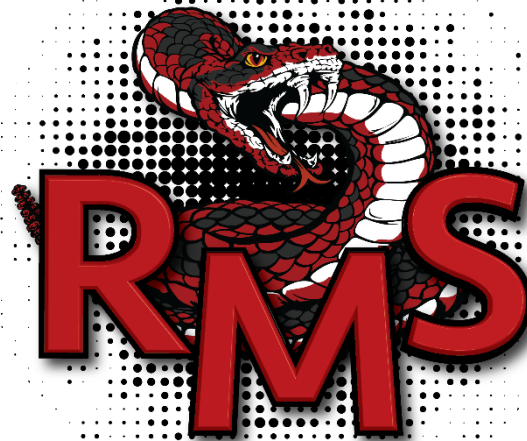


Ringgold Middle School





Campus Improvement Plan

2019-2020

Accountability Rating: Overall C Campus

Ms. Lillian K. Jones
RMS Principal

Mrs. Arlene Saldaña
SBDM Chairperson



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RMS Mission Statement

Ringgold Middle School's mission is to inspire, educate and empower all students to reach their full potential and become leaders of the highest moral character.

RMS Vision Statement

Excellence through PRIDE!

Positivity **R**espect **I**ntegrity **D**edication **E**mpathy



RMS Campus Site-Based Decision Team 2019-2020

Date Established: August 2019

Principal: Lillian K. Jones	Elective Teachers: Ernestina Gaytan
Librarian: Jeannie Anderson	Athletics Coach: Victor Guerrero
ELAR Teacher: Martha Gaitan	Sp. Ed. Teacher: Jesus Salazar
Math Teacher: Arlene Saldaña	Student Council President:
Science Teachers: Jorge Lozano	Business Representative: Emigdio Cahue (HEB)
History Teachers: Jessica Perez	Community Member: Dave Jones
	Parent: Hilda Rios

Meetings:

Ringgold Middle School shall hold at least four meetings per year to evaluate progress and make adjustments if necessary. (Sept. Nov. Feb. and May).

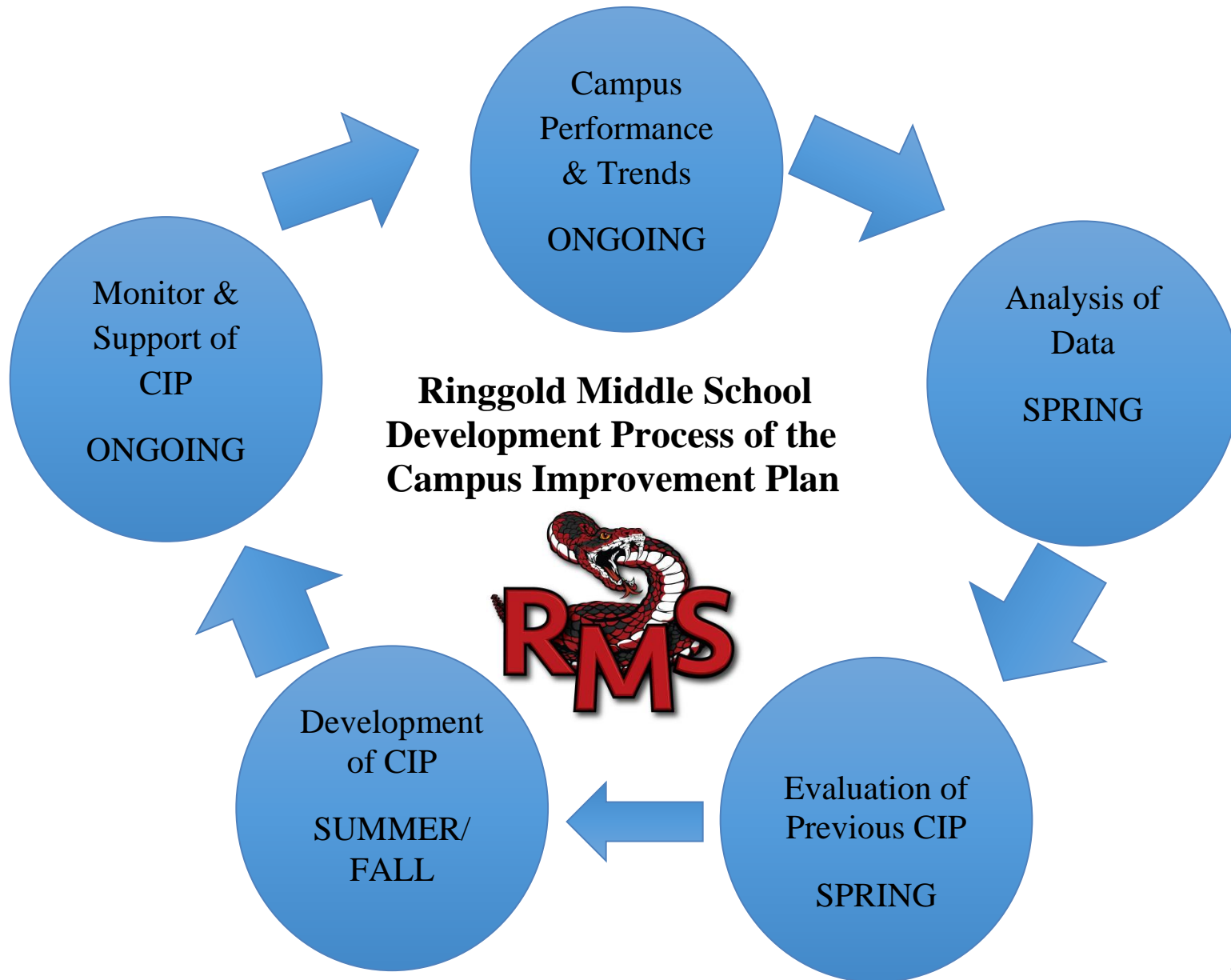
Responsibilities:

The campus site based committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The SBDM committee has approved the Campus Improvement Plan and all recommendations.

Committee selection/decision on _____.

Campus Principal: *Lillian Jones* Date: Sept. 9, 2019 SMDM Chairperson: *Arlene Saldaña* Date: Sept. 9, 2019
Ms. Lillian K. Jones Mrs. Arlene Saldaña





CAMPUS PERSONNEL

NAME	POSITION
Lillian K. Jones	Principal
Miguel D. Guerrero	Dean of Instruction
Diana Cantu	Asst. Principal
Hernan R. Garza IV	Asst. Principal
Jeannie Anderson	Librarian
Noelia Vasquez	Counselor
Felix Garza	Counselor
Cynthia Mendoza	Counselor
Ida L. Alvarez	Teacher
Gumaro Barrera	Teacher
Marla Bazan	Teacher
Belsa Cantu	Teacher
Carlos Cantu	Teacher
Erika Corona	Teacher
Dolores Flores	Teacher
Martha B. Gaitan	Teacher
Blanco Galvan	Teacher
Eliamar Garcia	Teacher
Gilberto Garcia	Teacher

NAME	POSITION
Hugo Garcia	Teacher
Oziel Garcia	Teacher
Norma Garcia	Teacher
Tito Garcia	Teacher
Angenette Garza	Teacher
Evelina Garza	Teacher
Humberto Garza	Teacher
Jaime Garza	Teacher
Esmeralda Garza-Pro	Teacher
Gisela Gonzalez	Teacher
Tanya Gonzalez	Teacher
Nereyda Guerra	Teacher
Victor Guerrero	Teacher
Jessica Gutierrez	Teacher
Kathy Gutierrez	Teacher
Stephanie Guzman	Teacher
Orlando Herrera	Teacher
Orpha Jones	Teacher
Rodney Jones	Teacher



CAMPUS PERSONNEL continued

NAME	POSITION	NAME	POSITION
Lucy LaGrange	Teacher	Rosa M. Sandoval	Teacher
Hermelinda LaGrega	Teacher	Kelly Sariñana	Teacher
Regulo R. Landez	Teacher	Arturo Treviño II	Teacher
Amanda Lopez	Teacher	Fernando Valdez	Teacher
Hiram Lopez	Teacher	Alvaro Venecia	Teacher
Jorge Lozano	Teacher	Dilia Villarreal	Teacher
Angelica Mercado	Teacher	Esmeralda Villarreal	Teacher
Cornelio Miana	Teacher	Michael Villarreal	Teacher
Cindy Ortiz	Teacher	Tomas Esparza	Technician
Jo David Peña	Teacher	Maricela Estrada	Nurse
Javier Peña Jr.	Teacher	Laura Lee Dreumont	Nurse
Jessica Perez	Teacher	Celinda Lopez	Nurse
Alana Ramirez	Teacher		
Patricia Ramos	Teacher		
Rosalba Rodriguez	Teacher		
Maria Rosado	Teacher		
Arlene Saldaña	Teacher		
Diana Salinas	Teacher		



CAMPUS PERSONNEL continued

NAME	POSITION	NAME	POSITION
Joseph Cervantes	Teacher Aide	Sandra Gonzalez	Head Custodian
Mario Lopez	Teacher Aide	Martina Arenas	Custodian
Priscila Obregon	Teacher Aide	Rosa Estrada	Custodian
Veronica Acevedo	Counselor Clerk	Marisol Garcia	Custodian
Adelaida Garcia	PEIMS Clerk	Secundino Garza	Custodian
Severita Guerra	Librarian Clerk	Maria San Juanita Salinas	Custodian
April Solis	Librarian Clerk	Rosalia Sepulveda	Custodian
Sonia Lopez	Secretary	Amilkar Soto	Custodian
Esmeralda Muñoz	DOI Clerk	Maria del Carmen Salinas	Sub. Custodian
Jasmine Ramirez	Attendance Clerk	Patricia Martinez	Sub. Custodian
Rosario Benavidez	Special Ed Clerk	Ramiro Ramirez	Security Guard
Yesenia Santos	ID Unit Aide	Jose I Gonzalez	Security Guard
Kimberly Aguirre	ED Unit Aide	Andres Cantu	Security Guard



Demographic Summary

Grades Served: 6th, 7th, and 8th

Number of Students meeting Low-Income Criteria: 619

Total Student Enrollment: 691

Average Daily Attendance (most current): 97.24%

Ethnic Make Up

White: 0 % Black: 0% Hispanic: 99.75% Asian: .25% Other: 0%

Total Ringgold Middle School Students Per Program:

EL/ESL	615	SECTION 504	65
MIGRANTS	84	SPECIAL EDUCATION	77
AT-RISK	616	GIFTED and TALENTED	180

Enrollment by Grade Level

<i>Current School Year 2019-2020</i>	
<i>Grade Level</i>	<i>Number of Students</i>
<i>6th</i>	<i>246</i>
<i>7th</i>	<i>202</i>
<i>8th</i>	<i>243</i>
<i>Total</i>	<i>697</i>



Student Achievement Summary

STAAR READING						
Grade	2019 Approaches	2020 Target Approaches	2019 Met	2020 Target Met	2019 Masters	2020 Target Masters
6	49%	59%	23%	30%	10%	16%
7	59%	69%	28%	36%	14%	25%
8	75%	85%	36%	41%	13%	25%
STAAR MATH						
Grade	2019 Approaches	2020 Target Approaches	2019 Met	2020 Target Met	2019 Masters	2020 Target Masters
6	85%	88%	45%	45%	13%	23%
7	73%	80%	30%	41%	12%	19%
8	84%	85%	34%	31%	3%	10%
STAAR WRITING						
Grade	2019 Approaches	2020 Target Approaches	2019 Met	2020 Target Met	2019 Masters	2020 Target Masters
7	59%	63%	28%	38%	7%	17%
STAAR SCIENCE						
Grade	2019 Approaches	2020 Target Approaches	2019 Met	2020 Target Met	2019 Masters	2020 Target Masters
8	69%	74%	33%	43%	11%	21%
STAAR SOCIAL STUDIES						
Grade	2019 Approaches	2020 Target Approaches	2019 Met	2020 Target Met	2019 Masters	2020 Target Masters
8	51%	60%	24%	34%	16%	26%



Comprehensive Needs Assessment Summary

Data Sources Reviewed:

- 2018-2019 TEA School Report Card
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Community and/or parent feedback
- Staff feedback
- Texas STAR Chart
- Campus committee meeting discussions
- STAAR and TELPAS results
- School Website
- School Map
- Duty Rosters
- Master Schedule 2019-2020
- School calendar 2019-2020
- Special Ed. Inclusion Schedule
- Employee certification spreadsheet
- Classroom technology needs by area
- Professional development schedule
- Resource allocations
- Assessment of technology skills for students, staff, etc.



Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> <input type="checkbox"/> 100 % Highly Qualified Teachers <input type="checkbox"/> Low student mobility <input type="checkbox"/> Student/teacher ratio 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor student attendance daily and communicate with parents addressing chronic absences. <input type="checkbox"/> Recognize perfect attendance <input type="checkbox"/> Monitor EL/ESL student progress in order to recommend exit the program 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor student attendance daily and communicate with parents addressing chronic absences. <input type="checkbox"/> Purchase incentives for perfect attendance
Student Achievement	<ul style="list-style-type: none"> <input type="checkbox"/> Met State Standards <input type="checkbox"/> Improvement in Math & Science state assessments <input type="checkbox"/> Improved in special populations in Math state assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase STAAR Scores by 5% <input type="checkbox"/> Motivational speakers with positive messages <input type="checkbox"/> Co-teacher model trainings <input type="checkbox"/> Intervention supplies and software to address the specific learning needs of struggling students 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase STAAR Scores by 5% <input type="checkbox"/> Intervention supplies and software to address the specific learning needs of struggling students <input type="checkbox"/> Motivational speakers including authors with positive messages <input type="checkbox"/> Co-teacher training <input type="checkbox"/> Purchase hands-on instructional supplies
School Culture and Climate	<ul style="list-style-type: none"> <input type="checkbox"/> Implementation of positive behavior intervention and supports [PBIS] in order to reduce the number of discipline referrals <input type="checkbox"/> Staff/student recognition/incentives through Pride Tickets 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff/student training on response to emergency situations including fire drills, lockout and lockdown <input type="checkbox"/> Staff training and student programs on awareness and prevention of bullying, substance/physical abuse, health and fitness 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to provide PBIS tickets that focus on student and teacher engagement and celebrate their successes <input type="checkbox"/> Continue to develop and/or implement positive behavior intervention and supports [PBIS] in order to reduce the number of discipline referrals <input type="checkbox"/> Practice and prepare for emergency situations <input type="checkbox"/> RMS Health Challenges



Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Recruitment, and Retention	<ul style="list-style-type: none"> <input type="checkbox"/> Low teacher turnover rate <input type="checkbox"/> Mentor Teachers for new teachers <input type="checkbox"/> Monthly Team building that incorporates a fun aspect to build morale <input type="checkbox"/> Teacher Mentoring program <input type="checkbox"/> Strong Teacher Leaders <input type="checkbox"/> Teacher's strengths are shared during PLCs 	<ul style="list-style-type: none"> <input type="checkbox"/> New teacher induction program <input type="checkbox"/> Inclusion training for SPED, general education, and teacher assistants <input type="checkbox"/> Schedule time for teachers to observe other teachers <input type="checkbox"/> Common Planning Period <input type="checkbox"/> Classroom management <input type="checkbox"/> Closing academic achievement gap <input type="checkbox"/> PD in Differentiating Instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Inclusion training for SPED, general education, and teacher assistants <input type="checkbox"/> Classroom management <input type="checkbox"/> Classroom delivery of instruction <input type="checkbox"/> Closing academic achievement gap
Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly PLCs <input type="checkbox"/> Collaboration of sp. ed. teachers and regular ed. teachers <input type="checkbox"/> Inclusion Program <input type="checkbox"/> Use of TEKS resources <input type="checkbox"/> Cooperative learning strategies ie. anchor charts, presentations, student centered instruction <input type="checkbox"/> Formative Assessment Strategies <input type="checkbox"/> Use of Kurzweil <input type="checkbox"/> Use of the RTI Process 	<ul style="list-style-type: none"> <input type="checkbox"/> At least 4-5 Chrome/Lenovo Tablets in each classroom <input type="checkbox"/> Instructional supplies and materials are needed <input type="checkbox"/> After school enrichment program with a focus on academics and vocational skills 	<ul style="list-style-type: none"> <input type="checkbox"/> PD will continue to focus on engagement strategies and developing lesson objectives that inspire and motivate students. <input type="checkbox"/> At 4-5 Chrome/Lenovo Tablets in Reading Classrooms <input type="checkbox"/> Purchase additional instructional supplies, materials and software <input type="checkbox"/> An increase of technology in the classrooms to implement 21st century learning.
Family and Community Involvement	<ul style="list-style-type: none"> <input type="checkbox"/> Band/Choir/Mariachi Concerts <input type="checkbox"/> Athletic Events <input type="checkbox"/> Theater Performances <input type="checkbox"/> Presentation of 7 Habits of Highly Effective Parents during Monthly Parent Meetings <input type="checkbox"/> Partnership with Public Library and other community members <input type="checkbox"/> Career Day <input type="checkbox"/> SBDM <input type="checkbox"/> Leadership Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to establish a collaborative partnership with families and community <input type="checkbox"/> Reestablish an active parent organization (parent liaison) 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to research and use ways to communicate with families using technology <input type="checkbox"/> Continue to establish a collaborative partnership with families and community



Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Context and Organization	<ul style="list-style-type: none"> <input type="checkbox"/> PRIDE tickets to reinforce positive behaviors <input type="checkbox"/> Award Ceremonies to recognize student and staff's efforts and hard work <input type="checkbox"/> Continue communication via REMIND and weekly memos <input type="checkbox"/> Assortment of extra-curricular opportunities for all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue communication via REMIND or ClassDojo <input type="checkbox"/> Promote UIL participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue communication via REMIND or ClassDojo <input type="checkbox"/> Promote UIL participation
Technology	<ul style="list-style-type: none"> <input type="checkbox"/> 7 Computer Labs <input type="checkbox"/> 4 COW Carts <input type="checkbox"/> Staff willingness to learn and use technology <input type="checkbox"/> Leadership is technology driven <input type="checkbox"/> Adoption of Google Drive for dissemination of info to staff <input type="checkbox"/> Tech is fairly quick to resolve tech issues 	<ul style="list-style-type: none"> <input type="checkbox"/> Up-to-date computer labs and classroom desktops <input type="checkbox"/> Increase professional development in technology <input type="checkbox"/> Increase the number of computers in the library <input type="checkbox"/> Availability to projectors, document cameras, speakers, Chrome Books and laptops <input type="checkbox"/> Replace wireless access points <input type="checkbox"/> Purchase Lenovo tablets or Chrome Books for reading classrooms 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide quality training and staff development in instructional technology <input type="checkbox"/> Convert classrooms into fully accessible computer labs <input type="checkbox"/> Purchase projectors, document cameras, speakers, Chrome Books and laptops



DISTRICT GOAL AREA 1: ACADEMIC EXCELLENCE:

Implement a rigorous, integrated, technological, and comprehensive curriculum for Pre-K to Post-secondary.

Annual Campus Performance Objectives:

1. Ringgold Middle School will strive to improve student achievement in Reading, Math, Science, Social Studies and Writing by 10% in each area and to meet and exceed the state standards and achieve “Approaches Standard” as prescribed by TEA.
2. Ringgold Middle School will integrate technology into all areas of the curriculum.
3. Ringgold Middle School will improve student learning and reduce the achievement gap between subgroups by 5% on STAAR.
4. Ringgold Middle School will provide student support services in preparation for post-secondary education.
5. Ringgold Middle School will equip, train, and utilize 21st Century technology in all classrooms to prepare students for the challenges of the future.
6. Ringgold Middle School will improve the average daily attendance rate to 97%.



DISTRICT GOAL AREA 2: LEARNING ENVIRONMENT:

Provide school facilities that are conducive to a safe and orderly learning environment.

Annual Campus Performance Objectives:

1. Ringgold Middle School will foster a safe and positive learning environment conducive to student growth and wellness.
2. Ringgold Middle School will provide a safe, disciplined, and drug-free school environment through the PBIS district and campus initiatives.
3. Ringgold Middle School will implement the use of technology and data to monitor student performance and behavior.



DISTRICT GOAL AREA 3: QUALITY PERSONNEL:

Attract, retain, and develop qualified and effective personnel.

Annual Campus Performance Objectives:

1. Ringgold Middle School retain top quality employees by building and fostering relationships and affirming talents.
2. Ringgold Middle School will provide the latest and most innovating professional development to ensure a quality education for all students.
3. Ringgold Middle School will provide quality staff development to highly qualified personnel in order to close the gap among special population subgroups by 5% on STAAR.



DISTRICT GOAL AREA 4: FISCAL MANAGEMENT:

Provide and maintain an effective and efficient fiscal management system.

Annual Campus Performance Objectives:

1. Ringgold Middle School will maximize funding resources to provide an equitable and exemplary education for all students by accomplishing district goals while maintaining fiscal responsibility through maintenance of an appropriate fund balance, superior fiscal accountability system, and the pursuit of appropriate grants.



DISTRICT GOAL AREA 5: PARENTAL INVOLVEMENT:

Embrace school/community partnerships.

Annual Campus Performance Objectives:

1. Ringgold Middle School will establish strategies and programs to increase parental and community involvement.