

International Leadership of Texas

MSG Ramirez Elementary

Accountability Rating: D

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	9
School Processes & Programs	13
Perceptions	18
Priority Problem Statements	21
Data Documentation for CNA	23
Improvement Planning Data	24
Accountability Data	24
Student Data: Assessments	24
Student Data: Student Groups	25
Student Data: Behavior and Other Indicators	25
Employee Data	26
Parent/Community Data	26
Support Systems and Other Data	26
Goals	27
Goal 1 : By the end of the 25- 26 school year, 85% of ILTexas campuses will receive an ...	28
Goal 2 : By the end of the 25-26 school year, at least 75% of students graduate meeting...	32
Goal 3 : By the end of the 25-26 school year ILTexas will retain 76% of teachers, an incr...	34
Committees	36
2025-2026 Campus Site-Based Committee	37
Meeting Logs	37
Members	37
Addendums	38



Comprehensive Needs Assessment

Demographics

Summary

MSG Ramirez Elementary School, located in Liberty County, is proud to serve a diverse and vibrant community. Our student body reflects the rich cultural tapestry of our region, contributing to a dynamic and inclusive educational environment.

MSG Ramirez is a Pre-K-5 school and serves a diverse population of approximately 900 students in grades Pre-K-5. The school gender percentages are 51% female and 49% male. Students attending ILTexas MSG Ramirez Elementary School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. 94.44% of our student population consists of Hispanic-Latino students, followed by Black - African American, White, American Indian, two or more races, and Asian. Hispanic-Latino - 94.44% Black - African American - 0.33% White - 1.56% Asian - 0.56% Two or more - 0.78% Pacific Islander - 0.11%. ILTexas MSG Ramirez School population is 80.76% Emergent Bilingual (EB) students and 91.70% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Emergent Bilingual (EB) students. Our faculty and staff are also very diverse. We have faculty and staff from many different countries and have diverse ethics and linguistic backgrounds. We are preparing our students for roles in both their communities and in the international community. We want our students to develop an understanding and respect for others and their culture. Exposing our students to diversity will assist us in achieving our goal of creating trilingual graduates with an international mindset. As we continue to grow, ILTexas MSG Ramirez Elementary School will strive to provide the best possible education by meeting the diverse needs of all students and hiring the highest quality teachers and staff.

Student Demographics		Count	Percent
Gender			
Female		491	54.56%
Male		409	45.44%
Ethnicity			
Hispanic-Latino		850	94.44%
Race			
American Indian - Alaskan Native		3	0.33%
Asian		5	0.56%
Black - African American		20	2.22%
Native Hawaiian - Pacific Islander		1	0.11%
White		14	1.56%
Two-or-More		7	0.78%

Strengths

ILTexas MSG Ramirez ES has many strengths.

- Student population represents a variety of cultures.
- The teaching population is culturally diverse.
- The international teachers implement the DLI 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

Problem Statements Identifying Demographics 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, 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 are scoring growth state measures on state assessments.	The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.
3 ★	Emergent Bilingual students are scoring below state average 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 due to social and emotional needs at home and at school.	Lack of consistent support systems and resources addressing students emotional well-being across environments.
6	Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.	Lack of sufficient language support programs and resources tailored to meet the specific needs of bilingual learners.

7

Teachers are not versed in curriculum and instruction and are unable to implement strong Tier I instruction.

Teachers need professional development in language learners.

★ = Priority

Student Learning

Summary

At MSG Ramirez, we are committed to providing a high-quality education to all our students. Despite our dedicated efforts, we recognize that our campus is currently facing significant challenges in student achievement. Our recent assessments and data analysis have highlighted several key areas where improvement is needed.

1. Academic Performance:

Overall, student performance in core subjects such as math, reading, and science has been below state and district averages. A significant percentage of students are not meeting grade-level proficiency standards.

2. Achievement Gaps:

There are notable disparities in academic achievement among different student groups, particularly among economically disadvantaged students, English language learners, and students with special needs. Chronic absenteeism and low levels of student engagement in the learning process are contributing factors to our academic challenges.

Steps Toward Improvement:

1. Data-Driven Instruction:

Implementing a robust system of data collection and analysis to identify specific areas of need and tailor instruction to meet those needs effectively. Regularly monitoring student progress and adjusting instructional strategies accordingly. Providing targeted support and interventions for students who are struggling, including tutoring, small group instruction, and additional resources. Expanding after-school and summer programs to offer additional learning opportunities.

2. Professional Development:

Investing in professional development for teachers focused on evidence-based instructional practices, differentiation, and effective classroom management. Promoting collaborative planning and professional learning communities among staff to share best practices and support each other.

3. Family and Community Engagement:

Strengthening partnerships with families and the community to support student learning and address barriers to success. Enhancing communication and outreach efforts to ensure families are informed and involved in their children's education. Addressing the social and emotional needs of students through counseling services, mentoring programs, and creating a positive school climate. Implementing programs that promote student well-being and resilience.

Commitment to Excellence

MSG Ramirez is dedicated to making the necessary changes to improve student achievement and ensure that all our students have the opportunity to succeed. This commitment requires the collective effort of our teachers, staff, students, families, and community partners. By working together and remaining focused on our goals, we believe we can overcome these challenges and provide our students with the high-quality education they deserve. We, MSG Ramirez appreciate the support and dedication of our community as we undertake these critical improvements. We at MSG Ramirez are confident that with determination and collaboration, we will see positive outcomes and a brighter future for all our students.

Strengths

Student Academic Achievement Strengths

- The focus for ILTexas MSG Ramirez ES 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 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 ★	Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged, 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 are scoring growth state measures on state assessments.	The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.
3 ★	Emergent Bilingual students are scoring below state average 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 due to social and emotional needs at home and at school.	Lack of consistent support systems and resources addressing students emotional well-being across environments.
6	Teachers absenteeism rate is high.	Teacher burn-out

7

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

Lack of qualified applicants.

8

Student absentee rate is high

Lack of engagement and connection to school, compounded by external challenges such as socioeconomic barriers, family responsibilities, or health issues.

9

Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.

Lack of sufficient language support programs and resources tailored to meet the specific needs of bilingual learners.

10

Poor reception and infrastructure in the area.

The area is rural and under developed.

11

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

Lack of clear expectations and accountability.

12

Teachers are not versed in curriculum and instruction and are unable to implement strong Tier I instruction.

Teachers need professional development in language learners.

 = 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 strong campus 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 - students in grades 3-5 are 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 Teachers are not versed in curriculum and instruction and are unable to implement strong Tier I instruction.	Teachers need professional development in language learners.
2 Many students are tardy in the morning and to classes throughout the day.	Lack of clear expectations and accountability.
3 ★ Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged, 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 are scoring growth state measures on state assessments.	The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.
5 ★ Emergent Bilingual students are scoring below state average on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom.
6 ★ 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.

7

Students struggle due to social and emotional needs at home and at school.

Lack of consistent support systems and resources addressing students emotional well-being across environments.

8

Teachers absenteeism rate is high.

Teacher burn-out

9

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

Lack of qualified applicants.

10

Student absentee rate is high

Lack of engagement and connection to school, compounded by external challenges such as socioeconomic barriers, family responsibilities, or health issues.

11

Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.

Lack of sufficient language support programs and resources tailored to meet the specific needs of bilingual learners.

12

Poor reception and infrastructure in the area.

The area is rural and under developed.

 = 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 has hosted literacy night, monthly 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 and 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, 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	Many students are tardy in the morning and to classes throughout the day.	Lack of clear expectations and accountability.
2	Teachers absenteeism rate is high.	Teacher burn-out
3	Lack of highly qualified teachers for key positions which resulted in long-term substitutes.	Lack of qualified applicants.
4	Student absentee rate is high	Lack of engagement and connection to school, compounded by external challenges such as socioeconomic barriers, family responsibilities, or health issues.
5	Poor reception and infrastructure in the area.	The area is rural and under developed.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged, 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
★

Emergent Bilingual students are scoring below state average on state assessments.

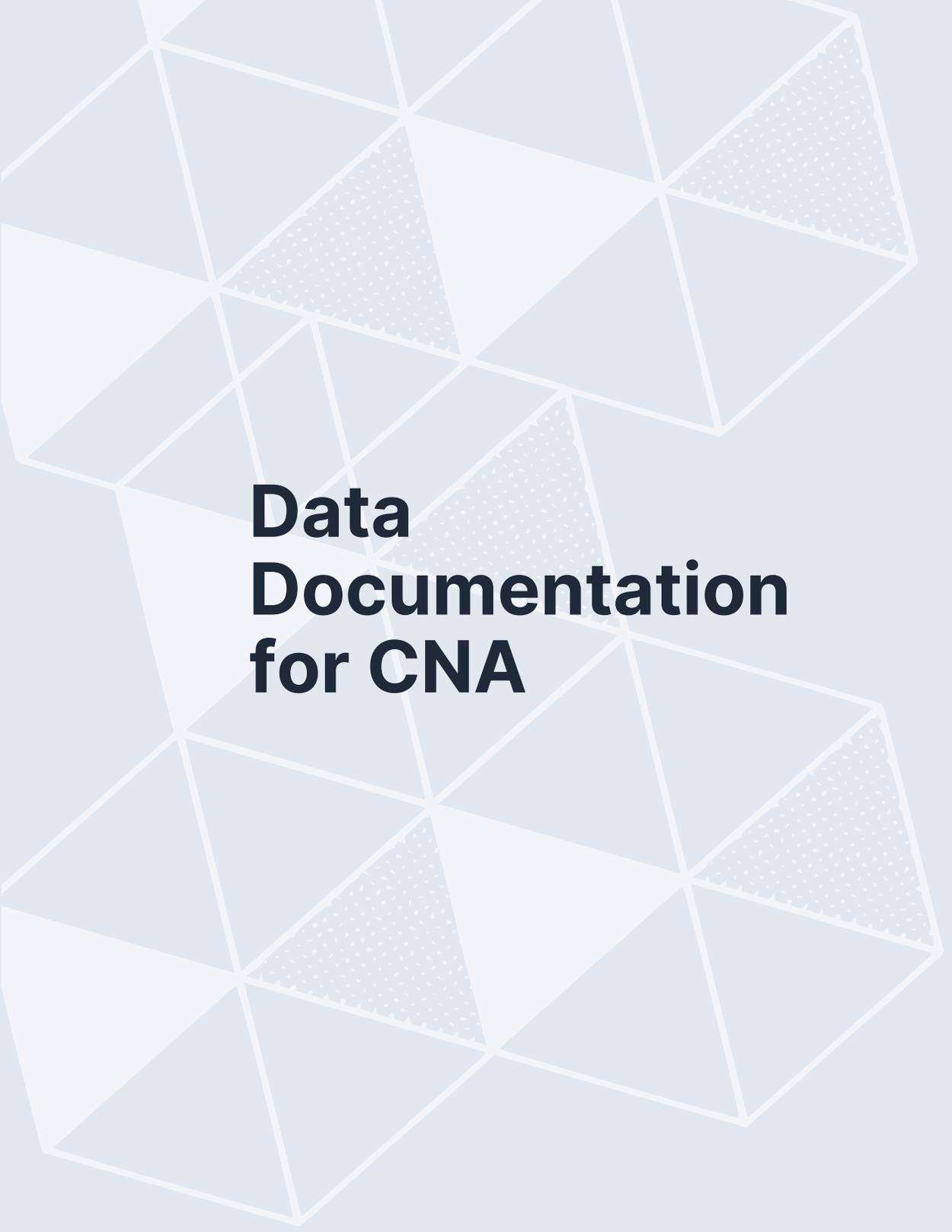
Teachers struggle meeting the diverse needs of students in the classroom.

3
★

Teachers struggle utilizing data to create differentiated lesson plans and implementation.

Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

★ = 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
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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

- 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
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Equity data
- T-TESS data

Parent/Community Data

- 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
- 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.

Performance Objective 1 High Priority

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

Evaluation Data Source: STAAR Reading

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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 in core content areas.

Strategy's Expected Result/Impact: Improved student academic progress in core content areas.

Staff Responsible for Monitoring: Administrator/GLA/Teacher

Funding Sources: Instructional Material, Manipulatives for classrooms, Visuals for Classrooms 211 - Title 1-A, \$30,000

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

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

Formative Reviews

November

January

May

June

Strategy 2

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: Materials for Family Nights, Parental Literacy, Snacks 211 - Title I School Improvement, \$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 3

Provide training for teachers and administrators 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: EB Instructional Materials, Professional Development 211 - Title 1-A, \$5,000, Professional Development CMO 1 FY23, \$40,000

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

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

Formative Reviews

November

January

May

June

Strategy 4

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

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

Formative Reviews

Strategy 5 Targeted Support Strategy

Provide instructional materials for students with particular attention to ELLsv 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: 263 - Title III, \$5,000, 211 - Title 1-A, \$30,000

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

Formative Reviews

Performance Objective 2 High Priority

By the end of the 25-26 school year, ILTexas MSG Ramirez Elementary 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: STAAR, MAP, Interim Assessments

Strategy 1

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

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

Staff Responsible for Monitoring: Administration/Special Education Coordinator

Funding Sources: Professional Development, GE Resources about Sped, Materials to provide GE accommodations 224 - IDEA B, \$12,000

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

Formative Reviews

November

January

May

June

Strategy 2

Provide 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

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

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 High Priority

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: AAPL

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 language acquisition

Staff Responsible for Monitoring: Teacher/Administrators

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

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: Administration

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

May

June

Performance Objective 2 High Priority

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

Evaluation Data Source: OBS presentation evaluation

Strategy 1

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

Strategy's Expected Result/Impact: Quality OBS projects

Staff Responsible for Monitoring: Administrator/GLA/Teaches

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

May

June

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: GLA, Administration

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

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 High Priority

By the end of the 25-26 school year, MSGRES will retain at least 75% of their teachers.

Evaluation Data Source: Year to year retention data, teacher surveys

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 morale and retention

Staff Responsible for Monitoring: Administration

Funding Sources: Food, awards 461 - Campus Activity, \$1,000

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

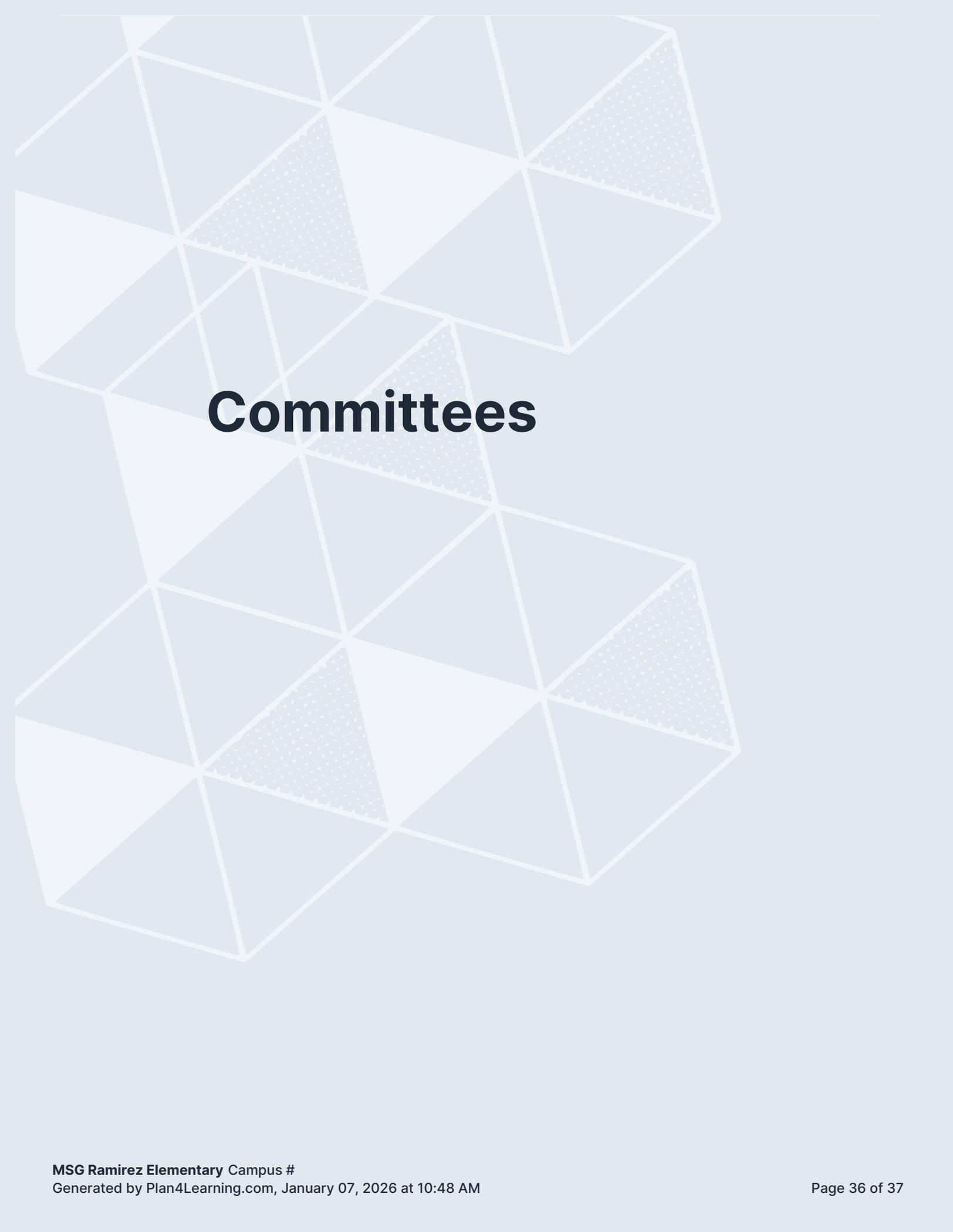
Formative Reviews

November

January

May

June



Committees

Committees

2025-2026 Campus Site-Based Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 1, 2025 @ 10:00 AM	MSG Library	25-26 BOY CIP.pdf	CIP Notes 5_5_25.pdf

Members

First Name	Last Name	Position	Committee Role
Victoria	Good	Community Rep	Community Rep
Yalena	Gamero	AP	Administrator
Nancy	Ruiz	Registrar	Outreach Resource
Ramona	Cambell	Security Officer	Security
Yanet	Guerra	Counselor	Social Emotional Rep
Adriana	Chinchilla	Parent	Parent
Anadilene	Gonzalez	Parent	Parent
Paula	Sanchez	Teacher	Classroom Teacher
Valerie	Josef	Teacher	Classroom Teacher
Juan	Parcayo	Business representative	Business Representative
Alonso	Casas	Library Specialist	Social Media
Tracee	Barlow	Special Education	Sped Rep.
Sandra	Gonzales	Principal	Administrator



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)



ILTEXAS
MSG RAMIREZ K-8

PARENT WORKSHOP!



ILTEXAS
LIBERTY HIGH
SCHOOL

**LEARN HOW TO NAVIGATE
SKYWARD
TO SUPPORT YOUR CHILD**



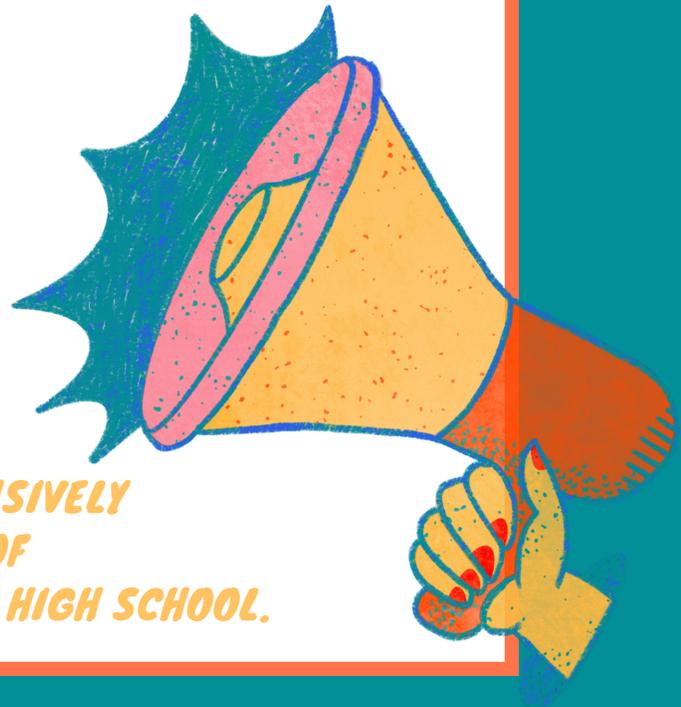
WHAT IS SKYWARD?

SKYWARD IS AN ONLINE TOOL WHERE YOU CAN VIEW YOUR CHILD'S GRADES, ATTENDANCE, SCHEDULE, AND MORE.

Date: Tuesday, September 17

Time: 5:00 PM

Location: MSG-Ramirez



**THIS EVENT IS EXCLUSIVELY
FOR PARENTS OF
MSG-RAMIREZ AND LIBERTY HIGH SCHOOL.**



ILTEXAS
MSG RAMIREZ K-8

¡CONVERSATORIO PARA PADRES!



ILTEXAS
LIBERTY HIGH
SCHOOL

**APRENDA CÓMO NAVEGAR
SKYWARD
PARA APOYAR A SUS HIJOS**



¿QUÉ ES SKYWARD?

**SKYWARD ES UNA HERRAMIENTA EN LÍNEA
DONDE PUEDE VER
LAS CALIFICACIONES, ASISTENCIA, HORARIOS Y MÁS DE SUS HIJOS.**

Fecha: Martes, 17 de septiembre

Hora: 5:00 PM

Ubicación: MSG-Ramirez



**ESTE EVENTO ES EXCLUSIVAMENTE PARA
PADRES DE
MSG-RAMIREZ Y LIBERTY HIGH SCHOOL.**

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	Lena Victoria 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
Adriana Chiriz	PTO	281-203-7795	Monica Taylor Chiriz	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 Alamo	1st grade
Beverence Mauricio		346-825-7304	Abby Cabrera	1st grade
Luis Sicgado	mamá	346-825-7305	Abby Cabrera	7 ^o
Sylvia Morales	Volunteer MOM	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.
Janibraika Duran	Mamá	2816625205	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 E/1st 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
Indira 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.
Jaimbraika 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