo de este plan.



Involvement Policy
School-Parent Compact
September 20, 2024



Política de participación
Pacto escuela-padres
20 de septiembre de 2024

AGENDA

- Parent Involvement Plan
- School – Parent Compact



AGENDA

- Plan de participación de los padres
- Pacto escuela-padres



What's included in the school's Parental Involvement Plan?

- This plan addresses how the school will implement the parental involvement requirements of the *No Child Left Behind Act of 2001*. Components include...
 - How parents can be involved in decision-making and activities (coffees with the principal, PTO, SBPC)
 - PTO (Parent-Teacher Organization)
 - SBPC (School-Based Planning Committee).
 - PTO and SBPC goal is to ensure that various perspectives are considered in shaping the direction and priorities.
 - How parental involvement funds are being used
 - How information and training will be provided to parents
 - How the school will build capacity in parents and staff for strong parental involvement



¿Qué incluye el Plan de Participación de los Padres?



- Este plan aborda la forma en que la escuela implementará los requisitos de participación de los padres de la Ley Que Ningún Niño Se Quede Atrás de 2001. Los componentes incluyen...
 - Cómo pueden participar los padres en la toma de decisiones y en las actividades (cafés con el director, PTO, SBPC)
 - PTO (Organización de Padres y Profesores)
 - SBPC (Comité de Planificación Escolar).
 - PTO and SBPC el objetivo es garantizar que se tengan en cuenta diversas perspectivas a la hora de definir la dirección y las prioridades.
 - Cómo se utilizan los fondos de participación de los padres
 - Cómo se proporcionará información y formación a los padres
 - Cómo la escuela capacitará a los padres y al personal para una fuerte participación de los padres.

Evaluation of the Parental Involvement Plan Conducted?

- Evaluation Requirements
 - Conduct annually
 - Conduct with parents
 - Analyze Content and Effectiveness of the current plan
 - Identify Barriers to parental involvement



Evaluación del Plan de Participación Parental llevado a cabo



Requisitos de evaluación

- Realización anual
- Realizar con los padres
- Analizar el contenido y la eficacia del plan actual
- Identificar los obstáculos a la participación de los padres

School-Parent Compact



The compact is a commitment from the school, the parent, and the student to share in the responsibility for improved academic achievement. Main goal is to establish a partnership between the school and parents that fosters student success.

- Attendance at parent-teacher conferences.
- Ensuring regular attendance.
- Conducive learning environment at home.

Pacto escuela-padres



El pacto es un compromiso de la escuela, los padres y el estudiante para compartir la responsabilidad de mejorar el rendimiento académico. El objetivo principal es establecer una asociación entre la escuela y los padres que fomente el éxito de los estudiantes.

- Asistencia a las conferencias de padres y maestros.
- Garantizar la asistencia regular.
- Un entorno de aprendizaje propicio en el hogar.

PTO





Parent Meeting
Sign-in Sheet

MSG Ramirez- 9/12/25- 8:45

Name	Role (parent or staff)	Contact info (phone or email)	Student Name	Grade Level/Teacher
Amadeliya Hernandez	Parent	713-382-8809	Lunavictoria Templos Abramedardo Templos	2 ^o 2 ^o
Victoria Good	PTO/parent	281-659-5226	Miles/Max Good	5th/2nd
Indira Maldonado	Parent Madre	832-513-0666	Fatima I Maldonado	6 ^o
ADRIENACHINI	PTO	281-203-7795	Monica Taylor Chinn	3 ^o 5th
Banesa Silva	PTO	832-326-2085	Adalyn Silva	K
Vilubina Reyes	Cafe	347-948-2786	Bianca Noel Alamo	2 ^o
Victor Platero	Cafe	(936) 548-9581	Kathleen Platero Reyes Thiago Platero	3rd/5th grade
MIREYA LOPEZ	COFC	903-243-8886	Simberly Cruz Desiree Cruz	6/8
Marybeline Cortez	Cafe parent	346-368-3104	Ama Veronica Arreola	1st grade
Janibraika Duran	Cafe Diner	281-662-5205	Mia Almar	1st grade
Beverence Mauricio		346-825-7304	Abby Cabrera	1st grade
Luis Sicgado	mamá	346-825-7305	Abby Cabrera	7 ^o
Sylvia Morales	MOM Volunteer	781-281-5576	Edward's Tyler Andrew's Sak Moides	
Jennifer Rivera	Mother	281-662-7484	Madisson Sandoval	Kindergarten

**Parent Meeting
Sign-in Sheet**

MSG Ramirez- 9/12/25- 8:45

Name	Role (parent or staff)	Contact info (phone or email)	Student Name	Grade Level/Teacher
Indira Maldonado	Madre	832)513-0666	Fatima Maldonado	6 ^o
Almadelia Hernandez	Madre	713-382-8804	Lunavictoria Templos Adriana Templos	5 ^o
Mireya Lopez	Madre	903-243-8586	Kimberly Cruz Desiree Cruz	8/6
Vilubina Reyes	madre	847-948-2786	Bianca Campos Stacy	7 ^o
Victor Platero	padre	(936)548-9581	Kathleen Platero Reyes Thiago Platero	5 th / 3 rd grade
Maybeline Cortez	Madre	346-368-3104	Ana V. Arreola	1 st grade
Janibraitka Duran	Mamá	2816625205	Mia Almar	1 st grade
Tris Sicaján	mamá	3468257305	Abby Cabrera	1 st Grade
Berenice Mauricio	sister	3468257304	Abby Cabrera	1 st Grade

**Parent Meeting- Student Parent Compact
Sign-in Sheet**

MSG Ramirez- 9/12/25- 8:45

Name	Role (parent or staff)	Contact info (phone or email)	Student Name	Grade Level/Teacher
Amaeliah Hernandez	Madre	713-882-8804	Lunavictoria Temples Abramedardo Temples	5 2 ^o
Victoria Good	Pto/parent	281-659-5226	Miles Max Good	5th/2nd
Indira Maldonado	Madre	832) 513-0666	Fatma Maldonado	6 ^o
Banesa Silva	Pto/Parent	832 326 2085	Adalyn Silva	K
Vilubra Reyes	madre	347 947 2786	NOA Bianca Campos - Kiana	3
Victor Platero	padre	(936) 548-9581	Kathleen Platero Thiago Platero	5th 3rd
Mireya Lopez	madre	903-243-8581	KIMBERLY CRUZ DESIREE CRUZ	8/6
Maybeline Cortez	Madre	346-368-3104	Ana V. Arreola	1st grade.
Janibaira Duran	Mamá	281-662-5205	Maria Almar	1st grade
Iiis Sicajau	mamá	346 8257305	Abby Cabrera	1 ^{ro}
Berenice Mauricio	sister	346 8257304	Abby Cabrera	1st Grade
Jennifer Rivera	Mother	281-662-7484	Madisson Sandahl	Kindergarten
Sylvia Morales	volunteer/mom	7812815526	Edward 5th Andrew 2nd Elsa K	1st K Morales

Parent Meeting - Parent and Family Engagement

Sign-in Sheet

MSG Ramirez - 9/12/25 - 8:45

Name	Role (parent or staff)	Contact info (phone or email)	Student Name	Grade Level/Teacher
Amadejira Hernandez	madre	713-382-8809	Lunavictoria Templos Aparecedurka Templos	5 2
Victoria Good	PRO parent	281-659-5226	MILES/MatGood	5th/2nd
Indera Halderada	Madre	832)513-0666	Fatima Halderada	6 th
ANRIANA Chirchi	PTD	281 203-7725	Monica Taylor Chirchil	3rd 5th
Banesa Silva	Pto	832 326 2085	Adalyn Silva	K
Vilobina Reyes	Madre	347 949 2386	NOE Ainacer Campos	7
Victor Platers	Padre	936 548-9581	Kathleen Platers Reyes Thiago Platers	3rd / 5th
Mireya Lopez	Madre	903-243-8584	RIMBERLY CRUZ DESIREZ CRUZ	6/8
Margeline Cortez	Madre	346-368-3104	Ama V. Arreola	1st- Grade.
Jambraika Duran	Mymad	2816625205	Myia Almad	4 th Grade
Tils Sicaica	mami	346825 7305	Abby Cabrera.	1st. grade
Berence Mauricio		246 825 7304	Abby Cabrera	1st grade
Jennifer Rivera	Mother	281-662-7484	Madisson Sandoral	Principer
Sylvia Morales	Volunteer/mom	781 2816576	Edward 5th Tyler 1st Andrew 2nd Elsa K	Morales
Monica Rios	Mother	281-883-9140	JANSIEL RIOS	KG