

Ramos.

5-3-18

Salvador to the office.

He refused to do his work. I told him to put his head down for the whole class or go to office. He decided to go to the office.

JR

Student Disciplinary Action Report
Uvalde Consolidated Independent School District

43790

2/105

Name: Salvador Ramo Date: 5/23/18 Time: 3:52 GRD: 7 8 Gender: M/F
Referring Staff: L Escamilla ID: 24116
Parent: Adriana Reyes Contact Number: 210-510-8450 Address: 552 Diga

Location:

- | | | | | |
|---|---------------------------------------|------------------------------------|---|---|
| <input checked="" type="checkbox"/> Classroom | <input type="checkbox"/> Hallways | <input type="checkbox"/> Courtyard | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bathroom |
| <input type="checkbox"/> Library | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Gym | <input type="checkbox"/> Basketball Court | <input type="checkbox"/> Bus <input type="checkbox"/> Other |

Notice to Parent or Guardian:

This report is sent to advise you of a disciplinary incident involving your child. The faculty and administrative staff expect each student's behavior to be responsible and appropriate. It is believed that the parent(s) or guardian(s) and the school, through cooperation and understanding, can satisfactorily resolve most conflicts. Please feel welcome to discuss the incident by contacting Uvalde Jr. High at 591-2980.

Level 3 - Critical Misbehavior

- | | |
|---|--|
| <input type="checkbox"/> Threatening to fight (pushing shoving kicking verbal) | <input type="checkbox"/> Repeated harrasment and bullying (SDR 17) |
| <input checked="" type="checkbox"/> Fighting | <input type="checkbox"/> Profanity directed toward a teacher or student |
| <input type="checkbox"/> Damaging or destroying student, teacher or school property (Vandalism) | <input type="checkbox"/> Theft-Student/teacher |
| <input type="checkbox"/> Possession of drugs or alcohol | <input type="checkbox"/> Cell phone misuse |
| <input type="checkbox"/> Possession of a weapon | <input type="checkbox"/> Possession of matches, lighter or sparking devise |
| <input type="checkbox"/> Assault | <input type="checkbox"/> Truancy |
| <input type="checkbox"/> Engaging in inappropriate physical/sexual contact | <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other |
| <input type="checkbox"/> Insubordination/Behavior that creates an unsafe situation or keeps others from learning (SDR 20, 21) | <input type="checkbox"/> Use, possession or distribution of tobacco products |

Incident: Check one ☐ I saw ☐ I heard ☒ It was reported to me, which I investigated to be a true account of what happened.

Salvador went up to a student & hit him in the arm. other student reacted by kicking him.

Student Remarks: "I hit him because he snitched on me." "I was in another"

Administrative Use Only

Action Code

Incident # Class.

- | | |
|--|--|
| <input type="checkbox"/> Lunch Detention
Beg. Date: _____ End Date: <u>2 days</u> | <input type="checkbox"/> Out of School Suspension
Beginning Date: <u>5/24/18</u>
Ending Date: <u>5/25/18</u> |
| <input type="checkbox"/> In-School Suspension
Beginning Date: _____
Ending Date: _____ | <input type="checkbox"/> DAEP Assignment
Beginning Date: _____
Ending Date: _____ |
| <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Expulsion: Beg Date: _____ End Date: _____ |
| <input type="checkbox"/> SDR Officer called | |

Administrative signature: [Signature] Date: 5/24/18
Student: Request to sign Date: 5/24/18
Parent/Guardian: _____ Date: _____

Referring Staff Made Parent Contact

Parent Contact: Date: 5/23/18 Time: 4:05

Your son/daughter received a SDA report from me today for the incident listed above in which the following consequence for their action has been issued to deter other consequences from happening

No answer

MJH School Statement Form

Name: Salvador Ramos Id: 24116 Grade: 6 7

Statement for: _____ Date: 09.21.17

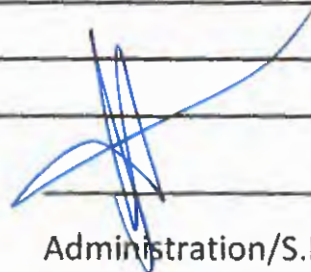
Parent Name: _____ Phone: Samsung Time: _____

We were just roasting ^{each other} a chat he
said I was wearing girl shoes so I said
look at his sandals and he said I
was wearing a diads with Nike so I said
I was a cross braider.

• playing around

Salvador Ramos

Student Signature



Administration/S.R.O. Signature

Edit Offense

Student

Student: RAMOSSAL001 RAMOS SALVADOR ROLANDO

Grade: 08

Student Type: R

Entity: 044 Morales Junior High School

Offense Entered: 01/30/2018 1:47 pm

Save and
Back

Back

Offense

Offense/Referral: Offense

Incident: Existing Incident ▼

* Offense: 21 ▼ Violation St Cd ▼

* Incident #: 42815

* School: 044 ▼ Morales Junior High School

* School Year: 2017-18 ▼

Location: 044 ▼ JR HIGH

Cost (\$): 0.00

Bus: ▼

* Offense Date: 01/30/2018 Tuesday

Disc Officer: DRIGGTIM000 ▼ DRIGGERS TIMOTHY W

Offense Time: 11:00 AM

Time Comment:

☒ Parent Notified

Campus ID: 232-903-044

Offense Level: ▼

Points: 0.00

Referred By

Referred By: Staff ▼

Staff: DAVISSCO000 ▼ DAVIS SCOTT

Comments: SR continues to call the teacher by his first name despite redirection and request for him to stop. SR admits it is wrong for him to do this.

ISS 1/30 (half) TWD

Maximum characters: 5000, Remaining characters: 4838

Predefined Comments: No Predefined Comments Exist ▼

Insert

Victims

Witnesses

Defaults

Attach (0)

Asterisk (*) denotes a required field

43293

21/06

Student Disciplinary Action Report
Uvalde Consolidated Independent School District
Morales Junior High

Discipline Code

Name: Salvador Ramos Date: 3/33 Time: 2:47 Grade: (8) Gender: (M)
Referring Staff: Gorby ID: 24116
Parent: Adriana Ramos Contact Number: (210) 510-8450 Address: 552 Dierz Street

Location:

- | | | | | |
|---|---------------------------------------|------------------------------------|---|---|
| <input checked="" type="checkbox"/> Classroom | <input type="checkbox"/> Hallways | <input type="checkbox"/> Courtyard | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bathroom |
| <input type="checkbox"/> Library | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Gym | <input type="checkbox"/> Basketball Court | <input type="checkbox"/> Bus <input type="checkbox"/> Other |

Notice to Parent or Guardian:

This report is sent to advise you of a disciplinary incident involving your child. The faculty and administrative staff expect each student's behavior to be responsible and appropriate. It is believed that the parent(s) or guardian(s) and the school, through cooperation and understanding, can satisfactorily resolve most conflicts. Please feel welcome to discuss the incident by contacting Morales Junior High at 591-2980.

Level 3 - Critical Misbehavior

- | | |
|--|---|
| <input type="checkbox"/> Threatening to fight (pushing, shoving, kicking) | <input checked="" type="checkbox"/> Repeated harassment and bullying (SDR 17) |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Profanity directed toward a teacher or student |
| <input type="checkbox"/> Damaging or destroying student, teacher or school property (Vandalism) | <input type="checkbox"/> Theft-Student/teacher |
| <input type="checkbox"/> Possession of drugs or alcohol | <input type="checkbox"/> Cell phone/iPad misuse |
| <input type="checkbox"/> Possession of a weapon | <input type="checkbox"/> Possession of matches, lighter, sparking device or |
| <input type="checkbox"/> Assault | <input type="checkbox"/> Truancy drug paraphernalia |
| <input type="checkbox"/> Use, possession or distribution of tobacco products | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Engaging in inappropriate physical/sexual contact | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Subordination/Behavior that creates an unsafe situation or keeps others from learning (SDR 20, 21) | |

Incident: Check one ☒ I saw ☐ I heard ☐ It was reported to me, which I investigated to be a true account of what happened. See 1st I
Using sexual language: "gay," "homosexual," "dyke" after repeatedly told to stop.
Flashing me the "L" loser sign when told to do his work, Refused to go to office. See 1st I

Student Remarks: _____

Administrative Use Only

- | | |
|---|--|
| <input type="checkbox"/> Lunch Detention
Beg. Date: _____ End Date: _____ | <input type="checkbox"/> Out of School Suspension
Beginning Date: _____
Ending Date: _____ |
| <input checked="" type="checkbox"/> In-School Suspension
Beginning Date: <u>3/23/18</u>
Ending Date: <u>3/26/18</u> | <input type="checkbox"/> DAEP Assignment:
Beginning Date: _____
Ending Date: _____ |
| <input checked="" type="checkbox"/> Parent Contact | <input type="checkbox"/> SRO Officer called |
| <input type="checkbox"/> Expulsion: Beg Date: _____ End Date: _____ | |
| Administrative signature: _____ | Date: <u>3/23/18</u> |
| Student: _____ | Date: _____ |
| Parent/Guardian: _____ | Date: _____ |

Referring Staff Made Parent Contact

Parent Contact: Date _____ Time _____ Your son/daughter received a SDA Report from me today for the incident listed above in which the following consequence for their action has been issued to deter other consequences from happening.

White=Student Yellow=Administrator Pink=Sending Teacher

Student Disciplinary Action Report
Uvalde Consolidated Independent School District

43330
42/05

Name: Savador Ramos Date: 3/20/18 Time: 4:10 Reason Code: GRD: 7 - 8 Gender: M/F
Referring Staff: [Signature] ID: 24118
Parent: [Signature] Contact Number: _____ Address: _____

Location:

- | | | | | |
|------------------------------------|---------------------------------------|------------------------------------|---|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallways | <input type="checkbox"/> Courtyard | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bathroom |
| <input type="checkbox"/> Library | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Gym | <input type="checkbox"/> Basketball Court | <input type="checkbox"/> Bus <input checked="" type="checkbox"/> Other |

Notice to Parent or Guardian:

This report is sent to advise you of a disciplinary incident involving your child. The faculty and administrative staff expect each student's behavior to be responsible and appropriate. It is believed that the parent(s) or guardian(s) and the school, through cooperation and understanding, can satisfactorily resolve most conflicts. Please feel welcome to discuss the incident by contacting Uvalde Jr. High at 591-2980.

Level 3 - Critical Misbehavior

- | | |
|---|--|
| <input type="checkbox"/> Threatening to fight (pushing, shoving, kicking, verbal) | <input type="checkbox"/> Repeated harassment and bullying (SDR 17) |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Profanity directed toward a teacher or student |
| <input type="checkbox"/> Damaging or destroying student, teacher or school property (Vandalism) | <input type="checkbox"/> Theft-Student/teacher |
| <input type="checkbox"/> Possession of drugs or alcohol | <input type="checkbox"/> Cell phone misuse |
| <input type="checkbox"/> Possession of a weapon | <input type="checkbox"/> Possession of matches, lighter or sparking devise |
| <input type="checkbox"/> Assault | <input checked="" type="checkbox"/> Truancy |
| <input type="checkbox"/> Engaging in inappropriate physical/sexual contact | <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other |
| <input type="checkbox"/> Insubordination/Behavior that creates an unsafe situation or keeps others from learning (SDR 20, 21) | <input type="checkbox"/> Use, possession or distribution of tobacco products |

Incident: Check one I saw I heard It was reported to me, which I investigated to be a true account of what happened.

Walking out of ISS

Student Remarks:

Administrative Use Only

Action Code

Incident #

- | | |
|--|---|
| <input type="checkbox"/> Lunch Detention
Beg. Date: _____ End Date: _____ | <input checked="" type="checkbox"/> Out of School Suspension
Beginning Date: <u>03/27/18</u>
Ending Date: _____ |
| <input type="checkbox"/> In-School Suspension
Beginning Date: _____
Ending Date: _____ | <input type="checkbox"/> DAEP Assignment
Beginning Date: _____
Ending Date: _____ |

☒ Parent Contact ☐ SOR Officer called ☐ Expulsion: Beg Date: _____ End Date: _____
Administrative signature: [Signature] Date: 03/20/18
Student: _____ Date: _____
Parent/Guardian: _____ Date: _____

Referring Staff Made Parent Contact

Parent Contact: Date _____ Time _____

Your son/daughter received a SDA Report from me today for the incident listed above in which the following consequences for their action has been issued to deter other consequences from happening.

White=Student Yellow=Administrator Pink=Sending Teacher

7/1/20 43665

Student Disciplinary Action Report					
Uvalde Consolidated Independent School District					
Morales Junior High					
Name: <u>Salvador Ramos</u>		Date: <u>5/8/18</u>	Time: <u>2:20</u>	Grade: <u>8</u>	Discipline Code: <u>24114</u>
Referring Staff: <u>Rubio / Robles</u>		ID: <u>24114</u>		Gender: <u>M/F</u>	
Parent: <u>Adriana Reges</u>		Contact Number: <u>510-8480</u>		Address: <u>5521 Pra2 St</u>	
Location:					
<input checked="" type="checkbox"/> Classroom	<input type="checkbox"/> Hallways	<input type="checkbox"/> Courtyard	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Bathroom	
<input type="checkbox"/> Library	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Gym	<input type="checkbox"/> Basketball Court	<input type="checkbox"/> Bus	<input type="checkbox"/> Other
Notice to Parent or Guardian:					
<p>This report is sent to advise you of a disciplinary incident involving your child. The faculty and administrative staff expect each student's behavior to be responsible and appropriate. It is believed that the parent(s) or guardian(s) and the school, through cooperation and understanding, can satisfactorily resolve most conflicts. Please feel welcome to discuss the incident by contacting Morales Junior High at 591-2980.</p>					
Level 3 - Critical Misbehavior					
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Threatening to fight (pushing, shoving, kicking) <input type="checkbox"/> Fighting <input type="checkbox"/> Damaging or destroying student, teacher or school property (Vandalism) <input type="checkbox"/> Possession of drugs or alcohol <input type="checkbox"/> Possession of a weapon <input type="checkbox"/> Assault <input type="checkbox"/> Engaging in inappropriate physical/sexual contact <u>drawing</u> <input type="checkbox"/> Insubordination/Behavior that creates an unsafe situation or keeps others from learning (SDR 20, 21) </div> <div style="width: 50%;"> <input type="checkbox"/> Repeated harassment and bullying (SDR 17) <input type="checkbox"/> Profanity directed toward a teacher or student <input type="checkbox"/> Theft-Student/teacher <input type="checkbox"/> Cell phone/iPad misuse <input type="checkbox"/> Possession of matches, lighter, sparking device or <input type="checkbox"/> Truancy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Use, possession or distribution of tobacco products <input type="checkbox"/> drug paraphernalia <input type="checkbox"/> Other </div> </div>					
Incident: Check one <input checked="" type="checkbox"/> I saw <input type="checkbox"/> I heard <input type="checkbox"/> It was reported to me, which I investigated to be a true account of what happened. <u>Student drew inappropriate picture on assignment</u> <u>Robles in classroom</u>					
Student Remarks: _____					
Administrative Use Only					
<input type="checkbox"/> Lunch Detention Beg. Date: _____ End Date: _____			<input type="checkbox"/> Out of School Suspension Beginning Date: _____ Ending Date: _____		
<input checked="" type="checkbox"/> In-School Suspension Beginning Date: <u>5-10-18</u> Ending Date: <u>5-10-18</u>			<input type="checkbox"/> DAEP Assignment: Beginning Date: _____ Ending Date: _____		
<input type="checkbox"/> Parent Contact			<input type="checkbox"/> SRO Officer called		
<input type="checkbox"/> Expulsion: Beg Date: _____ End Date: _____					
Administrative signature: <u>Nenna Canang</u>			Date: <u>5-9-18</u>		
Student: _____			Date: _____		
Parent/Guardian: _____			Date: _____		
Referring Staff Made Parent Contact					
Parent Contact: Date _____ Time _____ Your son/daughter received a SDA Report from me today for the incident listed above in which the following consequence for their action has been issued to deter other consequences from happening.					
White=Student Yellow=Administrator Pink=Sending Teacher					

I.

DISTRICT NAME: Uvalde Consolidated ISD CO/DIS/CMP NO: 232-903-001
CAMPUS NAME: Uvalde High School PHONE: 8305912950
ADDRESS: 1 Coyote Trail
UVALDE TX 78801 FAX: 8305912961

LEGAL NAME:

FIRST NAME: SALVADOR SSN OR ALT ID: 470-45-0115 CURRENT GRADE LEVEL: 10
MIDDLE NAME: ROLANDO LAST PEIMS ID: NOT ENROLLED GRADE(S) OF RETENTION (PK-4):
LAST NAME: RAMOS LOCAL ID: RAMOSSAL001 GRADE(S) OF RETENTION (5-8):
GENERATION: TSOS UNIQUE ID: 6634158525
DOB: 05/16/04 HISPANIC/LATINO: Yes
SEX: M FEDERAL RACE: White

ORIGINAL ENTRY DATE: 08/23/2021 SUSPENSION/REMOVAL: NONE:
LAST WITHDRAWAL DATE: 10/28/2021 EMERGENCY REMOVAL:
WITHDRAWAL CODE: OUT-OF-SCHOOL SUSPENSION:
LAST DATE OF ATTEND: 10/19/2021 EXPULSION:
PLACED IN GRADE: PROMOTED TO GRADE: ALTERNATIVE PROGRAM:
FREE/REDUCE LUNCH ELIGIBILITY: YES
OTHER ECONOMIC DISADVANTAGE: NO

II.

SPECIAL PROGRAM INFORMATION

SPECIAL EDUCATION: NO LEP: NO
SPEECH THERAPY: NO ESL: NO
INSTRUCTIONAL SETTING: BILINGUAL: NO
TITLE I: HOME LANGUAGE: ENGLISH
GIFTED/TALENTED: NO MIGRANT: NO
504: NO

III.

MOST RECENT STAAR/TAKS TEST RESULTS

EXEMPTIONS: YES NO MATH SCORE CODE: MATH SCORE: MATH MASTERY CODE:
LAST TEST DATE: READING SCORE CODE: READING SCORE: READING MASTERY CODE:
GRADE LEVEL: WRITING SCORE CODE: WRITING SCORE: WRITING MASTERY CODE:
TEST LANGUAGE: SCIENCE SCORE CODE: SCIENCE SCORE: SCIENCE MASTERY CODE:
SOC. STUD. SCORE CODE: SOC. STUD. SCORE: SOC. STUD. MASTERY CODE:

CURRENT GRADES

PD	SERVICE ID	COURSE NAME	CREDIT TYPE	ABSENCES EX, UNEX.	WITHDRAWAL GRADE	TEACHER INITIALS
1	03330100	GOVERNMENT				
2	85000TUT	CREDIT RECOVERY	L			
3	03220400	ENGLISH 4				
4	13037000	ROBOTICS I				
5	03100600	ALGEBRA 2				
6	03040000	CHEMISTRY 1				
7	13008800	GRAPHIC DES 1				
8	84000XXX	LOC ENG 2 INT	L			

STUDENT: RAMOS, SALVADOR R.

LOCAL ID: RAMOSSAL001

GRADE LEVEL:

10

SIGNATURES

1. [Signature] DATE 10-28-21 (VICE PRIN/
2. M. J. [Signature] DATE 10/28/21 (COUNSELOR)
3. [Signature] DATE 10/28/2021 (REGISTRAR/
SECRETARY)

RECORDS REQUESTOR (CIRCLE ONE):

DISTRICT/PARENT/GUARDIAN/STUDENT

DISTRICT NAME (IF REQUESTOR):

WITHDRAWAL REASON: Poor Academic Performance
098 LACK OF ATTENDANCE

ENROLLING IN A PRIVATE SCHOOL IN TEXAS OR A SCHOOL OUTSIDE TEXAS: YES ☐ NO ☐

MOVING TO:

STUDENT IS LEAVING SCHOOL TO RETURN TO THE HOME COUNTRY: YES ☐ NO ☐

DESTINATION:

I, _____ AM REQUESTING THIS INFORMATION FOR STUDENT ENROLLMENT

IN _____ (CITY, STATE, OR DISTRICT).

DATE _____ (PARENT/GUARDIAN)

ADDITIONAL SIGNATURES

1. _____ (LIBRARIAN)
2. _____ (TEXTBOOK COORDINATOR)
3. _____ (ATHLETIC COORDINATOR)
4. _____ (iPad)

***** End of report *****

21-22 RAMOSSAL001 RAMOS, SALVADOR R.

Grade 10 001

Homeroom

10/28/2021 16:35

Birth 05/16/2004

Gender Male

Other 24116

SEMESTER 1	Mon	Tue	Wed	Thu	Fri	Trm	Bldg	Room	Course/Cls	Course Description	Teacher	Credits
	1	1	1	1	1	SM1	001	611	GOV /05	GOVERNMENT	J. JIMENEZ	.500
	2	2	2	2	2	YR	001	301	CRDREC/02	CREDIT RECOVERY	PEREZ S. R	
	3	3	3	3	3	YR	001	503	ENG4 /07	ENGLISH 4	WILLIAMS D	.500
	4	4	4	4	4	YR	001	900	ROBOT1/01	ROBOTICS I	CANTU	.500
	5	5	5	5	5	YR	001	702	ALG2 /05	ALGEBRA 2	NAVARRO P	.500
	6	6	6	6	6	YR	001	207	CHEM1 /04	CHEMISTRY 1	DELGADOLIL	.500
	7	7	7	7	7	YR	001	903	GRDS11/03	GRAPHIC DESIGN AND ILLUSTRATION 1	AGUILERA D	.500
	8	8	8	8	8	YR	001	501	LDENG2/03	LOCAL ENG 2 INTERVENTION	MECHLER D	
										Credits SEMESTER 1		3.000
SEMESTER 2	Mon	Tue	Wed	Thu	Fri	Trm	Bldg	Room	Course/Cls	Course Description	Teacher	Credits
	1	1	1	1	1	SM2	001	607	ECO /01	ECONOMICS	GARCIA M	.500
	2	2	2	2	2	YR	001	301	CRDREC/02	CREDIT RECOVERY	PEREZ S. R	
	3	3	3	3	3	YR	001	503	ENG4 /07	ENGLISH 4	WILLIAMS D	.500
	4	4	4	4	4	YR	001	900	ROBOT1/01	ROBOTICS I	CANTU	.500
	5	5	5	5	5	YR	001	702	ALG2 /05	ALGEBRA 2	NAVARRO P	.500
	6	6	6	6	6	YR	001	207	CHEM1 /04	CHEMISTRY 1	DELGADOLIL	.500
	7	7	7	7	7	YR	001	903	GRDS11/03	GRAPHIC DESIGN AND ILLUSTRATION 1	AGUILERA D	.500
	8	8	8	8	8	YR	001	501	LDENG2/03	LOCAL ENG 2 INTERVENTION	MECHLER D	
										Credits SEMESTER 2		3.000
										Total Credits		6.000

WELCOME BACK

FIRST DAY SCHEDULE

RAMOS, SALVADOR R.

Full Legal Name (LFM) RAMOS, SALVADOR ROLANDO District Name Uvalde Consolidated ISD
 Student ID 24116 SSN/State ID 470-45-0115 Name of School Uvalde High School
 Birth Date 05/16/2004 Sex M Ethnicity Hispanic, White School Address 1 Covote Trail
 Parent or Guardian Name ADRIANA REYES Phone # 8105912950 Quantile 4 GPA 44.500
 Current Address 1511 HOOD ST UVALDE TX 78801 Rank 312 # In Class 318 Ranking Date 08/03/2021
 College Board Campus Code Number 447165 Date Graduated _____ CertCrsCompl. _____

Official Signature _____

Graduation _____ TAKS Mastery (MO/YR) _____ End Of Course _____
 Program Type FOUNDATION HIGH SCHOOL PROGRAM Lng Art Math Science Soc Studies ENG I : Approaches Spring 2019
 Adv Measures _____ ENG II : _____
 Distinguish Lvl of Achievement (Pursued) _____ BIO : _____
 FHSP Speech Req Met Date: _____ CPR Instruction Met Date: _____ ALG I : Approaches Spring 2019
 Peace Officer Interact Met Date: _____ US HIST: _____

	Year 2018-2019				Year 2019-2020				Year 2020-2021				TX Gr				
	232903001 232903001				232903001 232903001				232903001 232903001				Ind I				
Course	Abbreviated 1st/2nd				Abbreviated 1st/2nd				Abbreviated 1st/2nd				Abbreviated 1st/2nd				
Category	Course Name Sem Sem Avg Crdt				Course Name Sem Sem Avg Crdt				Course Name Sem Sem Avg Crdt				Course Name Sem Sem Avg Crdt				
Language Arts	ENG 1	:	43	52	48	ENG 2	:	9	F	18	ENG 3	:	36	40	38		
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Speech	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Mathematics	ALG 1	:	40	60	50	ALG 1	:	13	F	29	GEOM	:	54	51	53		
	:	:	:	:	:	:	:	:	:	:	MTMOD	:	21	10	11		
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Science	IPC	:	43	54	49	BIO	:	21	P	42	ENVIRSYS	:	48	50	49		
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Social Studies	W HIST	:	66	161	164	SPTSS	:	34	:	:	US HIST	:	59	53	56		
	:	:	:	:	:	SPTSS2	:	F	:	:	:	:	:	:	:	:	
	:	:	:	:	:	W HIST	:	55	P	56	:	:	:	:	:	:	
Econ/Free Ent.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Health	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
PE/Equivalent	PEAOA	:	80	:	:	:	:	:	:	:	:	:	:	:	:	:	
	PEITS	:	:	79	:	:	:	:	:	:	:	:	:	:	:	:	
Other Languages	SPAN 1	:	62	70	66	SPAN 2	:	62	P	31	1.00	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Fine Arts	ART 1	:	:	82	:	:	:	:	:	:	:	:	:	:	:	:	
	ART 1	:	78	:	:	:	:	:	:	:	:	:	:	:	:	:	
Technical Apps	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Career/TechEd	PRAPPENG:A	:	50	48	49	ENGDSPRI	:	60	P	30	1.00	TAWE3DN	:	70	71	71	1.00
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Other Electives	:	:	:	:	:	STULEAD	:	97	P	96	1.00	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Local Credit	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
Passing is 70 or above	Total Credits for Year 2.50				Total Credits for Year 4.00				Total Credits for Year 1.00				Total Credits for Year				

Note: TX Gr Ind 1,2,5=Eligible; #=Assessment Waived; Abbrev.CourseName, space right of the dash: A=Tech Prep, C=Correspondence, D=Dual Crdt, E=Crdt by Exam, G=Gifted/Talented, H=Honors, I=IBC, J=before 9th, K=Pre-IBC, L=Local crdt, M=Magnet, P=AP, Q=Pre-AP, R=Summer, T=Crdt Verif, X=Innovative, Z=Distance Learning Course including but not limited to tv, electronic, or satellite broadcast.

Uvalde Consolidated Independent School District
 Uvalde High School
 #1 Coyote Trail, Uvalde, TX 78801
 P: 830-591-2950 F: 830-591-2961
 Randall Harris - Principal
 "Home of the Coyotes & Lobos"

Parent or Guardian of:
 SALVADOR W. RAMOS
 552 DIAZ ST
 UVALDE, TX 78801

SALVADOR R. RAMOS
 1ST QUARTER REPORT CARD Grade: 10

1ST QUARTER REPORT 2021-22						
Entity: 001	RM	PRI	PR2	QT1	ABS	TDY
GOVERNMENT	611	76	70	70	0	0
J. JIMENEZ						
CREDIT RECOVERY	301				0	0
PEREZ S. R						
ENGLISH 4	503	52	50		0	0
WILLIAMS D						
ROBOTICS I	900	60	61	67	0	0
CANTU						
ALGEBRA 2	702	0	0	60	0	0
NAVARRO P						
CHEMISTRY 1	207	75	23	23	0	0
DEIGADOLIE						
GRAPHIC DESIGN AND ILLUST 1	903		60	60	0	0
AGUILERA D						
LOCAL ENG 2 INTERVENTION	501	63	60	60	0	0
MECHLER D						

ATTENDANCE INFORMATION

	Excused	Unexcused	Tardy
1ST QUARTER REPORT	0.00	33.00	1
YEAR TO DATE	0.00	33.00	1

Attention Parents and Guardians:

If you have questions about Skyward Family Access or need help getting an account, please contact UHS Counseling office at 830-591-2950.

SCHOOL:001 RAMOS, SALVADOR GRD:10
CALENDAR:001 HM ROOM: ADVISOR:

ABS. DATE	FP	0	1	2	3	4	5	6	7	8	9	10	P
08/24/21 Tue.	3		U-	U-	U-	U-	U-		U-	U-			
08/25/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
08/26/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			
08/27/21 Fri.	3		U-	U-	U-	U-	U-		U-	U-			
08/30/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
08/31/21 Tue.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/01/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/02/21 Thu.	3		U-	U-									
09/03/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/07/21 Tue.	3		U-	U-	L-				U-				
09/08/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/09/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/10/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/13/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/14/21 Tue.	3		U-	U-		U-	U-	U-	U-	U-			
09/15/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/16/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/17/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/20/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/21/21 Tue.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/22/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/23/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/24/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/27/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/28/21 Tue.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/29/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
09/30/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-				
10/01/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/04/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/05/21 Tue.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/06/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/07/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/08/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/18/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/19/21 Tue.	3								U-				
10/20/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/21/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/22/21 Fri.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/25/21 Mon.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/26/21 Tue.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/27/21 Wed.	3		U-	U-	U-	U-	U-	U-	U-	U-			
10/28/21 Thu.	3		U-	U-	U-	U-	U-	U-	U-	U-			

***** End of report *****

STATE OF TEXAS ACADEMIC ACHIEVEMENT RECORD (ACCREDITED)

Full Legal Name (LFM) RAMOS, SALVADOR ROLANDO

District Name Uvalde Consolidated ISD

Name of School Uvalde High School

School Address 1 Coyote Trail

UVALDE TX 78801

Student ID 24116 SSN/State ID 470-45-0115

Phone # 8305912950 Quartile 4 GPA 46.263

Birth Date 05/16/2004 Sex M Ethnicity Hispanic, White

Rank 337 # In Class 345 RankingDte 02/03/2021

Parent or Guardian Name ADRIANA REYES

Current Address 1511 HOOD ST UVALDE TX 78801

Date Graduated CertCrsCompl.

College Board Campus Code Number

Official Signature

Graduation Program Type FOUNDATION HIGH SCHOOL PROGRAM TAKS Mastery (MO/YR) Lng Art Math Science Soc Studies End Of Course ENG I : Approaches Spring 2019
 Adv Measures ENG II :
 Distinguish Lvl of Achievement (Pursued) BIO :
 FHSP Speech Req Met Date: CPR Instruction Met Date: ALG I : Approaches Spring 2019
 Peace Officer Interact Met Date: US HIST:

	Year 2018-2019				Year 2019-2020				Year 2020-2021				TX Gr			
	232903001 232903001				232903001 232903001				232903001				Ind			
Course	Abbreviated 1st 2nd				Abbreviated 1st 2nd				Abbreviated 1st 2nd				Abbreviated 1st 2nd			
Category	Course Name Sem Sem Avg Crdt				Course Name Sem Sem Avg Crdt				Course Name Sem Sem Avg Crdt				Course Name Sem Sem Avg Crdt			
Language Arts	ENG 1	:	143*	152*	148	ENG 2	:	19*	1F	18	ENG 3	:	1	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Speech	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Mathematics	ALG 1	:	140*	160*	150	ALG 1	:	13*	1F	129	GEOM	:	154	:	:	:
	:	:	:	:	:	:	:	:	:	:	MTMOD	:	121	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Science	IPC	:	143*	154*	149	BIO	:	121*	1P	142	ENVIRSYS	:	1	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Social Studies	W HIST	:	166*	161*	164	SPTSS	:	134*	:	:	US HIST	:	159	:	:	:
	:	:	:	:	:	SPTSS2	:	1F	:	:	:	:	:	:	:	:
	:	:	:	:	:	W HIST	:	155*	1P	156	:	:	:	:	:	:
Econ/Free Ent.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Health	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
PE/Equivalent	PEAOA	:	180	:	:	:	:	:	:	:	:	:	:	:	:	:
	PEITS	:	179	:	:	:	:	:	:	:	:	:	:	:	:	:
Qth.Languages	SPAN 1	:	162*	170	166	SPAN 2	:	162	1P	11.00	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Fine Arts	ART 1	:	182	:	:	:	:	:	:	:	:	:	:	:	:	:
	ART 1	:	178	:	:	:	:	:	:	:	:	:	:	:	:	:
Technical Apps	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Career/TechEd.	PRAPPENG:A	:	150*	148*	149	ENGDSR1:	:	160	1P	11.00	COMPMTN :A	:	170	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
OtherElectives	:	:	:	:	:	STULEAD	:	197	1P	196	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Local Credit	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Passing is 70 or above	Total Credits for Year 2.50				Total Credits for Year 4.00				Total Credits for Year .50				Total Credits for Year			

P=Pass Note: TX Gr Ind 1,2,5=Eligible; #=Assessment Waived; Abbrev.CourseName, space right of the dash: A=Tech Prep, C=Correspondence, D=Dual Crdt, E=Crdt by Exam, G=Gifted/Talented, H=Honors, I=IBC, J=before 9th, K=Pre-IBC, L=Local crdt, M=Magnet, P=AP, Q=Pre-AP, R=Summer, T=Crdt Verif, X=Innovative, 2=Distance Learning Course including but not limited to tv, electronic, or satellite broadcast.

Kindergarten Report Card

Student Name: Salvador Ramos
Teacher: C. De Hoyos
School Year: 2009-2010
Principal: Janice Estrada

Teacher Conference Time: 10:45-11:30

Dalton Early Childhood Center
Uvalde C.I.S.D.
600 N. Fourth St.
Uvalde, Texas 78801
(830) 591-4933

Parents and Guardians:

This report is sent to you regularly at the close of each twelfth week to inform you of your child's progress in school. You are encouraged to visit the school and confer with the teacher and principal concerning your child's progress. This progress can best be assured through close cooperation between home and school.

Teacher Comments		
First Reporting Period	Second Reporting Period	Third Reporting Period
Salvador is a remarkable little boy. He is a motivated thinker and learner; he enjoys learning new things and is always excited to share his knowledge.	Salvador is a sweet little boy. He is gaining more confidence in his knowledge.	Salvador is a very hard worker. He enjoys learning new things. Salvador is very eager to share his knowledge; he is progressing along!

Attendance Record			
Days Present	57	60	54
Days Absent	2	3	4

<p align="center">Student Placement</p> <p>Promote to Grade 1 for next year.</p> <p>Summer School Recommended: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Next year campus: Benson</p>

Behavior and Work Habits			
S= Satisfactory	N= Needs Improvement	U= Unsatisfactory	
	Reporting Period		
	1	2	3
Good work habits	S	S	S
Follow directions	S	S	S
Participate in class activities	S	S	S
Works well with others	S	S	S
Works well independently	S	S	S
Exhibit self-control in a variety of settings	S	S	S
Show respect to teacher, students, and property	S	S	S

Grading Legend
The numbers 1, 2, 3 denote the grading period the specific skill/ objective were successfully developed.
Any blank spaces, within the Language Arts and Math areas on the report card, highlight areas that were not introduced. / displays objectives that were introduced and still developing. X illustrates objectives that were introduced and developed.

Special Classes			
S= Satisfactory	N= Needs Improvement	U= Unsatisfactory	
Grading Period	1	2	3
Computer Lab	S	S	S
P.E.	S	S	S
Science	S	S	S
Social Studies	S	S	S

Student Name: Salvador Ramos

Grade: Kindergarten

Texas Primary Reading Inventory K.1G, K.2A

Grading Period	Beginning of Year ⁵	Middle of Year ⁵	End of Year ⁵
Phonemic Awareness D= Developing SD = Still Developing	SD	SD	SD
Graphophonemic Awareness D= Developing SD = Still Developing	D	D	D
Listening Comprehension	3 5	4 5	5 5

Word Recognition K.3D

1= 1st Reporting 2= 2nd Reporting 3= 3rd Reporting

me	1	was	3
see	1	can	3
I	2	look	
and		like	
is	3	come	
the		mom	2
my	1	get	
it	3	said	
he		has	
at	3	they	
we			
to	3		
up	3		
in	3		
have			

Language Arts

= Not Introduced /= Still Developing X= Developed

First Grading Period	TEKS #	
Demonstrate concepts of print: directionality & understands that words are separated by spaces	K.1A, D, E, F	X
Identify syllables in a spoken word	K.2B	X
Rhyme spoken words	K.2D, C, K.7A	X
Blend sounds in a spoken word	K.2F, G	X
Make predictions	K.4A, K.8B, K.10D, K.RCS D	X
Identify/sort pictures into categories	K.5C	X
Discuss, retell or act out important events in stories	K.6A, K.8A, K.10, K.RCS A, E, I	X
Listen to information & responds appropriately	K.8C, K.11A, K.21B	X
Identify meaning of specific signs	K.11B	X
Write each letter of the alphabet, capital & lowercase	K.17A	X
Decide what sources or people can answer research questions	K.19B	X
Second Grading Period	TEKS #	
Recognize spoken alliteration	K.2E	X
Identify initial & final sounds in spoken words	K.2H	X
Separate sounds in a spoken word	K.2I	X
Discuss the theme of a folktale or fable	K.8B, D, RCS F	X
Use knowledge of letters & sounds to write messages	K.17B, C, K.18A	X
Write first and last names	K.18C	X
Third Grading Period	TEKS #	
Decode words	K.3B	/
Create artwork or a written response to demonstrate comprehension of a story	K.4B, K.RCS B	X
Use a picture dictionary	K.5D	X
Generate topics for writing	K.13A	X
Write for different purposes	K.14A, K.15A	X
Use letter and sound knowledge to spell words (CVC)	K.18B	X
Ask & answer relevant questions & makes contributions in group discussions	K.23A	X

Letter/Sound Identification K.1B, K.3A

1= 1st Reporting 2= 2nd Reporting 3= 3rd Reporting

	1-1 Reporting 1-2 Reporting 1-3 Reporting																									
Recognizes Uppercase	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1		
Recognizes Lowercase	1	2	1	2	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	2	1		
Associates Letter with Sound	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	2	1		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Mathematics		
= Not Introduced	/= Still Developing	X= Developed
TEKS #		
Use one-to-one correspondence	K.1A	X
Use language (such as "less than") to describe relative sizes of sets of objects	K.1A	X
Use language (such as "more than") to describe relative sizes of sets of objects	K.1A	X
Use language (such as "same numbers") to describe relative sizes of sets of objects	K.1A	X
Represent quantity given in written form	K.1B	X
Describe relative position (before)	K.2A, K.14B	X
Describe relative position (after)	K.2A	X
Ordinals through five (fifth)	K.2B	X
Identify and extend pattern (sound and physical)	K.5	X
Predict what comes next (physical)	K.5	X
Create and describe pattern (objects)	K.5	X
Use patterns to predict what comes next	K.6A, K.13A	X
Recite count to 100	K.6B	X
Describe one object in relation to another (below)	K.7A	X
Describe one object in relation to another (above)	K.7A	X
Describe one object in relation to another (under)	K.7B	X
Counts sets of objects (7, 13, and 20)	K.1C, K.14C	X
Identify numeral cards (7, 13, and 20)	K.1C, K.14A	X
Separate a whole into two equal parts	K.3A	X
Explain why a given part is half of a whole	K.3B, K.15	X
Compare objects (attributes)	K.8B	X
Sort and describe objects	K.8C, K.15	X
Sort and describe objects another way	K.8C, K.15	X
Describe attributes of three-dimensional figures	K.8A	X
Compare three-dimensional figures	K.9A, K.13D	X
Recognize shapes and three-dimensional figures (circle)	K.9B	X
Recognize shapes and three-dimensional figures (rectangle)	K.9B	X
Describe and identify two-dimensional figures (square)	K.9C	X
Compare two-dimensional figures (triangle and circle)	K.9C	X

Student Name: Salvador Ramos

Grade: Kindergarten

Mathematics		
= Not Introduced	/= Still Developing	X= Developed
TEKS #		
Compare length	K.10A, K.13D	X
Order length	K.10A, K.13D	X
Compare area	K.10B, K.13D	X
Compare capacity	K.10C, K.13D	X
Compare weight/mass	K.10D, K.13D	X
Compare relative temperature	K.10E	X
Compare events according to duration (more time)	K.11A	X
Compare events according to duration (less time)	K.11A	X
Sequence events	K.11B	X
Model addition problem with concrete objects	K.4, K.13B, C	X
Model subtraction problem with concrete objects	K.4, K.13B, C	/
Create addition problem with concrete objects	K.4, K.13B, C	/
Create subtraction problem with concrete objects	K.4, K.13B, C	/
Read a calendar	K.11C	X
Construct a graph using real objects	K.12A	X
Use a graph to answer questions	K.12B	X

Rote Counting TEKS # K.6B		
Reporting Period		
1	2	3
Counts to: 39	Counts to: 100	Counts to: 116

Recognizes Numerals																			
1= 1 st Reporting 2= 2 nd Reporting 3= 3 rd Reporting																			
Recognizes Numerals	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	2	1
Numerals to set	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2
Writes numeral	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Student: Salvador Pamos
Teacher: D. Davis

Date of Administration:

BOY / /

MOY / /

EOY 7/16/10

SS

Beginning-of-Year Screening

Task	Concept Assessed	Developed Criteria	Score	D/SD
Screening 1	Graphophonemic Knowledge Letter Sound	4-10 Correct		
Screening 2	Phonemic Awareness Blending Onset-Rimes and Phonemes	6-8 Correct		
Overall Screening	Developed: 4-10 on Screening 1 OR 6-8 on Screening 2 Still Developing: 0-3 on Screening 1 OR 0-5 on Screening 2			

End-of-Year Screening

Task	Concept Assessed	Developed Criteria	Score	D/SD
Screening 3	Graphophonemic Knowledge Letter Sound	8-10 Correct		
Screening 4	Phonemic Awareness Blending Onset-Rimes and Phonemes	6-8 Correct		
Overall Screening	Developed: 8-10 on Screening 3 OR 6-8 on Screening 4 Still Developing: 0-7 on Screening 3 OR 0-5 on Screening 4			

over

Book and Print Awareness (Optional)

Place a check mark in the box for each correct response.

Time of Year	1	2	3	4	5
BOY					
MOY					
EOY					

Phonemic Awareness

Task	Concept Assessed	Developed Criteria	BOY Score	D/SD	MOY Score	D/SD	EOY Score	D/SD
1	Rhyming	4-5 Correct						
2	Blending Word Parts	4-5 Correct					N	D
3	Blending Phonemes	4-5 Correct					3	SD
4	Deleting Initial Sounds	4-5 Correct					5	D
5	Deleting Final Sounds	4-5 Correct					4	D

Graphophonemic Knowledge

Task	Concept Assessed	Developed Criteria	BOY Score	D/SD	MOY Score	D/SD	EOY Score	D/SD
6	Letter Name Identification	20-26 Correct						
7	Letter to Sound Linking	8-10 Correct						

Task 8
Listening Comprehension

Time of Year	Story Read	Correct Explicit	Correct Implicit	Total Correct
BOY				
MOY				
EOY				

Salvador Ramos - De hoyos, C

TPRI School Year 2009-2010 Grade K

	Screening				Phonemic Awareness					Grapho. Knowlg.		Listening Comprehension	
	Scr 1: Letter Sound	Scr 2: Deleting Onset Rimes and Phonemes	Scr 3: Letter Sound	Scr 4: Blending Onset Rimes	Screening Status	Inv. 1: Rhyming	Inv. 2: Blending Word Parts	Inv. 3: Blending Phonemes	Inv. 4: Deleting Initial Sounds	Inv. 5: Deleting Final Sounds	Inv. 6: Letter Name Identification	Inv. 7: Letter to Sound Linking	Grade Level Story #
Beg. of Year (Mallory,C.)	3	0		SD	2	SD	SD	SD	SD	23	8	K-S1	3 (1,2)
Mid. of Year (Welch,K.)					3	SD	SD	SD	SD	D	D	K-S2	4 (2,2)
End of Year (Dockal,A.)		10		D	5	2	SD	SD	SD	D	D	K-S4	5 (3,2)
Min. Dev. Score	4-10	6-8	8-10	6-8		4-5	4-5	4-5	4-5	4-5	20-26	8-10	

Fluency Progress Over Time 2009-2010

There are no Fluency scores for this student.

UVALDE C.I.S.D.

OPTIONAL EXTENDED YEAR PROGRAM
REGULAR SUMMER SCHOOL PROGRAM
2010

END OF SUMMER PROGRESS REPORT

Dear Parent(s)/Guardian(s):

Your child, Salvador Ramos is participating in the Optional Extended Year Summer School Program or the Regular Summer School Program. This is a report of his/her progress to date.

In the following areas, your child's grade has been assessed as:

Reading	<u>Level C</u>
English/ESL	<u>—</u>
Math	<u>—</u>
Science	<u>—</u>
Social Studies	<u>—</u>
Discipline	<u>Satisfactory</u>
Other Subject	<u>TRI-developed</u>
Other Subject:	<u> </u>
Attendance	Percent of Days <u>82⁹⁰</u> Days Absent: <u>4</u>

It is critical that your child be present each day during the summer school program. Only a doctor's excuse will be acceptable as an excused absence.

Teacher's Comments: Salvador needs to continue to read and review sight words during the rest of his summer to help him retain what he has learned. Not reviewing/practicing concepts will effect the progress he has made.

If you wish to have a conference with your child's teacher, please call 830-591-4933 as soon as you receive this letter.

Respectfully,

Danya Davis
Summer School Teacher

Janice Estrada
Summer School Principal

Pre-Kindergarten Report Card

Student Name: Salvador Ramos
Teacher: DeeAnna Gonzalez
School Year: 2008-2009
Principal: Janice Estrada

Teacher Conference Time: 1:45-2:30

Dalton Early Childhood Center
Uvalde C.I.S.D.
600 N. Fourth St.
Uvalde, Texas 78801
(830) 591-4933

This report is given to you at the end of each twelve week grading period. You are encouraged to visit and confer with your child's teacher regarding this close cooperation between home and school.

Our curriculum is based on the Texas Pre-kindergarten Guidelines.

Teacher Comments		
First Reporting Period	Second Reporting Period	Third Reporting Period
Salvador has been successful for the first twelve weeks of school. He is a pleasure to have as a student.	Salvador continues to be a wonderful student. He is always ready to learn. At home continue to review letter sounds and encourage Salvador to write. Keep up the great work!	Salvador, thank you for your hard work and positive attitude in the classroom. You are a great student and will do well in the kinder classroom. Have a fun and restful summer.

Personal and Social Development			
S= Satisfactory N= Needs Improvement U= Unsatisfactory			
	Reporting Period		
	1	2	3
Looks at and listens to speaker	S	S	S
Follows directions	S	S	S
Obeys school and safety rules	S	S	S
Demonstrates self-help skills	S	S	S
Actively participates in whole group	S	S	S
Actively participates in small group	S	S	S
Sings songs	S	S	S
Shares and plays	S	S	S

Attendance Record			
	Reporting Period		
	1	2	3
Days Absent	0	2	3
Days Present	59	60	56
Total	59	62	59

Recognition					
1= 1 st Reporting		2= 2 nd Reporting		3= 3 rd Reporting	
Names Colors		Names Numbers		Names Shapes	
Red	1	0	1	Circle	1
Blue	1	1	1	Triangle	1
Pink	1	2	2	Square	1
Gray	1	3	2	Rhombus	1
Green	1	4	2	Oval	1
White	1	5	1	Rectangle	1
Brown	1	6	2		
Yellow	1	7	3		
Orange	1	8	3		
Purple	1	9	3		
Black	1	10	2		

Letter/Sound Identification																										
1= 1 st Reporting										2= 2 nd Reporting					3= 3 rd Reporting											
Names Capital	1	1	1	2	2	2	1	1	1	2	2	2	2	2	1	2	1	1	1	2	2	2	1	1	1	2
Names Lowercase	1	3	1	3	2	2	2	2	2	1	2	2	2	2	1	2	2	2	1	2	2	2	1	1	1	2
Letter Sound	2	2	2	2	2	2	2	3	2	2	3	3	3		2	2	2	2	2	2		2	2			2
	Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Student Name: Salvador Ramos

Grade: Pre-Kindergarten

First Grading Period	
Literacy	
Listens to rhymes	M
Recognizes name	M
Dictates in words	M
Reads at least 1 high frequency word	M
Scribbles, draws, and attaches meaning	M
Math	
Reproduces a simple AB pattern	M
Sorts objects by color	M
Counts to 10 or higher	M
Touch & count concrete objects to 3	M
Arranges concrete objects in 1 to 1 correspondence (1-2)	M
Adds and subtracts with manipulatives (0-2)	M
Matches sets to numerals (0-2)	M
Demonstrates knowledge of the quantities (0-2)	M
Science and Social Studies	
Participates in simple investigations	M
Begins to follow health promoting routines	M
Physical Development	
Uses scissors	M
Jumps on 2 feet	M
Hops on 1 foot	M

Literacy	
Repeats rhymes	M
Copies name	M
Dictates in phrases	M
Reads at least 3 high frequency words	M
Scribbles, draws, and attaches meaning	M
Follows print left to right/top to bottom	M
Math	
Reproduces a simple AB pattern	M
Sorts objects by shape	M
Counts to 20 or higher	M
Touch & count concrete objects to 5	M
Arranges concrete objects in 1 to 1 correspondence (1-3)	M
Adds and subtracts with manipulatives (0-4)	M
Matches sets to numerals (0-4)	M
Demonstrates knowledge of the quantities (0-4)	M
Compares sets of concrete objects using the terms "same/equal"	M
Identifies first position in a series	M
Identifies part & whole using real objects	M
Arranges 3 objects in order by size	M
Science and Social Studies	
Gathers information using simple tools	M
Uses one or more senses to observe and learn	M
Physical Development	
Holds writing tools with fingers	M
Throws and catches a ball	M

Produces rhyming pairs	M
Writes name	M
Dictates in sentences	M
Reads at least 5 high frequency words	M
Scribbles, draws, and attaches meaning	M
Retells the story in correct sequence	M
Identifies initial sounds	M
Sorts letters from numbers	M
Math	
Reproduces a simple ABB pattern	M
Sorts objects by size	M
Counts to 30 or higher	M
Touch & count concrete objects to 10	M
Arranges concrete objects in 1 to 1 correspondence (1-5)	M
Adds and subtracts with manipulatives (0-5)	M
Matches sets to numerals (0-5)	M
Demonstrates knowledge of the quantities (0-5)	M
Compares sets of concrete objects using the terms "more than/less than"	M
Identifies first and last in a series	M
Names how many are in a group of 3 without counting	M
Science and Social Studies	
Understands cause and effect relationships	M
Identifies animals and plants as living things	M
Physical Development	
Kicks a ball in a particular direction	M
Bounces a ball and catches it	M

GRADING LEGEND	
N	Needs more time
D	Developing
M	Mastery

Second Grading Period

Third Grading Period
Literacy

Four-Year-Old Child Data Sheet for the BRIGANCE® Preschool Screen-II

4Y

NR

A. Child's Name Salvador Ramos
 Parents/Guardian _____
 Address _____

Date of Screening 2008 09 04
 Birth date 2004 05 16
 Age 04 03 18

School/Program Dalton E.C.C.
 Teacher D. Gonzalez
 Examiner _____

B. Basic Screening Assessments

C. Scoring

Page	Assessment Number	Skill (Circle the skill for each correct response. Make notes as appropriate.) When deriving standard scores, follow the directions for discontinuing that appear with the assessments where applicable.	Number of Correct Responses	Point Value	Student's Score
17	1B	Personal Data Response: Orally gives: 5 1. first name ✓ 2. full name ✓ 3. age X 4. address (street or mailing) <u>10K</u> Discontinue after 3 in a row incorrect.	2 x	2 points each	4 /8
18	2B	Color Recognition: Points to: 1. red ✓ 2. blue ✓ 3. green ✓ 4. yellow ✓ 5. orange ✓ 6. purple ✓ 7. brown ✓ 8. black ✓ 9. pink ✓ 10. gray ✓ Discontinue after 3 in a row incorrect.	10 x	1 point each	10 /10
20	3B	Picture Vocabulary: Names pictures of: 1. ladder ✓ 2. scissors ✓ 3. leaf ✓ 4. nail ✓ 5. duck ✓ 6. fish ✓ 7. tractor ✓ 8. snake ✓ Discontinue after 3 in a row incorrect.	7 x	1 point each	7 /8
21	4B	Visual Discrimination—Forms and Uppercase Letters: Visually discriminates which one of four symbols is different: 1. ○ X 2. □ ✓ 3. ○ ✓ 4. ◇ ✓ 5.) 6. O Y 7. I X 8. P X 9. V X 10. X ✓ Discontinue after 5 in a row incorrect.	4 x	1 point each	4 /10
22	5B	Visual Motor Skills: Copies: 1. ○ ✓ 2. + X 3. X X 4. □ X 5. □ X Discontinue after 3 in a row incorrect.	1 x	2 points each	2 /10
23	6B	Gross-Motor Skills: 1. Walks forward heel-and-toe five steps. X 2. Hops on one foot five hops. X 3. Hops on other foot five hops. X 4. Stands on one foot for ten seconds. X 5. Stands on other foot for ten seconds. X Discontinue after 2 in a row incorrect.	0 x	1 point each	0 /5
25	7B	Rote Counting: Counts by rote to: (Circle all numbers prior to the first error.) <u>1 2 3 4 5 6 7 8 9 10</u> Discontinue after first incorrect response.	10 x	.5 point each	5 /5
26	8B	Identifies Body Parts: Names body parts when pointed to: 1. chest X <u>tummy</u> 3. knees ✓ 5. fingernails ✓ 7. ankles <u>leg</u> 2. back ✓ 4. chin ✓ 6. heels X 8. jaw <u>chuck</u> Discontinue after 3 in a row incorrect.	4 x	2 points each	8 /16
27	9B	Follows Verbal Directions: Listens to, remembers, and follows: 1. two-step directions ✓ 2. three-step directions ✓ Give credit for highest level of success and for lower-level task.	2 x	3 points each	6 /6
28	10B	Number Concepts: Demonstrates by giving: 1. five X 2. seven X 3. nine X Discontinue after 2 in a row incorrect.	0 x	4 points each	0 /12
29	11B	Syntax and Fluency: 1. Speech is understandable. X 2. Speaks in complete sentences of at least 3 words. ✓	1 x	5 points each	5 /10

Total Score = 51 /100

D. Observations

- Handedness: Right ☒ Left _____ Uncertain _____
- Grasps pencil with: Fist ☒ Fingers _____
- Hearing appeared to be normal: (See Functional Hearing and Vision)
Yes _____ No _____ Uncertain _____
- Vision appeared to be normal: (See Functional Hearing and Vision)
Yes _____ No _____ Uncertain _____
- Record other observations below or on another sheet.

E. Summary (Complete only if child is screened with a group.)

Compared to other children included in this screening:

- this child scored Lower _____ Average _____ Higher _____
- this child's age is Younger _____ Average _____ Older _____
- the teacher rates this child Lower _____ Average _____ Higher _____
- the examiner rates this child Lower _____ Average _____ Higher _____

F. Recommendations

Uvalde High School
1st Day Enrollment Form

DATE: 08/20/2018

Student Name: Salvadora Ramos

ID Number: 24116 **Grade Level:** 9th

Teacher Name: Munoz

Teacher Signature: [Signature]

Registrar: Lupita Villanueva **Date:** 8/20/18

***Note: This form must be turned in along with 1st day Attendance Roster.**

TEA documentation required on every student with Teacher Name and Signature.

***This color sheet indicates student was enrolled First Day of School.**

Morales Junior High

1st Day Enrollment Form

Date: August 21, 2017

Student Name: Salvador Ramos

ID Number: 24116 Grade Level: 8

Teacher Name: Dorazio

Teacher Signature: L. Dorazio

Registrar: Candace Gonzales _____

Note: This form must be turned in along with 1st day attendance roster.

TEA documentation required on every student with teacher name and signature.



Flores Middle School
Ms. Laura Cooper -- Principal

2015-2016 School Year
1st Day Enrollment Form

Date: 8/24/15

Student Name: Salvador Ramos

ID #: 24116 Grade Level: 6th

Teacher Name: Ms. Martin

Teacher Signature: W/Martin

Registrar: [Signature]



Flores Middle School
Ms. Krista Hays -- Principal

2016-2017 School Year
1st Day Enrollment Form

Date: 8/22/16

Student Name: Salvador Ramos

ID Number: 24116 Grade Level: 7

Teacher Name: M. Gonzales

Teacher Signature: Mgonzales

Registrar: _____

Benson Elementary School

1st Day Enrollment Form

Date: 8-25-14

Student Name : Salvador Ramos

ID Number: 24116 Grade Level: 5th

Teacher Name: Mrs. Tijerina

Teacher Signature: 

Registrar: Paula M. Roque

Date: 8/25/14

Note: This form must be turned in along with 1st day attendance roster.

TEA documentation required on every student with teacher name and signature.

Uvalde I.S.D.

At-Risk Indicator Form Based On State At-Risk Criteria

Student Name Salvador Pinares DOB 5/16/04 ID# 24110
 Teacher M. Dillaver Grade 3rd
 Campus Anton Elementary School Year 2012/2013

Please check the following indicators that apply to this student: (*) = New for 2012-13

- ☐ In PK – 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
- ☐ TPRI: (Kindergarten) Scored below 20th percentile on the Kinder October screening.
- ☐ TPRI: (First Grade) Scored below 20th percentile on Grade 1 September screening.
- ☐ TPRI: (Second Grade) Scored below 20th percentile on Grade 2 September screening.
- ☒ failed to meet expectations on beginning math assessment (Moving with Math for Grades 1, 2, and 3.)
- ☐ scored "below expectations" on dyslexia screening assessment.
- FEP I I started paper work for speech
☐ Is a student of limited English proficiency (LEP)
- * ☐ Non-mastery of the latest state assessment for grades 3 – 8 based on the Met Equivalent Standard on TAKS (e.g., Bridge Study for AYP) (☐ STAAR, ☐ STAAR-M, &/or ☐ STAAR-Alt) ☐ Reading/ELA; ☐ Math; ☐ Writing; ☐ Science; ☐ Social Studies
- * DNA ☐ Non-mastery at Level II Satisfactory Performance on STAAR End of Course (EOC) test
- * DNA ☐ Non-mastery of the latest state assessment for grades 10 and 11 (☐ TAKS, ☐ TAKS-Acc, ☐ TAKS-M, &/or ☐ TAKS-Alt) ☐ ELAR; ☐ Math; ☐ Science; ☐ Social Studies
- ☐ Repeated a grade (grade)
- ☐ Grades 7-12, and did not maintain an average equivalent of 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or during the current semester.
- ☐ Is homeless, as defined by NCLB, Title X, Part C, Section 725(2).
- ☐ Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or a law enforcement officer.
- DNA ☐ Is pregnant or is a parent.
- DNA ☐ Has been placed in an alternative education program in accordance with TEC Sec 37.006 during the preceding or current school year.
- ☐ Has been expelled in accordance with TEC 37.007 during the preceding or current school year.
- DNA ☐ Is currently on parole, probation, deferred prosecution, or other conditional release.
- DNA ☐ Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.
- ☐ Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

North Dakota Department of Health

Bismarck, North Dakota

Certification of Birth

THIS IS TO CERTIFY THAT THERE IS ON RECORD IN THE DIVISION OF VITAL RECORDS, NORTH DAKOTA DEPARTMENT OF HEALTH, BISMARCK ND, THE FOLLOWING ENTRY OF BIRTH:

NAME:	<u>SALVADOR ROLANDO RAMOS</u>
BIRTH PLACE:	<u>FARGO, NORTH DAKOTA</u>
DATE OF BIRTH:	<u>MAY 16, 2004</u>
SEX:	<u>MALE</u>
FATHER'S NAME:	<u>SALVADOR RAMOS</u>
MOTHER'S MAIDEN NAME:	<u>ADRIANA REYES</u>
FILING DATE:	<u>MAY 25, 2004</u>
CERTIFICATE NUMBER:	<u>133-04-003418</u>
DATE ISSUED:	<u>AUGUST 12, 2008</u>

000340567



Darin J. Meschke
State Registrar of Vital Statistics



This certificate is issued in compliance with the laws of the State of North Dakota
(NOT VALID without raised impression seal of the North Dakota Department of Health)

SOCIAL SECURITY

SOCIAL SECURITY
470-45-0115

THIS NUMBER HAS BEEN ESTABLISHED FOR

SALVADOR ROLANDO RAMOS

ADMINISTRATIO

SIGNATURE

9/20/11

To whom it may concern:

I Rolando Reyes state

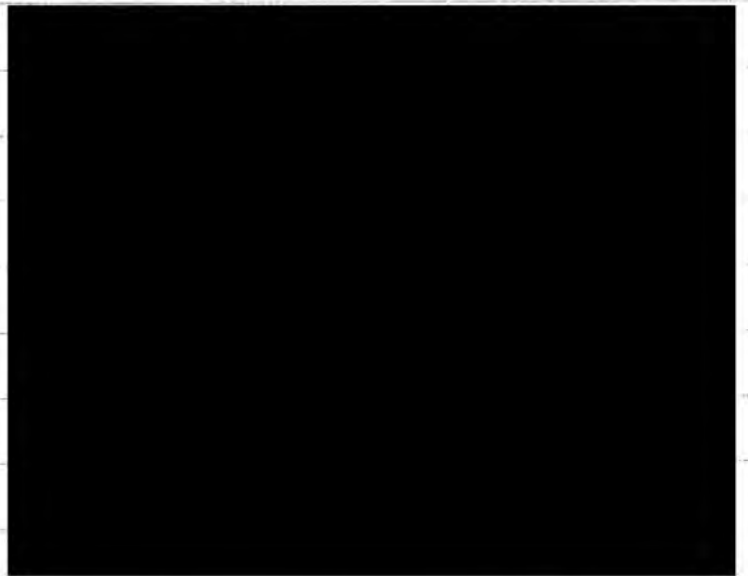
that Adriana Reyes pays 450.00

for rent at 1511 Lot #9

every month.

Thank you

Rolando Reyes



Your Texas Benefits: Renewal Form

Case Number: 1011589723

How to Reapply or Apply

What to do:

1. Fill out this form.
2. If you need to correct anything on this form:
(a) cross it out, and (b) update it.
3. Sign and date page 7
4. Attach the items we need. Items are listed next to the questions.

How to send it in:

In person: At a benefit office. Call 2-1-1 to find one near you. Or visit www.yourtexasbenefits.com

Fax: 1-877-447-2839. If your form is 2-sided, fax both sides.

Mail: HHSC, P.O. Box 14700, Midland, TX 79711-9907

All phone and fax numbers on this form are free to call. If you are deaf, hard of hearing, or speech impaired, you can call any phone number by calling 7-1-1 or 1-800-735-2989.

Questions about this form or about benefits:

All phone and fax numbers on this form are free to call.

- Call 2-1-1 if you can't connect, call 1-877-541-7905. After you pick a language, press 2 to:
 - Ask question about this form.
 - Find where to get help filling out this form.
 - Check the status of this form.
 - Ask questions about benefit programs.

To learn more about benefits, you also can go to www.hhsc.state.tx.us and www.CHIPMedicaid.org

Report waste, fraud, and abuse

If you think anyone is misusing HHSC benefits, call 1-800-436-6184.

Medicaid for people age 65 or older and for adults who have a disability:

If you want to apply for Medicaid for the Elderly and People with Disabilities, call 2-1-1 ask for a different form. After you pick a language, press 2.

First name Adriana		Middle initial	Last name Reyes		
Home address (street and apartment number) 1511 HOOD ST LOT9 UVALDE 78801		City UVALDE	State TX	ZIP 78801	County Uvalde
Home phone (210) 427-7029			Cell or daytime phone		
Mailing address (if different from home address) 1805 BOWIE		City UVALDE	State TX	ZIP 78801	
Most people applying for benefits must be interviewed. We often interview people on the phone. It helps to know if any of the following reasons make it hard for you to get to a benefits office:					
<ul style="list-style-type: none"> • You live more than 30 miles from the closest benefits office. • You can't get a ride. • The weather is bad. • You are sick. • You take care of someone in your home. 			<ul style="list-style-type: none"> • Your work or training hours don't allow you to get to a benefits office when it's open. • You can't travel because you are age 60 or older, or you have a disability. • You are a victim of family violence. 		
Do any of the above reasons apply to you?					<input type="checkbox"/> Yes <input type="checkbox"/> No
The language you said you want to speak during an interview is Spanish . If "other," write in your language: -					
The people on your case get the benefits marked below. If you want to apply for another program, fill in the box next to that program.					
<input checked="" type="checkbox"/> Food Benefits (SNAP)		<input type="checkbox"/> Cash for Families (TANF)		Health Care for: <input checked="" type="checkbox"/> Children <input type="checkbox"/> Adult Caring for a Child	



Exhibit 1

**Texas Education Agency
Texas Public School Student/Staff Ethnicity and Race Data Questionnaire**

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the student's or staff member's ethnicity and race. *United States Federal Register (71 FR 44868)*

Part 1. Ethnicity: Is the person Hispanic/Latino? (Choose only one)

- ☒ **Hispanic/Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- ☐ **Not Hispanic/Latino**

Part 2. Race: What is the person's race? (Choose one or more)

- ☐ **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- ☐ **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ☐ **Black or African American** - A person having origins in any of the black racial groups of Africa.
- ☐ **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☒ **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Salvador Ramos
Student/Staff Name (please print)

Alexander M. Reyes
(Parent/Guardian)/(Staff) Signature

Student/Staff Identification Number

8/20/09
Date

Agencia de Educación de Texas
Cuestionario de Información de Datos Raciales y de Etnicidad de Estudiantes/Miembros
de Personal de las Escuelas Públicas de Texas

El Departamento de Educación de Estados Unidos (USDE) requiere que todas las instituciones estatales y locales de educación, recopilen datos sobre etnicidad y raza de los estudiantes y de miembros de personal. Esta información es utilizada para los reportes estatales y federales así como para reportar a la Oficina de Derechos Civiles (OCR) y a la Comisión de Igualdad en el Empleo (EEOC).

Al personal del distrito escolar y los padres o representante legal de estudiantes que deseen matricularse en la escuela, se le requiere proporcionar esta información. Si usted rehúsa proporcionarla, es importante que sepa que el USDE requiere que los distritos escolares usen la observación para identificación como último recurso para obtener estos datos utilizados para reportes federales.

Favor de contestar ambas partes de las siguientes preguntas sobre la etnicidad y raza del estudiante así como del miembro de personal. Registro Federal de Estados Unidos (71 FR 44866).

Parte 1. Etnicidad: ¿Es la persona Hispana/Latina? (Escoja solo una respuesta)

- ☐ **Hispano/Latino** – Una persona de origen cubano, mexicano, puertorriqueño, centro o sudamericano o de otra cultura u origen español, sin importar la raza.
- ☐ **No Hispano/Latino**

Parte 2. Raza. ¿Cuál es la raza de la persona? (Escoja uno o más de uno)

- ☐ **Indio Americano o Nativo de Alaska** – Una persona con orígenes o de personas originarias de Norte y Sudamérica (incluyendo América Central), y que mantiene lazos o apego comunitario con una afiliación de alguna tribu.
- ☐ **Asiático** – Una persona con orígenes o de personas originarias del Lejano Este, Sureste de Asia o el subcontinente indio, incluyendo, por ejemplo a Cambodia, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
- ☐ **Negro o Áfrico-Americano** – Una persona con orígenes de cualquier grupo racial negro de África.
- ☐ **Nativo de Hawai u otras islas del pacífico** – Una persona con orígenes o de personas originarias de Hawai, Guam, Samoa u otras Islas del Pacífico.
- ☐ **Blanco** – Una persona con orígenes de personas originarias de Europa, el Medio Este o el Norte de África.

Nombre del Estudiante/Miembro de Personal
(por favor use letra de imprenta)

Firma (Padre/Representante legal)
/(Miembro de personal)

Número de Identificación del
Estudiante/Miembro del personal

Fecha

**Texas Education Agency
Texas Public School Student/Staff Ethnicity and Race Data Questionnaire**

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the student's or staff member's ethnicity and race. *United States Federal Register (71 FR 44866)*

Part 1. Ethnicity: Is the person Hispanic/Latino? (Choose only one)

- ☒ **Hispanic/Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- ☐ **Not Hispanic/Latino**

Part 2. Race: What is the person's race? (Choose one or more)

- ☐ **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- ☐ **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ☐ **Black or African American** - A person having origins in any of the black racial groups of Africa.
- ☐ **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☒ **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Salvador Ramos
Student/Staff Name (please print)

[Signature]
(Parent/Guardian)/(Staff) Signature

Student/Staff Identification Number

9/29/11
Date

Agencia de Educación de Texas
Cuestionario de Información de Datos Raciales y de Etnicidad de Estudiantes/Miembros de Personal
de las Escuelas Públicas de Texas

El Departamento de Educación de Estados Unidos (USDE) requiere que todas las instituciones estatales y locales de educación, recopilen datos sobre etnicidad y raza de los estudiantes y de miembros de personal. Esta información es utilizada para los reportes estatales y federales así como para reportar a la Oficina de Derechos Civiles (OCR) y a la Comisión de Igualdad en el Empleo (EEOC).

Al personal del distrito escolar y los padres o representante legal de estudiantes que deseen matricularse en la escuela, se le requiere proporcionar esta información. Si usted rehúsa proporcionarla, es importante que sepa que el USDE requiere que los distritos escolares usen la observación para identificación como último recurso para obtener estos datos utilizados para reportes federales.

Favor de contestar ambas partes de las siguientes preguntas sobre la etnicidad y raza del estudiante así como del miembro de personal. Registro Federal de Estados Unidos (71 FR 44866).

Parte 1. Etnicidad: ¿Es la persona Hispana/Latina? (Escoja solo una respuesta)

- ☐ **Hispano/Latino** – Una persona de origen cubano, mexicano, puertorriqueño, centro o sudamericano o de otra cultura u origen español, sin importar la raza.
- ☐ **No Hispano/Latino**

Parte 2. Raza. ¿Cuál es la raza de la persona? (Escoja uno o más de uno)

- ☐ **Indio Americano o Nativo de Alaska** – Una persona con orígenes o de personas originarias de Norte y Sudamérica (incluyendo América Central), y que mantiene lazos o apego comunitario con una afiliación de alguna tribu.
- ☐ **Asiático** – Una persona con orígenes o de personas originarias del Lejano Este, Sureste de Asia o el subcontinente indio, incluyendo, por ejemplo a Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
- ☐ **Negro o Africano-Americano** – Una persona con orígenes de cualquier grupo racial negro de África.
- ☐ **Nativo de Hawai u otras islas del pacífico** – Una persona con orígenes o de personas originarias de Hawai, Guam, Samoa u otras islas del Pacífico.
- ☐ **Blanco** – Una persona con orígenes de personas originarias de Europa, el Medio Este o el Norte de África.

Nombre del Estudiante/Miembro de Personal
(por favor use letra de imprenta)

Firma (Padre/Representante legal)
/(Miembro de personal)

Número de Identificación del
Estudiante/Miembro del personal

Fecha

Anthron Elementary School AGR Card

For office use only:

☒ Transfer from Benson ☐ Transfer from Robb ☐ Transfer from Batesville ☐ Out of District

Grade: 1st ☐ 2nd ☒ 3rd ☐ 4th ☐

ID#: 24116

Student Name: Salvador Rovando Ramos
First Middle Last

Date of Birth: Mo. 5 Day 16 Year 2004 Student Social Security #: _____

City of Birth: City Uvalde State: TX County: Uvalde Gender: Male ☒ Female ☐

Ethnicity: American Indian Alaska Native Asian or Pacific Islander African American Hispanic White
(Circle one of the above)

Is student new to Uvalde Schools? If yes, list previous school: no

Year/Grade of retention _____ Special -Ed _____ Migrant _____ Gifted & Talented _____ Lep _____

Last school attended at UCISD: Benson Elem.

Student is living with: Parents _____ Mother ☒ Father _____ Grandparents _____ Other _____

Names of both Parents/Guardians: Adriana M. Reyes Salvador Ramos

Physical Address: 1511 Hood St. Lt #9 Mailing Address: 1805 Bowie St.

City: Uvalde State: TX Zip Code: 78801 Home Phone: _____ Cell Phone: 333-31169

Mother's Place of Work: Jalisco's Work # 278-3116 Cell # _____

Father's Place of Work: _____ Work # _____ Cell # 275-2054

For office use only

Entry Code: ORC

Eligibility Code: 012345

Entry Date 9.29.11

Withdrawal Date / /

Withdrawal Code _____

Reentry Date / /

Withdrawal Date / /

Withdrawal Code _____

Teacher: Lopez, A Room# 502

UCISD REGISTRATION

CAMPUS DALTON (0748)

GRADE Kinder STUDENT ID# 24116

STUDENT'S NAME:

Salvador
First

R
Middle

Ramos
Last

DATE AND PLACE OF BIRTH: MO 5 DAY 16 YEAR 04 CITY/STATE: Fargo, ND

MALE ☒ FEMALE ☐ STUDENT'S SOCIAL SECURITY#: _____

ETHNICITY (Must circle one):

AMERICAN INDIAN ASIAN BLACK HISPANIC WHITE(NON-HISPANIC)

HAS STUDENT EVER ATTENDED SCHOOL IN UVALDE CISD? ☒ YES ☐ NO

PREVIOUS SCHOOL ATTENDED:

Dalton
Name of School City State

FATHER'S NAME (first and last):
(Only, if stated on Birth Certificate)

Salvador Ramos

MOTHER'S NAME (first and last):

Adriana Reyes

PARENT(S) IS/ARE (Must circle one):

SINGLE

MARRIED

*SEPARATED

*DIVORCED (*Legal Documents on file ☐)
Check Box

STUDENT IS LIVING WITH (Must circle one):

BOTH PARENTS FATHER ONLY MOTHER ONLY CUSTODIAL PARENTS OR GUARDIAN

CUSTODIAL PARENTS OR GUARDIAN

STREET ADDRESS:
(Physical)

1805 Bowie

CITY/STATE

Uvalde, TX

Apt: _____

Lot: _____

Trlr: _____

ZIP CODE

78801

MAILING ADDRESS:

same

CITY/STATE

Apt: _____

Lot: _____

Trlr: _____

ZIP CODE

HOME PHONE:

333-1194

CELL PHONE(S):

830 279-1928

MOTHER/GUARDIAN/CUSTODIAL PLACE OF WORK:

Golden Dragon

PHONE #:

278-1030

FATHER/GUARDIAN/CUSTODIAL PLACE OF WORK:

PHONE #:

CONTINUE ON BACK

FOR OFFICE USE ONLY

ELIGIBILITY CODE: 0 1 2 3 4 5

ENTRY DATE:

8/24/04

WITHDRAWAL DT: _____

WITHDRAWAL CODE: _____

REENTRY DT: _____

WITHDRAWAL DT: _____

WITHDRAWAL CODE: _____

EXPANSION GRANT: _____

HEADSTART: _____

TEACHER

Carolina Lopez

ROOM

11

GRADE

K6

LIST FIVE (5) EMERGENCY CONTACTS AUTHORIZED TO PICK UP CHILD. HE/SHE MUST BE 18 YRS OF AGE VERIFIED WITH I.D.:

<u>NAME</u>	<u>RELATIONSHIP (to child)</u>	<u>PHONE# (Include Cell Ph. #'s)</u>
Esperanza Ramos	grandma	275-0002
Armando Ramos	uncle	275-6979
Rolando V. Reyes	grandpa	210-246-2933

OTHER CHILDREN IN YOUR FAMILY WHO ATTEND UCISD:

<u>NAME</u>	<u>CAMPUS</u>	<u>NAME</u>	<u>CAMPUS</u>
[REDACTED]			

Email Address: _____

EMERGENCY WAIVER: I AUTHORIZE SCHOOL PERSONNEL TO CONTACT DIRECTLY THE PERSONS NAMED ON THIS FORM, AND I AUTHORIZE THE FAMILY PHYSICIAN/EMERGENCY ROOM PHYSICIAN TO RENDER SUCH TREATMENT AS MAY BE DEEMED NECESSARY IN AN EMERGENCY FOR THE HEALTH OF THE CHILD. IN THE EVENT THE PHYSICIAN, OR PARENTS, OR OTHER PERSONS NAMED ON THIS FORM CANNOT BE CONTACTED, THE SCHOOL PERSONNEL ARE AUTHORIZED TO TAKE WHATEVER ACTION IS DEEMED NECESSARY IN THEIR JUDGEMENT, FOR THE HEALTH OF THE CHILD. THE SCHOOL DISTRICT IS NOT FINANCIALLY RESPONSIBLE FOR THE EMERGENCY CARE AND/OR TRANSPORTATION OF THE CHILD.

PROVISIONAL ENROLLMENT: I UNDERSTAND THAT IF SHOT RECORDS FOR MY CHILD HAVE NOT PREVIOUSLY BEEN PROVIDED, THEY ARE REQUIRED WITHIN THIRTY (30) DAYS OF ENROLLMENT, OR MY CHILD WILL BE WITHDRAWN FROM SCHOOL.

ANY CHANGES (ADDRESSES, TELEPHONE NUMBERS, ETC.) NEED TO BE REPORTED TO THE SCHOOL OFFICE AS SOON AS POSSIBLE.

*** ANY LEGAL PAPERS REGARDING YOUR CHILD'S CUSTODIAL STATUS MUST BE RECEIVED IN THIS OFFICE WITHIN FIVE (5) WORKING DAYS.**

Delicia M. R.
SIGNATURE OF PARENT OR GUARDIAN

9/3/09
DATE

UCISD REGISTRATION

CAMPUS DALTON (0748)

GRADE Pr-K

STUDENT ID# 24116

STUDENT'S NAME: Salvador Rolando Ramos
First Middle Last

DATE AND PLACE OF BIRTH: MO 5 DAY 16 YEAR 01 CITY/STATE: Fargo, ND

MALE ☒ FEMALE ☒ STUDENT'S SOCIAL SECURITY#: - - -

ETHNICITY (Must circle one): AMERICAN INDIAN ASIAN BLACK HISPANIC WHITE(NON-HISPANIC)

HAS STUDENT EVER ATTENDED SCHOOL IN UVALDE CISD? YES ☒ NO

PREVIOUS SCHOOL ATTENDED: Old Town
Name of School City State

STUDENT IS LIVING WITH (Must circle one): BOTH PARENTS FATHER ONLY MOTHER ONLY

CUSTODIAL PARENTS OR GAURDIAN

PARENT(S) IS/ARE (Must circle one): SINGLE MARRIED *SEPARATED *DIVORCED

FATHER'S NAME (first and last): Salvador Ramos
(Only, if stated on Birth Certificate)

MOTHER'S NAME (first and last): Adriana Reyes

STREET ADDRESS: 209 N. 1st St # CITY/STATE Uvalde, TX
(Physical)

Apt: #3-A Lot: Trlr: ZIP CODE 78801

MAILING ADDRESS: 209 N. 1st St CITY/STATE Uvalde, TX

Apt: 3-A Lot: Trlr: ZIP CODE 78801

HOME PHONE: CELL PHONE(S): 275-9426

MOTHER'S PLACE OF WORK Golden Dragon PHONE #: 278-1030

FATHER'S PLACE OF WORK: Don Marcelino PHONE#: 278-8998

EMERGENCY CONTACTS/AUTHORIZED TO PICK UP CHILD IF PARENT/GUARDIAN IS UNAVAILABLE MUST BE 18YRS OF AGE; VERIFIED WITH I.D.:

NAME RELATIONSHIP (to child) PHONE# (Include Cell Phone #'s)

Rolando V Reyes grandpa (210)241-2933
278-4829

Esperanza or Mando Ramos grandma / TIO 275-0002 or 275-6979

Natalie Salazar Tia 278-3096

CONTINUE ON BACK

FOR OFFICE USE ONLY

ELIGIBILITY CODE: 0 1 2 3 4 5

ENTRY DATE: 8/25/08

WITHDRAWAL DT: / /

WITHDRAWAL CODE:

REENTRY DT: / /

WITHDRAWAL DT: / /

WITHDRAWAL CODE:

EXPANSION GRANT:

HEADSTART:

TEACHER DeeAnna Mongalez

ROOM 30 GRADE PK

Registration Form R3-03

OTHER CHILDREN IN YOUR FAMILY WHO ATTEND UCISD:

NAME

CAMPUS

NAME

CAMPUS

Email Address: _____

HEALTH INFORMATION

EMERGENCY WAIVER: I AUTHORIZE SCHOOL PERSONNEL TO CONTACT DIRECTLY THE PERSONS NAMED ON THIS FORM, AND I AUTHORIZE THE NAMED PHYSICIAN TO RENDER SUCH TREATMENT AS MAY BE DEEMED NECESSARY IN AN EMERGENCY FOR THE HEALTH OF THE CHILD. IN THE EVENT THE PHYSICIAN, OR PARENTS, OR OTHER PERSONS NAMED ON THIS FORM CANNOT BE CONTACTED, THE SCHOOL PERSONNEL ARE AUTHORIZED TO TAKE WHATEVER ACTION IS DEEMED NECESSARY IN THEIR JUDGEMENT, FOR THE HEALTH OF THE CHILD. THE SCHOOL DISTRICT IS NOT FINANCIALLY RESPONSIBLE FOR THE EMERGENCY CARE AND/OR TRANSPORTATION OF THE CHILD.

PROVISIONAL ENROLLMENT: I UNDERSTAND THAT IF SHOT RECORDS FOR MY CHILD HAVE NOT PREVIOUSLY BEEN PROVIDED, THEY ARE REQUIRED WITHIN TEN DAYS OF ENROLLMENT, OR MY CHILD WILL BE WITHDRAWN FROM SCHOOL.

ANY CHANGES (ADDRESSES, TELEPHONE NUMBERS, ETC.) NEED TO BE REPORTED TO THE SCHOOL OFFICE AS SOON AS POSSIBLE.

*** ANY LEGAL PAPERS REGARDING YOUR CHILD'S CUSTODIAL STATUS MUST BE RECEIVED IN THIS OFFICE WITHIN FIVE (5) WORKING DAYS.**


SIGNATURE OF PARENT OR GUARDIAN

8-19-08
DATE

Last Name First Name Middle Name Grade Entity
RAMOS SALVADOR ROLANDO 01 Benson Elementary School
Gender: M Birthdate: 05/16/04 SSN: 470-45-0115 Homeroom: 02
Birth City: Fargo Birth State: ND Birth Country: USA Birth County:

Mailing Information

Name: REYES, ADRIANA
Address: 1805 BOWIE ST
City, State, Zip: UVALDE TX 78801 Home Phone: 830-333-1194
Mailing Address: 1805 BOWIE ST, UVALDE TX 78801

Parent/Guardian Information

Parent/Guardian #1: REYES, ADRIANA
Second Phone #: (830) 278-1030 (Work) 3rd Phone #: (830) 278-3600 (Cellular)
Work Location: Relationship of Guardian to Student: MOTHER

Parent/Guardian #2:

Second Phone #: 3rd Phone #:
Work Location: Relationship of Guardian to Student:

Emergency Contact Information

Emergency Contact 1: REYES, ROLANDO V Relationship: GRAND FATHER

Address:

Contact Phone: (210) 246-2933 Secondary:

Emergency Contact 2: RAMOS, ESPERANZA Relationship: GRAND MOTHER

Address:

Contact Phone: (830) 278-6254 Secondary: (830) 275-0002 (Home)

Medical Information

Physician: Phone #:

Dentist: Phone #:

Hospital: Phone #:

Alert Information

Elma Samayoa
8-23-10

Last Name First Name Middle Name Grade Entity PEIMS ID
RAMOS SALVADOR ROLANDO 03 Anthon Elementary School

Gender: M Birthdate: 05/16/2004 Other ID: 24116 Homeroom: 605

Fed. Race: American Indian: _ Asian: _ Black: _ Native Hawaiian: _ White: X Hisp/Lat Ethnicity: X

Birth City: Fargo Birth State: ND Birth Country: USA Birth County: _____

Mailing Information

Name: REYES, ADRIANA M.

Address: 1511 HOOD ST TRLR 4

City, State, Zip: UVALDE TX 78802 Home Phone: (830) 900-9572

Mailing Address: 1805 BOWIE ST, UVALDE TX 78801

Parent/Guardian Information

Parent/Guardian #1: REYES, ADRIANA M.

Second Phone #: (830) 278-3600 EXT. wk (Work) 3rd Phone #: (830) 900-9572 (Other)

Work Location: JALISCO RESTARAUNT Relationship of Guardian to Student: MOTHER

Emergency Contact Information

Emergency Contact 1: REYES, ROLANDO V Relationship: GRAND FATHER

Address: _____

Contact Phone: (210) 246-2933 Secondary: _____

Emergency Contact 2: RAMOS, ESPERANZA Relationship: GRAND MOTHER

Address: _____

Contact Phone: (830) 275-6979 Secondary: (830) 278-6254 (Home)

Medical Information

Physician: Phone #: _____

Dentist: Phone #: _____

Hospital: Phone #: _____

Alert Information

Mary Ouy

STATE OF TEXAS ACADEMIC ACHIEVEMENT RECORD (ACCREDITED)

Full Legal Name (FML) SALVADOR ROLANDO RAMOS District Name Uvalde Consolidated ISD
 Student ID 24116 SSN/State ID 470-45-0115 Name of School Uvalde High School
 Birth Date 05/16/2004 Sex M Ethnicity Hispanic, White School Address 1 Coyote Trail
 Parent or Guardian Name ADRIANA REYES UVALDE TX 78801
 Current Address 552 DIAZ ST UVALDE TX 78801 Phone # 8305912950 Quartile 4 GPA 55.100
 College Board Campus Code Number _____ Rank 298 # In Class 332 RankingDte 07/01/2019
 Date Graduated _____ CertCrsCompl. _____

Official Signature _____

Graduation _____ TAKS Mastery (MO/YR) _____ End Of Course _____
 Program Type FOUNDATION HIGH SCHOOL PROGRAM Lng Art Math Science Soc Studies ENG I : Approaches Spring 2019
 Adv Measures _____ ENG II : _____
 Distinguish Lvl of Achievement (Pursued) _____ BIO : _____
 FHSP Speech Req Met Date: _____ CPR Instruction Met Date: _____ ALG I : Approaches Spring 2019
 Peace Officer Interact Met Date: _____ US HIST: _____

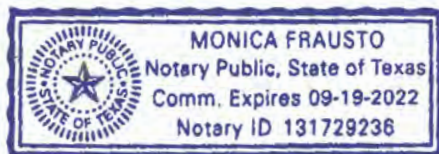
Year 2018-2019															
232903001 232903001															
Course	Abbreviated	1st	2nd			Abbreviated	1st	2nd			Abbreviated	1st	2nd		
Category	Course Name	Sem	Sem	Avg	Crdt	Course Name	Sem	Sem	Avg	Crdt	Course Name	Sem	Sem	Avg	Crdt
Language Arts	ENG 1	:	143*	152*	148	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Speech	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Mathematics	ALG 1	:	140*	160*	150	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Science	IPC	:	143*	154*	149	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Social Studies	W HIST	:	166*	161*	164	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Econ/Free Ent.	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Health	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
PE/Equivalent	PEAOA	:	80*	:	:	:	:	:	:	:	:	:	:	:	:
	PEITS	:	179*	:	:	:	:	:	:	:	:	:	:	:	:
Oth. Languages	SPAN 1	:	162*	170*	166	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Fine Arts	ART 1	:	82*	:	:	:	:	:	:	:	:	:	:	:	:
	ART 1	:	78*	:	:	:	:	:	:	:	:	:	:	:	:
Technical Apps	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Career/TechEd.	PRAPPENG:A	:	150*	148*	149	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Other Electives	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Local Credit	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Passing is 70 or above	Total Credits for Year	:	.00	Total Credits for Year	:	Total Credits for Year	:	Total Credits for Year	:	Total Credits for Year	:	Total Credits for Year	:	Total Credits for Year	:

P=Pass Note: TX Gr Ind 1,2,5=Eligible; #=Assessment Waived; Abbrev.CourseName, space right of the dash: A=Tech Prep, C=Correspondence, D=Dual Crdt,
 F=Fail E=Crdt by Exam, G=Gifted/Talented, H=Honors, I=IBC, J=before 9th, K=Pre-IBC, L=Local crdt, M=Magnet, P=AP, Q=Pre-AP, R=Summer, T=Crdt Vokif,
 X=Innovative, Z=Distance Learning Course including but not limited to tv, electronic, or satellite broadcast.

05/26/21 ^{atn}

As of ~~1/21/20~~ ^{DENIED}, Salvador R. Ramos
has been residing with his grandmother
Celia M. Gonzales at 552 Diaz St.
in Uvalde, TX.

Thank you,
Adriana M. Reyes
(mother)
210 510 8450





Samantha Aguilera <saguilera7737@uvaldecisd.net>

Scanned from a Xerox Multifunction Printer


4 messages

saguilera7737@uvaldecisd.net <saguilera7737@uvaldecisd.net>
Reply-To: saguilera7737@uvaldecisd.net
To: "saguilera7737@uvaldecisd.net" <saguilera7737@uvaldecisd.net>

Mon, Jun 21, 2021 at 2:43 PM

Please open the attached document. It was sent to you using a Xerox multifunction printer.


For more information on Xerox products and solutions, please visit <http://www.xerox.com>

 **Scanned from a Xerox Multifunction Printer.pdf**
13K

Samantha Aguilera <saguilera7737@uvaldecisd.net>
To: Yoli Rodriguez <yrodriguez7959@uvaldecisd.net>

Mon, Jun 21, 2021 at 2:36 PM

[Quoted text hidden]

 **Scanned from a Xerox Multifunction Printer.pdf**
13K

Yoli Rodriguez <yrodriguez7959@uvaldecisd.net>
To: Samantha Aguilera <saguilera7737@uvaldecisd.net>

Mon, Jun 21, 2021 at 2:40 PM

Hi Samantha,

Thank you for checking. You are correct, this is not sufficient. Please call the parent and let them know that they can come see Student Services to have a POA signed for this school year.

Thank you,

Yoli Rodriguez
Uvalde CISD
PEIMS Coordinator
830-278-6655 Ext 1040
yrodriguez7959@uvaldecisd.net

[Quoted text hidden]

Samantha Aguilera <saguilera7737@uvaldecisd.net>
To: Yoli Rodriguez <yrodriguez7959@uvaldecisd.net>

Mon, Jun 21, 2021 at 2:44 PM

Thank you, I will do that.

[Quoted text hidden]

UVALDE C.I.S.D.
HOME LANGUAGE SURVEY

19TAC Chapter 89, Subchapter BB §89.1215

TO BE COMPLETED BY PARENT OR GUARDIAN (OR STUDENT IF GRADES 9-12): The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT Salvador R. Ramos STUDENT ID# _____
ADDRESS 209 W. 1st St. #3-A TELEPHONE # cell -275-961266
CAMPUS Dalton TEACHER _____

1. What language is spoken in your home most of the time? English
2. What language does your child (do you) speak most of the time? English

<u><i>Julian</i></u> Signature of Parent/Guardian	<u>8-19-02</u> Date
_____ Signature of Witness	_____ Date
_____ Signature of Student if Grades 9-12	_____ Date

Cuestionario del idioma que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL: (O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12): El estado de Texas requiere que la siguiente información se complete para cada estudiante que se matricula por primera vez en una escuela pública de Texas. Este cuestionario se archivará en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE _____ #ID _____
DIRECCION _____ TELEFONO _____
ESCUELA _____ MAESTRA _____

1. ¿Qué idioma se habla en su hogar la mayoría del tiempo? _____
2. ¿Qué idioma habla su hijo/a (usted) la mayoría del tiempo? _____

_____ Firma del Padre/Madre/ o Representante Legal	_____ Fecha
_____ Firma de testigo	_____ Fecha
_____ Firma del estudiante si está en los grados 9-12	_____ Fecha

Homeroom: 04

Student Name: RAMOS, SALVADOR R.

Students with/without: ILL, DEN, DIS, CON, TES, HEA, PHY, SCO, TUB, VAC, VIS

Student Key: RAMOSSAL001

RAMOS, SALVADOR R.

1805 BOWIE ST

UVALDE TX 78801

Grad Yr: 2022 Grade: 05

Date of Birth: 05/16/2004

Gender: Male

Phone: 210-850-2591

Entity: 101

School: 101

Calendar: 101

Homeroom: 04

Status: Active

Type: REGULAR

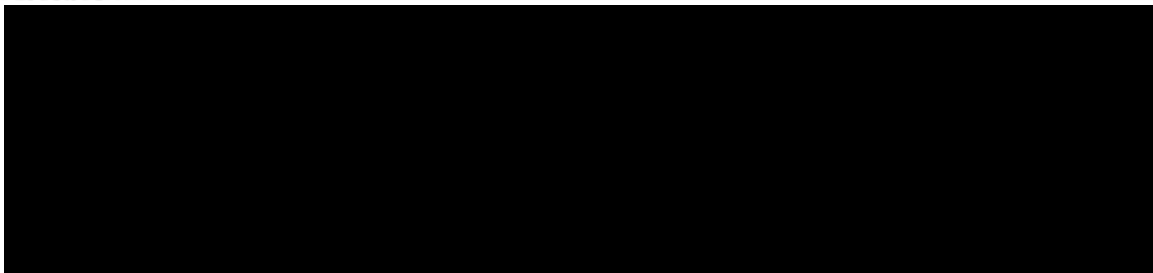
Advisor:

Residency: Resident

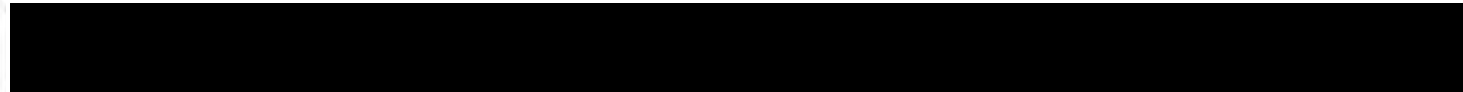
DENTAL EXAM HISTORY:



HEARING HISTORY:



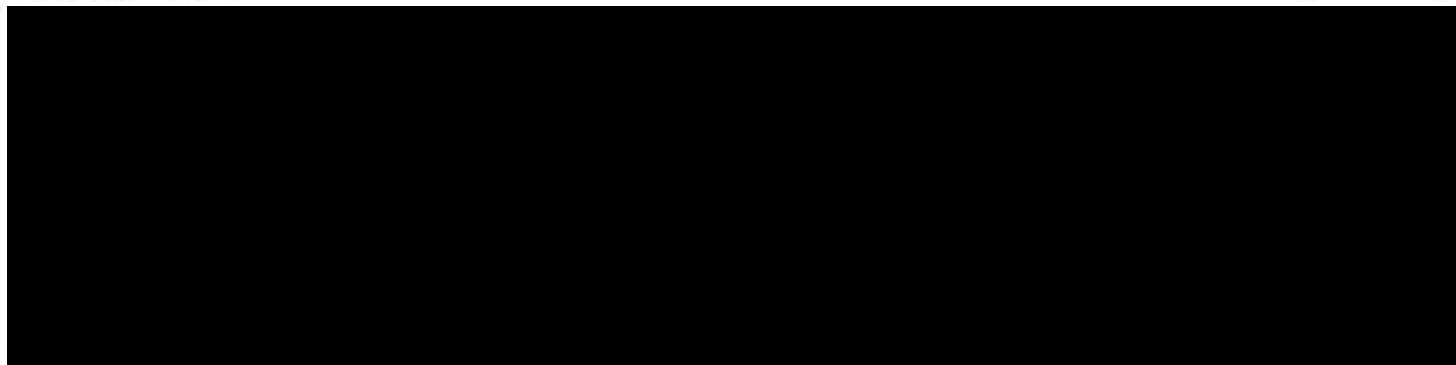
PHYSICAL EXAM HISTORY:



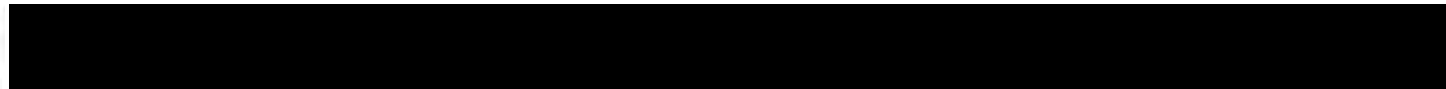
SCOLIOSIS HEALTH HISTORY:



VACCINATION HISTORY:



VISION ACUITY HISTORY:



C. R. Q. Luna

Homerom: 605

Student Name: RAMOS, SALVADOR R.

Students with/without: DEN, CON, HEA, MED, PHY, TUB, VAC, VIS

Student Key: RAMOSSAL001

RAMOS, SALVADOR R.

1511 HOOD ST TRLR 4

UVALDE TX 78802

Grad Yr: 2022 Grade: 03

Date of Birth: 05/16/2004

Gender: Male

Phone: 830-261-6562

Entity: 104

School: 104

Calendar: 104

Homerom: 605

Status: Active

Type: REGULAR

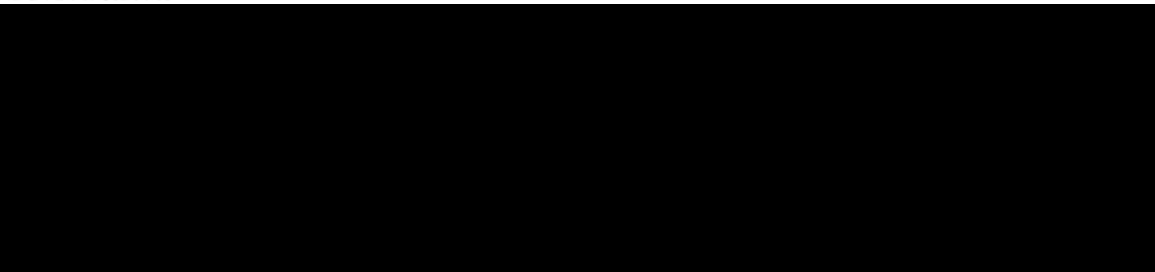
Advisor:

Residency: Resident

DENTAL EXAM HISTORY:



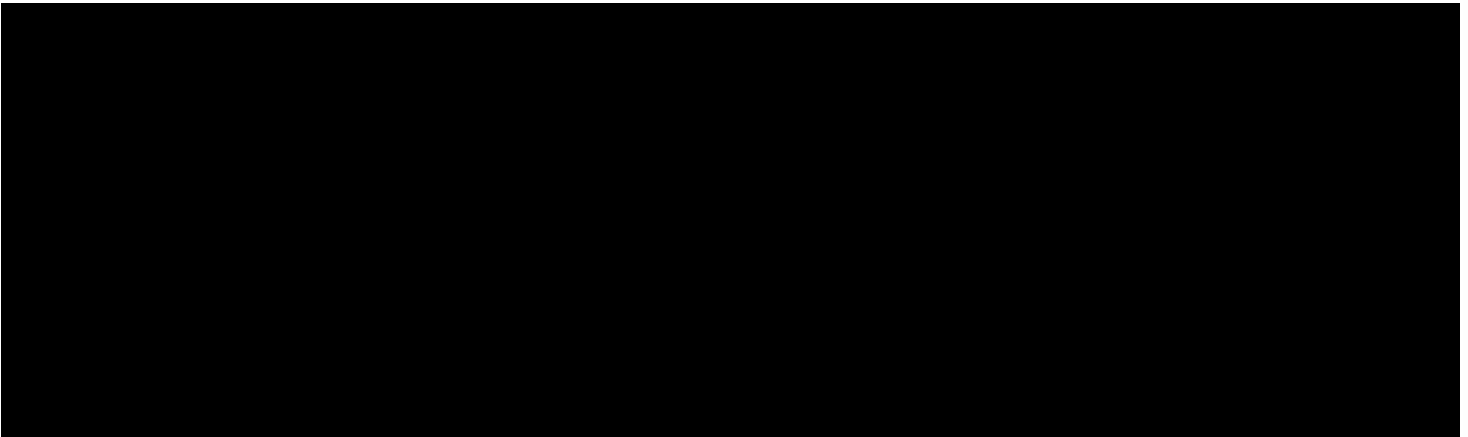
HEARING HISTORY:



PHYSICAL EXAM HISTORY:



VACCINATION HISTORY:



VISION ACUITY HISTORY:



Anna Watkins

Student Name: RAMOS, SALVADOR R.

Students with/without: ILL, DEN, DIS, CON, HEA, MED, PHY, TUB, VAC, VIS

Student Key: RAMOSSAL001

RAMOS, SALVADOR R.

1511 HOOD ST TRLR 4

UVALDE TX 78802

Grad Yr: 2022 Grade: 02

Date of Birth: 05/16/2004

Gender: Male

Phone: 830-333-3169

Entity: 104

School: 104

Calendar: OFY

Homeroom: 502

Status: Active

Type: REGULAR

Advisor:

Residency: Resident

DENTAL EXAM HISTORY:

HEARING HISTORY:

PHYSICAL EXAM HISTORY:

VACCINATION HISTORY:

VISION ACUITY HISTORY:

CONFIDENTIAL

Unna Watkins

Student Name: RAMOS, SALVADOR R.

Students with/without: ILL, DEN, CON, HEA, PHY, TUB, VIS

Student Key: RAMOSSAL001
RAMOS, SALVADOR R.
1805 BOWIE ST
UVALDE TX 78801

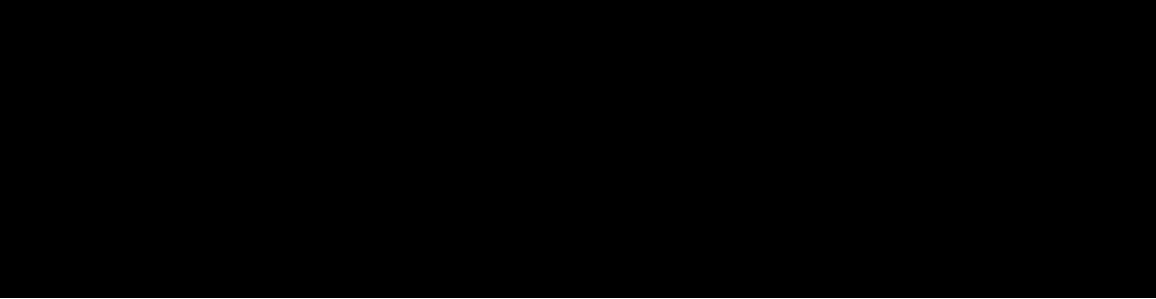
Grad Yr: 2022 Grade: 01
Date of Birth: 05/16/2004
Gender: Male
Phone:

Entity: 101 Status: Active
School: 101 Type: REGULAR
Calendar: 101 Advisor:
Homeroom: 02 Residency: Resident

DENTAL EXAM HISTORY:



HEARING HISTORY:



PHYSICAL EXAM HISTORY:

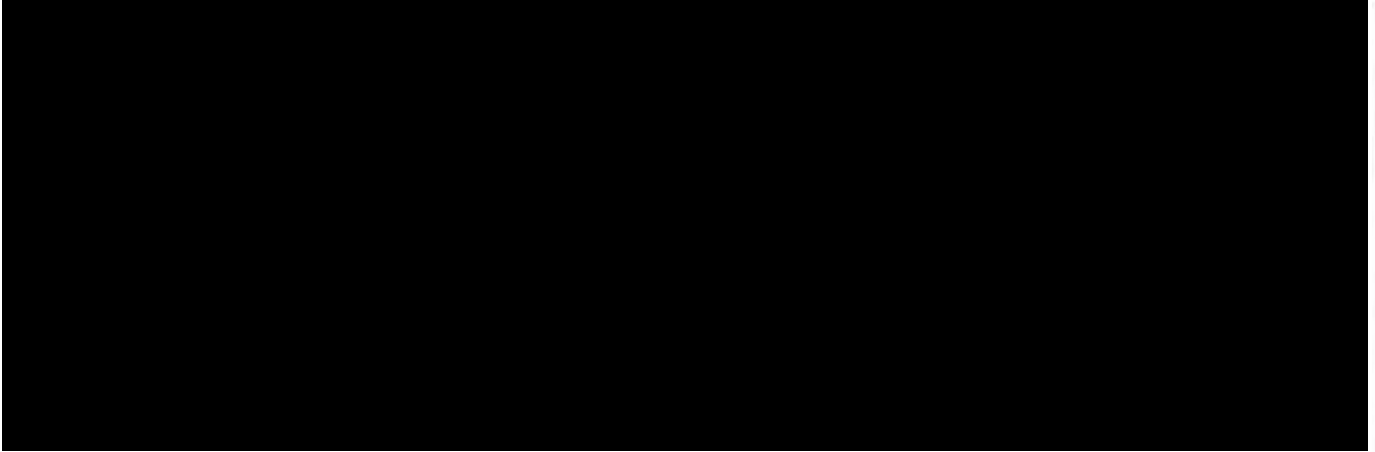


VISION ACUITY HISTORY:



L Shaw

STUDENT NAME _____ STUDENT KEY _____



Terrie Shauke

COMPLETED

TB Questionnaire

Name of Child Salvador Ramos Date of Birth 5-16-04
 Organization administering questionnaire Dalton Ecc Date 8-28-08

Tuberculosis (TB) is a disease caused by TB germs and is usually transmitted by an adult person with active TB lung disease. It is spread to another person by coughing or sneezing TB germs into the air. These germs may be breathed in by the child.

Adults who have active TB disease usually have many of the following symptoms: cough for more than two weeks duration, loss of appetite, weight loss of ten or more pounds over a short period of time, fever, chills and night sweats.

A person can have TB germs in his or her body but not have active TB disease (this is called latent TB infection or LTBI).

Tuberculosis is preventable and treatable. TB skin testing (often called the PPD or Mantoux test) is used to see if your child has been infected with TB germs. No vaccine is recommended for use in the United States to prevent tuberculosis. The skin test is not a vaccination against TB.

We need your help to find out if your child has been exposed to tuberculosis.

Place a mark in the appropriate box:	Yes	No	Don't Know
TB can cause fever of long duration, unexplained weight loss, a bad cough (lasting over two weeks), or coughing up blood. As far as you know: has your child been around anyone with any of these symptoms or problems? or has your child had any of these symptoms or problems? or has your child been around anyone sick with TB?		X	
Was your child born in Mexico or any other country in Latin America, the Caribbean, Africa, Eastern Europe or Asia?		X	
Has your child traveled in the past year to Mexico or any other country in Latin America, the Caribbean, Africa, Eastern Europe or Asia for longer than 3 weeks?		X	
If so, specify which country/countries?			
To your knowledge, has your child spent time (longer than 3 weeks) with anyone who is/has been an intravenous (IV) drug user, HIV-infected, in jail or prison or recently came to the United States from another country?		X	

For school/healthcare provider use only

PPD administered Yes ___ No ___

If yes,

Date administered ___/___/___ Date read ___/___/___ Result of PPD test ___ mm response

Type of service provider (i.e. school, Health Steps, other clinics) School, Head Start Center

Quest

PPD provider

Jeniza Trevino LWN
signature

Jessica Trevino LWN
printed name

Provider phone number _____

City _____ County _____

If positive, referral to healthcare provider Yes ___ No ___

If yes, name of provider _____

* [Signature]
Signature

Students with: CON, DEN, HEA, PHY, VIS Vaccinations: Required

Student Key: RAMOSSAL001
SALVADOR RAMOS
209 N 1ST APT 3-A
UVALDE TX 78801

Grad Yr: 2022	Grade: PK	Entity: 102	Status: Active
Date of Birth: 05/16/2004		School: 102	Type: Regular
Gender: Male		Calendar: 102	Advisor:
Phone: 830-275-9426		Homeroom: 30	Residency: Resident

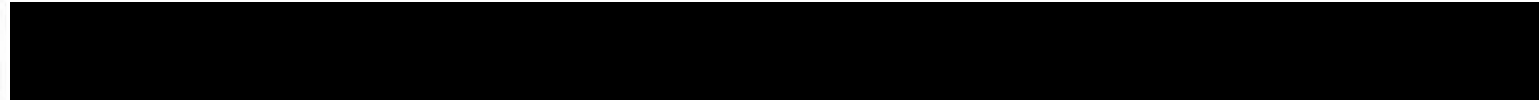
HEARING HISTORY:



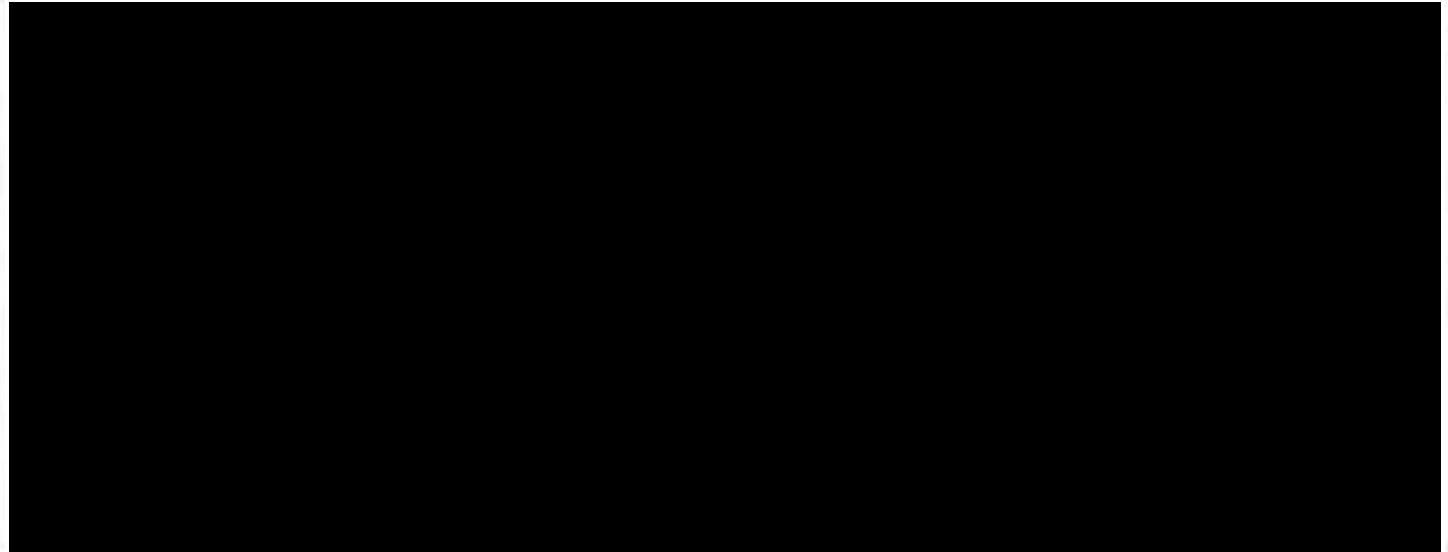
PHYSICAL EXAM HISTORY:



VISION ACUITY HISTORY:



VACCINATION HISTORY:



Signature

Students with: CON, DEN, HEA, ILL, MED, PHY, SCO, TUB, VIS Vaccinations: Print All

Student Key: RAMOSSAL001

SALVADOR RAMOS

1805 BOWIE ST

UVALDE TX 78801

Grad Yr: 2022 Grade: KG

Date of Birth: 05/16/2004

Gender: Male

Phone: 830-333-1194

Entity: 102

School: 102

Calendar: 102

Homeroom: 11

Status: Active

Type: Regular

Advisor:

Residency: Resident

DENTAL EXAM HISTORY:**HEARING HISTORY:****PHYSICAL EXAM HISTORY:****VISION ACUITY HISTORY:****VACCINATION HISTORY:**

Homeroom: 111

Student Name: RAMOS, SALVADOR R.

Students with/without: ILL, DEN, DIS, CON, TES, HEA, PHY, SCO, TUB, VAC, VIS

Student Key: RAMOSSAL001

RAMOS, SALVADOR R.

1511 HOOD ST LOT 9

UVALDE TX 78802

Grad Yr: 2022 Grade: 04

Date of Birth: 05/16/2004

Gender: Male

Phone: 830-261-6562

Entity: 103

School: 103

Calendar: 103

Homeroom: 111

Status: Active

Type: REGULAR

Advisor:

Residency: Resident

DENTAL EXAM HISTORY:

HEALTH TEST HISTORY:

HEARING HISTORY:

PHYSICAL EXAM HISTORY:

VACCINATION HISTORY:

VISION ACUITY HISTORY:

Heather Keyser

Students with: CON, DEN, HEA, ILL, MED, PHY, SCO, TUB, VIS Vaccinations: Print All

SALVADOR RAMOS

VACCINATION HISTORY:



Flaw was

SCL:001 PEIMS ID:470450115 STU ID:24116 KEY:RAMOSSAL001 NM:RAMOS SALVADOR ROLANDO DOB:05/16/2004 GD:09 YR:2022 ENRL:08/20/2018 EXT:

AT-RISK CRITERIA	DOCUMENTATION
Check all that apply by placing a 'Y' in the box for each question answered 'Yes'. A 'Yes' response to any criteria qualifies the student as 'AT-RISK'.	Check all that apply. Documentation for each applicable item must be kept in student's AT-RISK folder.
EA 1. Did not Perform Satisfactorily on Readiness Test (PreK-3)	<input type="checkbox"/> Copy of Readiness Test (PK-3).
Y 2. Did not Maintain Average of 70 in 2+ Courses (7-12) ✓	<input type="checkbox"/> Record of failing grades (indicate above at * or **).
<input type="checkbox"/> 3. Not Advanced to Next Grade 1+ Times (K-12)	<input type="checkbox"/> Grade student was retained.
Y 4. Did not Perform Satisfactorily on Assessment Instrument ✓	<input type="checkbox"/> Copy of Assessment Instrument reports.
<input type="checkbox"/> 5. Is Pregnant or a Parent	<input type="checkbox"/> Copy of Doctor's report confirming pregnancy or records providing parenthood.
<input type="checkbox"/> 6. Placed in Alternative Education Program During Previous/Current Year	<input type="checkbox"/> Copy of hearing record indicating placement of AEP due to appropriate cause.
<input type="checkbox"/> 7. Has Been Expelled During Previous/Current Year	<input type="checkbox"/> Copy of expulsion indicating cause of expulsion.
<input type="checkbox"/> 8. Currently on Parole, Probation, Deferred Prosecution, or other Conditional Release	<input type="checkbox"/> Copy of legal documentation confirming parole, probation, deferred prosecution or other conditional release.
<input type="checkbox"/> 9. Previously Reported through PEIMS to have Dropped Out	<input type="checkbox"/> Copy of PEIMS report classifying student as a dropout.
<input type="checkbox"/> 10. Is of Limited English Proficiency	<input type="checkbox"/> Copy of LEP status in LPAC folder.
<input type="checkbox"/> 11. Referred to/In Custody of Dept of Protective and Regulatory Services	<input type="checkbox"/> Copy of DPRS documentation confirming custody or referral.
<input type="checkbox"/> 12. Is Homeless	<input type="checkbox"/> Copy of records indicating homeless status.
<input type="checkbox"/> 13. Resided in Residential Placement Facility During Previous/Current Year	<input type="checkbox"/> Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Student is AT-RISK (Please Circle): Yes / No Date Exited AT-RISK: Reason for Exit AT-RISK:

Person Completing Form: Luna Administrator's Signature: [Signature] Date: 10/25/18

Blank = NOT IDENTIFIED

Y = AT-RISK & ACTIVE

YW = AT-RISK, WITHDRAWN FROM SCHOOL

EA = EXIT AT RISK STATUS



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 6

SALVADOR RAMOS

Date of Birth: 05/16/04

Student ID (PEIMS): *****0115

Local Student ID: 24116

District: 232-903 UVALDE CISD

Campus: 046 FLORES MIDDLE

Class Group: PETRA REYES

Report Date: JUNE 2016

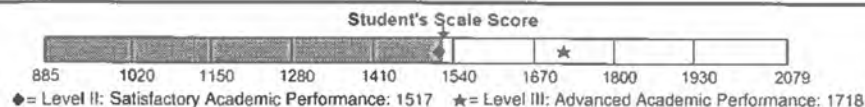
Date of Testing: SPRING 2016

Grade: 6

How did Salvador do on the grade 6 assessments?

READING

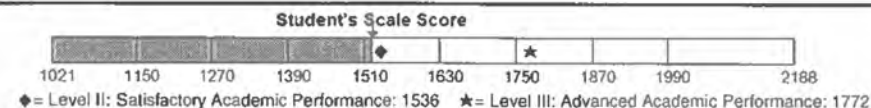
Info Test Date Scale Score Level II: Satisfactory Level III: Advanced STAAR Progress Measure
SPRING 2016 1525 YES NO MET



Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	6	10	60%
2. Understanding/Analysis of Literary Texts	10	20	50%
3. Understanding/Analysis of Informational Texts	12	18	67%
Total Reading Score	28	48	

MATHEMATICS

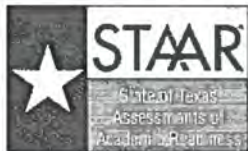
Info Test Date Scale Score Level II: Satisfactory Level III: Advanced STAAR Progress Measure
SPRING 2016 1523 NO NO DID NOT MEET



Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numerical Representations and Relationships	5	14	36%
2. Computations and Algebraic Relationships	7	20	35%
3. Geometry and Measurement	3	8	38%
4. Data Analysis and Personal Financial Literacy	3	10	30%
Total Mathematics Score	18	52	

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2463RY. For more information about the STAAR tests, contact your child's school.

Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2463RY. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 5

SALVADOR R. RAMOS

Date of Birth: 05/16/04
Student ID (PEIMS): *****0115
Local Student ID: RAMOSSALQ

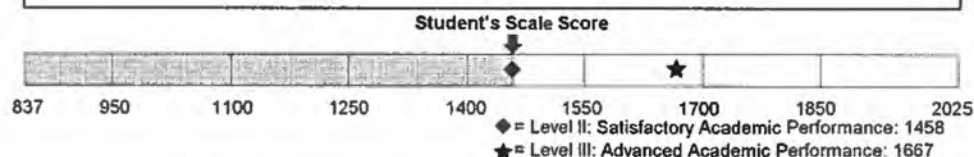
District: 232-903 UVALDE CISD
Campus: 101 BENSON EL
Class Group: TIJERINA

Report Date: SEPTEMBER 2015
Date of Testing: MARCH 2015
Grade: 5

How did Salvador do on the grade 5 assessments?

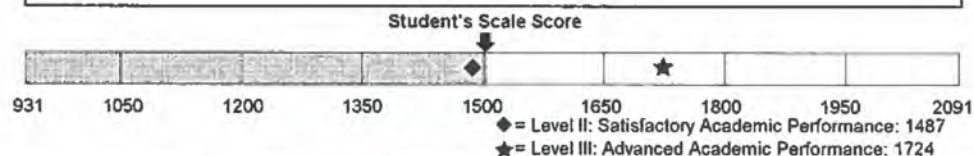
READING			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	6	10	<div><div></div></div>
2. Understanding/Analysis of Literary Texts	7	19	<div><div></div></div>
3. Understanding/Analysis of Informational Texts	12	17	<div><div></div></div>
TOTAL	25	46	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced	STAAR Progress Measure
	MARCH 2015	1458	YES	NO	Did Not Meet



MATHEMATICS			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numerical Representations and Relationships	4	8	<div><div></div></div>
2. Computations and Algebraic Relationships	9	24	<div><div></div></div>
3. Geometry and Measurement	7	12	<div><div></div></div>
4. Data Analysis and Personal Financial Literacy	4	6	<div><div></div></div>
TOTAL	24	50	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced
	APRIL 2015	1502	YES	NO



SCIENCE

Science Test was
Administered in
April 2015

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced

Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2463RY. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2463RY.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 5

SALVADOR R. RAMOS

Date of Birth: 05/16/04
 Student ID (PEIMS): *****0115
 Local Student ID: RAMOSSALO

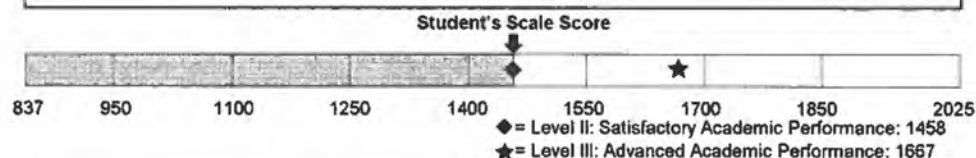
District: 232-903 UVALDE CISD
 Campus: 101 BENSON EL
 Class Group: TIJERINA

Report Date: APRIL 2015
 Date of Testing: MARCH 2015
 Grade: 5

How did Salvador do on the grade 5 assessments?

READING			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	6	10	<div><div></div></div>
2. Understanding/Analysis of Literary Texts	7	19	<div><div></div></div>
3. Understanding/Analysis of Informational Texts	12	17	<div><div></div></div>
TOTAL	25	46	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced	STAAR Progress Measure
	MARCH 2015	1458	YES	NO	Did Not Meet



MATHEMATICS			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numerical Representations and Relationships	4	8	<div><div></div></div>
2. Computations and Algebraic Relationships	9	24	<div><div></div></div>
3. Geometry and Measurement	7	12	<div><div></div></div>
4. Data Analysis and Personal Financial Literacy	4	6	<div><div></div></div>
TOTAL	24	50	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced
	APRIL 2015		NO STANDARDS ESTABLISHED	

SCIENCE

Science Test to be Administered in April 2015

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced

Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2463RY. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 5

SALVADOR R. RAMOS

Date of Birth: 05/16/04
Student ID (PEIMS): *****0115
Local Student ID: RAMOSSALO

District: 232-903 UVALDE CISD
Campus: 101 BENSON EL
Class Group: TIJERINA

Report Date: MAY 2015
Date of Testing: APRIL 2015
Grade: 5

How did Salvador do on the grade 5 assessments?

READING

Reading Test was
Administered in
March 2015

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced	STAAR Progress Measure
	MARCH 2015	1458	YES	NO	Did Not Meet

MATHEMATICS

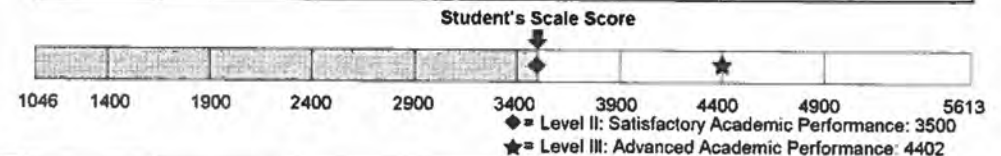
Mathematics Test was
Administered in
April 2015

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced
	APRIL 2015		NO STANDARDS ESTABLISHED	

SCIENCE

Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Matter and Energy	5	8	62.5%
2. Force, Motion, and Energy	6	10	60%
3. Earth and Space	5	12	41.7%
4. Organisms and Environments	10	14	71.4%
TOTAL	26	44	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced
	APRIL 2015	3500	YES	NO



Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2463RY. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 4

SALVADOR R. RAMOS

Date of Birth: 05/16/04
Student ID (PEIMS): *****0115
Local Student ID: 24116

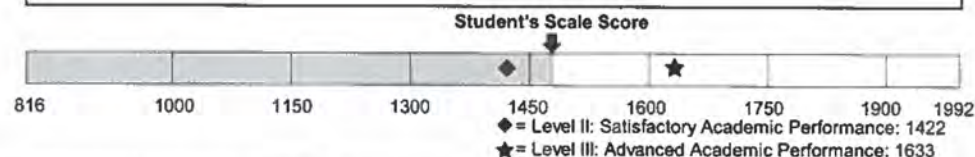
District: 232-903 UVALDE CISD
Campus: 103 ROBB EL
Class Group: M SOTELO

Report Date: MAY 2014
Date of Testing: SPRING 2014
Grade: 4

How did Salvador do on the grade 4 assessments?

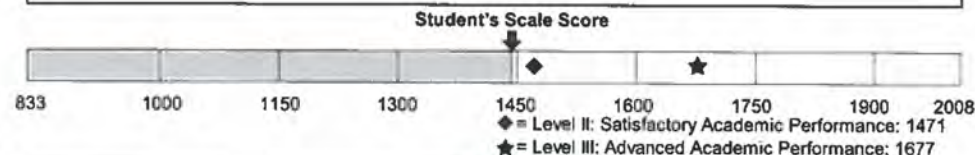
READING			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding/Analysis Across Genres	6	10	<div><div></div></div>
2. Understanding/Analysis of Literary Texts	12	18	<div><div></div></div>
3. Understanding/Analysis of Informational Texts	10	16	<div><div></div></div>
TOTAL	28	44	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced	STAAR Progress Measure
	SPRING 2014	1477	YES	NO	Exceeded



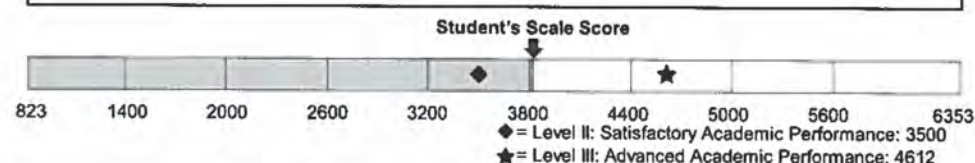
MATHEMATICS			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numbers, Operations, and Quantitative Reasoning	7	17	<div><div></div></div>
2. Patterns, Relationships, and Algebraic Reasoning	4	6	<div><div></div></div>
3. Geometry and Spatial Reasoning	7	12	<div><div></div></div>
4. Measurement	6	8	<div><div></div></div>
5. Probability and Statistics	2	5	<div><div></div></div>
TOTAL	26	48	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced	STAAR Progress Measure
	SPRING 2014	1443	NO	NO	Did Not Meet



WRITING			
Written Composition Scores	Summed Score	Points Possible	Score Description
1. Composition			Compositions are scored on a 4-point scale by two readers
Personal Narrative	5	8	Between Basic and Satisfactory (summed score: 5 out of a possible 8)
Expository	5	8	Between Basic and Satisfactory (summed score: 5 out of a possible 8)
TOTAL COMPOSITION SCORE	10	16	
Multiple-Choice Scores	Items Correct	Items Tested	Percent Correct
2. Revision	9	9	<div><div></div></div>
3. Editing	9	19	<div><div></div></div>
TOTAL MULTIPLE-CHOICE SCORE	18	28	
TOTAL	28	44	

Info	Test Date	Scale Score	Level II: Satisfactory	Level III: Advanced
	SPRING 2014	3820	YES	NO



Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2463RY. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2463RY.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Confidential Student Report

GRADE 3

SALVADOR R. RAMOS

Date of Birth: 05/16/04
Student ID (PEIMS): *****0115
Local Student ID: 24116

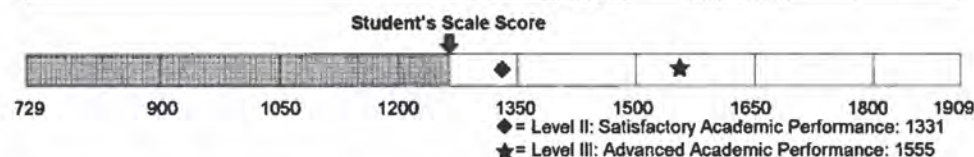
District: 232-903 UVALDE CISD
Campus: 104 ANTHON EL
Class Group: OLIVAREZ

Report Date: MAY 2013
Date of Testing: SPRING 2013
Grade: 3

How did Salvador do on the Grade 3 Assessments?

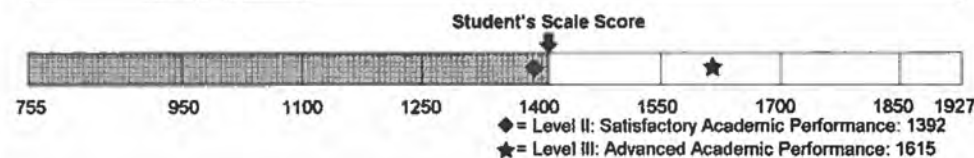
READING			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Understanding Across Genres	1	6	<div><div></div></div>
2. Understanding/Analysis of Literary Texts	6	18	<div><div></div></div>
3. Understanding/Analysis of Informational Texts	8	16	<div><div></div></div>
TOTAL	15	40	

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance
	SPRING 2013	1263	NO	NO



MATHEMATICS			
Reporting Categories	Items Correct	Items Tested	Percent Correct
1. Numbers, Operations, and Quantitative Reasoning	7	15	<div><div></div></div>
2. Patterns, Relationships, and Algebraic Reasoning	5	8	<div><div></div></div>
3. Geometry and Spatial Reasoning	6	9	<div><div></div></div>
4. Measurement	6	8	<div><div></div></div>
5. Probability and Statistics	5	6	<div><div></div></div>
TOTAL	29	46	

Info	Test Date	Scale Score	Satisfactory Performance	Advanced Performance
	SPRING 2013	1409	YES	NO



Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es 2463RY. Para obtener mayor información sobre STAAR, comuníquese con la escuela de su hijo.

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is 2463RY.

Student Success Initiative
Grade Placement Committee (GPC) Meeting Minutes
[State of Texas Assessments of Academic Readiness (STAAR)/State of Texas
Assessments of Academic Readiness (STAAR)
Third Administration of the Grade 8 Math Assessment

Morales Jr. High/Uvalde CISD

Student: Salvador Ramos
 Parent/Guardian: Adriana Reyes
 Address: 552 Diaz
 Phone: 210/510-8450

Date of Notice: _____
 Date of Meeting: 7/24
 Location: Morales Jr. High

Membership

✓	Member	Name
<input checked="" type="checkbox"/>	Principal (or designee)	
<input checked="" type="checkbox"/>	Reading Teacher <u>MATH</u>	<u>Teresa Bordovsky</u>
<input checked="" type="checkbox"/>	Parent/Guardian	
<input type="checkbox"/>	Parent/Guardian	
<input type="checkbox"/>	LPAC Representative (if applicable)	
<input type="checkbox"/>	District Designee acting on behalf of student because no parent/guardian could be located	
<input type="checkbox"/>	Other	

Purpose/Role

- I. Review assessment and accelerated instruction history
- II. Determine accelerated instruction plan (AIP)
- III. Consider parent appeal (if applicable)
- IV. Determine grade-level placement (if applicable)
- V. Determine the accelerated instruction that must be completed prior to promotion to **grade 9** (if on appeal the GPC decides to promote the student)
- VI. Determine campus assignment

I. Review Assessment Reports (Confidential Student Report, which includes results for each reporting category and for assessment overall)

STAAR Math	Score Code (scored, absent, other)	Significant improvement from the 2 nd administration
3 rd Administration	<u>1513</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> Parent waived 3 rd assessment		

II. Determine Accelerated Instruction Plan (AIP) (See attached documentation)

When

- ☐ during reading class
- ☒ before school
- ☐ during school
- ☐ after school
- ☐ other _____

How

- ☐ individual reading instruction
- ☐ small reading groups
- ☐ extended-day reading instruction
- ☐ additional reading time in class
- ☐ additional reading time with another teacher
- ☒ other Accelerated Instruction

III. Parent Appeal

- ☐ Yes (See attached documentation.) Date _____
- ☐ No




IV. Determine Grade-Level Placement—Standards for Promotion Upon Appeal

The grade placement committee shall review **all facts and circumstances** and consider the following standards in deciding to promote or retain the student:

- I Recommendation of the student's teacher
- II Student's grade in each subject or course
- III Student's scores on subjects assessed with **STAAR** (also see previous page)
- IV Any other relevant academic information (attach documentation)

*If all members agree that the student is likely to perform on grade level if given accelerated instruction during the following school year, the student can be promoted. However, a student may **not** be promoted to or placed in **grade 9** until the student has completed all the required accelerated instruction.*

Signatures

Member	Name	Promote to Grade 9 (Parent Appeal On File)	Retain in Grade 8
Principal (or designee)		✓	
Math Teacher		✓	
Parent/Guardian		✓	
Parent/Guardian			
LPAC Representative (if applicable)			
Other			

Notes

V. Determine Accelerated Instruction that Must Be Completed Prior to Placement in or Promotion to Grade 9 (if promoting)

The school will provide individualized intervention services in order to help your child gain the skills necessary for successful performance in reading in **grade 9**

This intervention will be provided

- ☐ in summer school
☒ other Accelerated Instruction on July 30-31

VI. Campus Assignment of Retained Student

The district may assign the student to an age-appropriate campus unless 1) the parent requests that the student be assigned to the same or a similar campus setting, or 2) the GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria considered for this placement include 1) recommendations from the student's teachers, and 2) observable social and emotional development of the student.

Name of campus assignment:

We met to discuss the 3rd administration results from the Staar assessment taken in June. The student did not meet the requirements on their test in order to be promoted to the next grade. The student needs complete their Accelerated Instruction on July 30 & 31.

Accelerated Plan of Instruction (API)

Grade 5th Math

Student: Salvador Ramos

Teacher: J.Tijerina

Date: 5/29/2015

☐ Between 1st & 2nd Administration

☐ Between 2nd & 3rd Administration

☒ School Year – to next administration

Assessment Results/Data 24/50 Reporting Category 1: 4/8 Reporting Category 2: 9/24 Reporting Category 3: 7/12 Reporting Category 4: 4/6 Reporting Category 5:	Targeted Skill Development Process Standards Category 2, 3
---	---

Area for Intensive Instruction	Target	Time	Strategy	Progress Monitoring
Vocabulary				
Process Standards Mathematical Process Standards These student expectations will not be listed under a separate reporting category. Instead, they will be incorporated into test questions across reporting categories since the application of mathematical process standards is part of each knowledge statement. 5.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to 5.1A apply mathematics to problems arising in everyday life, society, and the workplace; 5.1B use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; 5.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 5.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 5.1E create and use representations to organize, record, and communicate mathematical ideas;		Ongoing		

5.1F analyze mathematical relationships to connect and communicate mathematical ideas; and 5.1G display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.				
Area for Intensive Instruction	Target	Time	Strategy	Progress Monitoring
Reporting Category 1: Numerical Representations and Relationships,: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions. Number and operations. The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to <u>Readiness Standards:</u> 5.2B compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and 5.4F simplify numerical expressions that do not involve exponents, including up to two levels of grouping. <u>Supporting Standards:</u> 5.2A represent the value of the digit in decimals through the thousandths using expanded notation and numerals; 5.2C round decimals to tenths or hundredths. 5.4A identify prime and composite numbers; 5.4E describe the meaning of parentheses and brackets in a numeric expression; and				
Reporting Category 2: Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships. <u>Readiness Standard:</u> 5.3E solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understanding, properties of operations, and the relationship to the multiplication of whole numbers; 5.3G solve for quotients of decimals to the hundredths, up to four-digit dividends and	5.4B represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity; 5.4C generate a numerical pattern when given a rule in the form $y = ax$ or	Ongoing	*Provide teacher guided practice on math skills and concepts. *Provide hands on activities/manipulatives *Provide critical thinking practice (application). *meaningful vocabulary reinforcement, *peer tutoring (partners/small group) *independent practice	*Concurrent with 3 week progress report. *Daily TEKS/STAAR based practice. *Weekly TEKS/STAAR formatted assessments

<p>two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;</p> <p>5.3K add and subtract positive rational numbers fluently; and</p> <p>5.3L divide whole numbers by unit fractions and unit fractions by whole numbers.</p> <p>5.4B represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity;</p> <p>5.4C generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph; and</p> <p>Supporting Standards:</p> <p>5.3A estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;</p> <p>5.3B multiply with fluency a three-digit number by a two-digit number using the standard algorithm;</p> <p>5.3C solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;</p> <p>5.3D represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;</p> <p>5.3F represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;</p> <p>5.3H represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;</p> <p>5.3I represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;</p> <p>5.3J represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such $1/3$ divided by 7 and 7 divided by $1/3$ using objects and pictorial models, including area models;</p> <p>5.4D recognize the difference between additive and multiplicative numerical patterns given in a table or graph.</p>	<p>$y = x + a$ and graph;</p>		<p>Materials:</p> <ul style="list-style-type: none"> *Go Math *CScope lessons *Enhanced TEKS Clarification document *Measuring Up *Texas Coach 	
<p>Reporting Category 3: Geometry and Measurement</p>	<p>5.7A Solve problems by calculating</p>	<p>Ongoing</p>	<p>*Provide teacher guided practice on math skills and concepts.</p>	<p>*Concurrent with 3 week progress report.</p>

<p>The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.</p> <p><u>Readiness Standards:</u> 5.4H represent and solve problems related to perimeter and/or area and related to volume 5.5A classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties 5.8C graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in a input-output table</p> <p><u>Supporting Standards:</u> 5.6A recognize a cube with side length of one unit as unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible 5.6B determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base 5.7A solve problems by calculating conversions within a measurement system, customary or metric 5.8A describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and given point (0,0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the y-axis starting at the origin; 5.8B describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane;</p>	<p>conversions with in a measurement system, metric or customary</p>		<p>*Provide hands on activities/manipulatives *Provide critical thinking practice (application). *meaningful vocabulary reinforcement, *peer tutoring (partners/small group) *independent practice</p> <p>Materials: *Go Math *CScope lessons *Enhanced TEKS Clarification document *Measuring Up *Texas Coach</p>	<p>*Daily TEKS/STAAR based practice. *Weekly TEKS/STAAR formatted assessments</p>
<p>Reporting Category 4: Data Analysis and Personal Financial Literacy</p> <p><u>Readiness Standard:</u> 5.9C solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot</p> <p><u>Supporting Standards:</u> 5.9A represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and -leaf plots 5.9B represent discrete paired data on a scatterplot</p>				

5.10A define income tax, payroll tax, sales tax, and property tax 5.10B explain the difference between gross income and net income 5.10E describe actions that might be taken to balance a budget when expenses exceed income 5.10F balance a simple budget				
--	--	--	--	--

Evaluation of Plan – Monthly

<u>Evaluation 1</u> Assessment Results/Data:	<u>Evaluation 2</u> Assessment Results/Data:	<u>Evaluation 3</u> Assessment Results/Data:	<u>Evaluation 4</u> Assessment Results/Data:	<u>Evaluation 5</u> Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:
<u>Evaluation 6</u> Assessment Results/Data:	<u>Evaluation 7</u> Assessment Results/Data:	<u>Evaluation 8</u> Assessment Results/Data:	<u>Evaluation 9</u> Assessment Results/Data:	<u>Evaluation 10</u> Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:

ARD/Amendment Date:

Grade Placement Committee Members:

Name:	Signature	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Accelerated Plan of Instruction (API)

Grade 5th Science

Student: Salvador Ramos

Teacher: Tijerina

Date: June 2, 2015

☐ Summer School

☒ School Year – to next administration

Assessment Results/Data Reporting Category 1: 5/8 Reporting Category 2: 6/10 Reporting Category 3: 5/12 Reporting Category 4: 10/14	Targeted Skill Development: Category: 2 & 3
--	---

Area for Intensive Instruction	Target	Time	Strategy	Progress Monitoring
Concept Formation Reporting Category 1: Matter and Energy <u>Readiness Standards:</u> 5.5.A classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy <u>Supporting Standards:</u> 5.5.B identify the boiling and freezing/melting points of water on the Celsius scale 5.5.C demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand 5.5.D identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water 3.5.C predict, observe, and record changes in the state of matter caused by heating or cooling				
Reporting Category 2: Force, Motion and Energy <u>Readiness Standards:</u> 5.6.A explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy 5.6.B demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound 5.6.C demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water <u>Supporting Standards:</u> 5.6.D design an experiment that tests the effect of force on an object 3.6.B demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons	5.6C 5.6D	On Going	Lab and Exploratory based instruction with hands on activities 2X a week. Provide critical thinking practice	Concurrent with progress reports every 3 weeks.
Reporting Category 3: Earth and Space <u>Readiness Standards:</u> 5.7.A explore the processes that led to the formation of sedimentary rocks and fossil fuels	5.8C 5.8D	On Going	Lab and Exploratory based instruction with hands on activities 2X a week.	Concurrent with progress reports every 3 weeks.

<p>5.7.B recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice</p> <p>5.7.C identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels</p> <p>5.8.C demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky</p> <p>Supporting Standards:</p> <p>5.7.D identify fossils as evidence of past living organisms and the nature of the environments at the time using models</p> <p>5.8.A differentiate between weather and climate</p> <p>5.8.B explain how the Sun and the ocean interact in the water cycle</p> <p>5.8.D identify and compare the physical characteristics of the Sun, Earth, and Moon</p> <p>4.7.A examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants</p> <p>4.7.C identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation</p> <p>4.8.A measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key</p> <p>4.8.B describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process</p> <p>4.8.C collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time</p> <p>3.7.B investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides</p> <p>3.8.D identify the planets in Earth's solar system and their position in relation to the Sun</p>			<p>Provide meaningful vocabulary reinforcement</p>	
<p>Reporting Category 4: Organisms and Environments</p> <p>Readiness Standards:</p> <p>5.9.A observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving elements</p> <p>5.9.B describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers</p> <p>5.10.A compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals</p> <p>5.10.B differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle</p> <p>Supporting Standards:</p> <p>5.9.C predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways</p> <p>5.9.D identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals</p>				

5.10.C describe the differences between complete and incomplete metamorphosis of insects 3.9.A observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem 3.10.C investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs				
--	--	--	--	--

Evaluation of Plan – Monthly

<u>Evaluation 1</u> Assessment Results/Data:	<u>Evaluation 2</u> Assessment Results/Data:	<u>Evaluation 3</u> Assessment Results/Data:	<u>Evaluation 4</u> Assessment Results/Data:	<u>Evaluation 5</u> Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:
<u>Evaluation 6</u> Assessment Results/Data:	<u>Evaluation 7</u> Assessment Results/Data:	<u>Evaluation 8</u> Assessment Results/Data:	<u>Evaluation 9</u> Assessment Results/Data:	<u>Evaluation 10</u> Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:

ARD/Amendment Date:

Committee Members:

Name:	Signature	Date

Accelerated Plan of Instruction (API)

Grade 4th Math

Student: Salvador Ramos

Teacher: M. Sotelo

Date: 5-29-14

Summer School

School Year – to next administration

Assessment Results/Data	Targeted Skill Development
Reporting Category 1: <u>4.1B</u>	RC1 - 4.1B
Reporting Category 2: <u>4.1B</u>	RC4 - 4.1A
Reporting Category 3: <u>4.1B</u>	RC2 - 4.1B
Reporting Category 4: <u>4.1B</u>	RC5 - 4.1B
Reporting Category 5: <u>4.1B</u>	RC3 - 4.8C

Area for Intensive Instruction	Target	Time	Strategy	Progress Monitoring
Reporting Category 1: Numbers, Operations, and Quantitative Reasoning. Readiness Standards: 4.1.B use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models 4.2.D relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models 4.4.D use multiplication to solve problems (no more than two digits times two digits without technology) 4.4.E use division to solve problems (no more than one-digit divisors and three-digit dividends without technology) Supporting Standards: 4.1.A use place value to read, write, compare, and order whole numbers through 999,999,999 4.2.A use concrete objects and pictorial models to generate equivalent fractions 4.2.B model fraction quantities greater than one using concrete objects and pictorial models 4.2.C compare and order fractions using concrete objects and pictorial models 4.3.A use addition and subtraction to solve problems involving whole numbers 4.3.B add and subtract decimals to the hundredths place using concrete objects and pictorial models 4.4.A model factors and products using arrays and area models 4.4.B represent multiplication and division situations in picture, word, and number form 4.4.C recall and apply multiplication facts through 12 x 12 4.5.A round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations 4.5.B use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems	<u>4.1B</u> Use place value to read, write, compare, & order decimal involving < tenths & hundredths, including money using concrete objects & pictorial models	50 mins daily	Anchor Charts Non linguistic Representation Cooperative Learning note taking	Graphic Organizer Daily / Weekly Assessments Oral Questions
Reporting Category 2: Patterns, Relationships, and Algebraic Reasoning Readiness Standards: 4.7.A describe the relationship between two sets of related data such as ordered pairs in a table Supporting Standards: 4.6.A use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and	<u>4.6B</u> Use patterns to multiply by 10 & 100	30 mins daily	Anchor Charts Homework & Practice Cooperative Learning	Graphic Organizer Daily / Weekly Assessment Oral Questions

<p>division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$)</p> <p>4.6.B use patterns to multiply by 10 and 100</p> <p>Reporting Category 3: Geometry and Spatial Reasoning</p> <p>Readiness Standards:</p> <p>4.8.C use essential attributes to define two- and three-dimensional geometric figures</p> <p>4.9.B use translations, reflections, and rotations to verify that two shapes are congruent</p> <p>4.10.A locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths</p> <p>Supporting Standards:</p> <p>4.8.A identify and describe right, acute, and obtuse angles</p> <p>4.8.B identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models</p> <p>4.9.C use reflections to verify that a shape has symmetry</p>	<p>4.8.C use essential attributes to define 2D & 3D dimensional geometric figures</p> <p>50 mins daily</p>	<p>Anchor Charts</p> <p>Non linguistic Representation</p> <p>Note taking</p> <p>Homework & Practice</p>	<p>Graphic Organizers</p> <p>Daily/Weekly Assessment</p> <p>Oral Questions</p>
<p>Reporting Category 4: Measurement</p> <p>Readiness Standards:</p> <p>4.11.A estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary</p> <p>Supporting Standards:</p> <p>4.11.B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system</p> <p>4.11.C use concrete models of standard cubic units to measure volume</p> <p>4.11.D estimate volume in cubic units</p> <p>4.11.E explain the difference between weight and mass</p> <p>4.12.A use a thermometer to measure temperature and changes in temperature</p> <p>4.12.B use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time</p>	<p>Estimate & use measurement tools to determine length (perimeter), area, capacity, & weight/mass using standard units SI (metric) & customary</p> <p>50 mins daily</p>	<p>Anchor Charts</p> <p>Non linguistic Representation</p> <p>Homework & Practice</p>	<p>Graphic Organizer</p> <p>Daily/Weekly Assessment</p> <p>Oral Questions</p>
<p>Reporting Category 5: Probability and Statistics</p> <p>Readiness Standards:</p> <p>4.13.B interpret bar graphs</p> <p>Supporting Standards:</p> <p>4.13.A use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation</p>	<p>Use concrete obj. or pic. to make generalization about determining all possible combinations of a given set of data or of objects in a problem situation</p> <p>50 mins daily</p>	<p>Anchor Charts</p> <p>Non linguistic Representation</p>	<p>Graphic Organizer</p> <p>Daily/Weekly Assessment</p> <p>Oral Questions</p>

Evaluation of Plan – Monthly

<u>Evaluation 1</u>	<u>Evaluation 2</u>	<u>Evaluation 3</u>	<u>Evaluation 4</u>	<u>Evaluation 5</u>
Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:

Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:
<u>Evaluation 6</u> Assessment Results/Data:	<u>Evaluation 7</u> Assessment Results/Data:	<u>Evaluation 8</u> Assessment Results/Data:	<u>Evaluation 9</u> Assessment Results/Data:	<u>Evaluation 10</u> Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:

ARD/Amendment Date:

Committee Members:

Name:

Signature

Date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LEVEL II

Salvador Ramos

did not meet Level I criteria due to

- ☐ 95% attendance
- ☐ Below Grade level on Reading/Math Inventories
- ☒ 90% average on district CBA's
- ☐ 90% or above grade point average in ELA, Math, Social Studies and Science

SE Weaknesses/ Data to support concerns:

3.3B draw conclusions from the fact presented in text.

3.3B subtraction/addition to solve problems through 999

FTP D

3.3B

Accelerated Instruction Plan:

Target	Intervention used	Progress
drawing conclusions	Study Island, Lexia, cscope, small group, leveled readers, A-Z, Florida Research Center	Needs to work on more - strategies
subtraction / addition	Study Island, small group, Movingw/ math games ex: around the world	Doing fine needs to practice Mult.

Mary Dlubacz

(Teacher)

5-22-13

(Date)

Record of Parent/Guardian Contacts and Notes

Purpose

Date

525
staar results

Contact made via:

☐

Phone call

☐

note home

☒

conference

Notes:

Purpose

Date

66
S. school

Contact made via:

☐

Phone call

☐

note home

☐

conference

Notes:

TPRI School Year 2010-2011 Grade 1

	Screening				Screening Status	Phonemic Awareness				Graphophonemic Knowledge					Word Reading			
	Letter Sound	Word Reading	Blending Phonemes	Word Reading		Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds	Initial Consonant Sub.	Final Consonant Sub.	Middle Vowel Sub.	Initial Blending Sub.	Blends in Final Position	Set 1	Set 2	Set 3	Set 4
	SC R-1	SC R-2	SC R-3	SC R-4		PA-1	PA-2	PA-3	PA-4	GK-1	GK-2	GK-3	GK-4	GK-5	WR-1			
Grade 1																		
Beginning of Year (BOY)	10	0	0		SD	1	SD	SD	SD	5	3	SD	SD	SD	0	SD	SD	SD
Middle of Year (MOY) (Moreno, V.)						4	2	SD	SD	D	5	5	4	0	4	1	0	0
End of Year (EOY)				7	SD	D	3	SD	SD	D	D	D	D	2	D	2	3	1
Minimum Developed Score	8-10	4-8	5-6	8-12		4-5												
Intervention Activities Guide (IAG)						p.35	p.39	p.40	p.41	p.62	p.65	p.66	p.68	p.69	p.47	p.47	p.47	p.47

Reading Accuracy, Fluency, and Comprehension

		Acc.	Flu.	Comprehension					
		Fru/Lis, Inst, Ind	WCPM		Total	Recalling Details	Linking Details	Inferring Meaning	Inferring Word Meaning
Grade 1									
READ - BOY	Story 1 - Tut	Fru/Lis	N/A	SD	2/6	0/2	1/2	0/1	1/1
	Story 2 - Baseball Game	Fru/Lis	N/A	SD	3/6	1/1	1/2	0/1	1/2
Average: Total:					5/12	1/3	2/4	0/2	2/3
READ - MOY (Moreno, V.)	Story 3 - Rex	Fru/Lis	N/A	SD	5/6	1/2	2/2	1/1	1/1
	Story 4 - Bats	Fru/Lis	N/A	SD	2/6	0/2	0/2	1/1	1/1
Average: Total:					7/12	1/4	2/4	2/2	2/2

Grade 1

		Acc.	Flu.	Comprehension					
		Fru/Lis, Inst, Ind	WCPM		Total	Recalling Details	Linking Details	Inferring Meaning	Inferring Word Meaning
READ - EOY	Story 5 - Bananas	Fru/Lis	N/A	SD	4/6	1/1	1/2	1/2	1/1
	Story 6 - The School Fair	Fru/Lis	N/A	SD	0/6	0/2	0/2	0/1	0/1
Average:				Total:	4/12	1/3	1/4	1/3	1/2

MOY stories read at EOY

Story 3 - Rex	Inst	26	D	5/6	2/2	2/2	0/1	1/1
---------------	------	----	---	-----	-----	-----	-----	-----

470450115, 24116
RAMOS, SALVADOR R.
5/16/2004

Uvalde C.I.S.D. At-Risk Student Profile

PEIMS ID# STUDENT ID # LAST NAME FIRST NAME MI D.O.B.

Student Performance/Identification Criteria		Yr.	Yr.	Yr.
A "Yes" response to any question qualifies the student as "At-Risk."		Gr.	Gr.	Gr.
For indicators 1, 2, 3 or 4, write the name of the test and score, or grade level retained. If At-Risk indicator is marked for the 1st time in current school year, include date in indicator box				
1.	Is in Pre-K, K or grades 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.			
2.	Is in Grade 7, 8, 9, 10, 11, 12, and did not maintain an average equivalent to 70 on a scale of 100 in 2 or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.			
3.	Was not advanced from one grade level to the next for one or more school years.			
4.	Did not perform satisfactorily on state assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 % of the level of satisfactory performance on that instrument.	STAAR 6th math		
5.	Is pregnant or is a parent.			
6.	Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year.			
7.	Has been expelled in accordance with §37.007, TEC during the preceding or current school year.			

8.	Is currently on parole, probation, deferred prosecution, or other conditional release.			
9.	Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.			
10.	Is a student of limited English proficiency, as defined by §29.052, TEC.			
11.	Is in custody or care of the Dept. of Protective & Regulatory Services, or has during the current school year, been referred to the DPRS by a school official, officer of juvenile court, or police.			
12.	Is homeless, as defined by 42 U.S.C. §11302, and its amendments.			
13.	Resided in the preceding or current year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.			
L1	Tested positive on UCISD random drug test, as identified by policy FNF(LOCAL).			
L2	Has been identified as requiring UCISD RTI - Tier 2 or 3 interventions.			

Verified At-Risk Classification (Date)	___/___/___	___/___/___	___/___/___
Confirmed Exit of At-Risk Classification (Date)	___/___/___	___/___/___	___/___/___
Counselor : _____	___/___/___	___/___/___	___/___/___
Principal : _____	___/___/___	___/___/___	___/___/___
Other : _____	___/___/___	___/___/___	___/___/___

Student Name: RAMOS, SALVADOR R. Student ID #24116

Grade 8

Qualifies At-Risk		Criteria to Enter a Student as "At-Risk":	Procedures to Exit the Student:	Start Date Exit Date																		
YES	NO																					
<input type="checkbox"/>	<input type="checkbox"/>	1.) Fails to meet the following cut off scores For the assessment instrument listed: <table border="1"> <thead> <tr> <th>Grade:</th> <th>Assessment</th> <th>Cutoff</th> </tr> </thead> <tbody> <tr> <td>PK</td> <td>Determined</td> <td>Determined</td> </tr> <tr> <td>K</td> <td>By</td> <td>By</td> </tr> <tr> <td>1</td> <td>The</td> <td>The</td> </tr> <tr> <td>2</td> <td>District</td> <td>District</td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>	Grade:	Assessment	Cutoff	PK	Determined	Determined	K	By	By	1	The	The	2	District	District	3			End of the current school year.	____/____/____ ____/____/____
Grade:	Assessment	Cutoff																				
PK	Determined	Determined																				
K	By	By																				
1	The	The																				
2	District	District																				
3																						
<input type="checkbox"/>	<input type="checkbox"/>	2.) A student in grades 7-12 is not passing 2 or more core subjects at any time during a semester.	The student is failing not more "than one core subject in the year the student was identified and in the following year.	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	3.) Student was retained in grade during a previous year. (Including holding back by parental request)	The student graduates from High School.	____/____/____ ____/____/____																		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4.) Failed a state assessment given during the current or preceding school year. (For 2013-2014 all EOC's count-not at the end of 2013-2014 all students who failed a test that has now been removed.)	Scored at least at 110% of the state's passing standard for the subtest previously failed. (ex. Failed 3 rd grade Reading, must pass 4 th grade Reading at 110% of passing score.)	5/9/17 ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	5.) As soon as the school learns of a student's status as being pregnant or a parent.	Individual case when the student no longer is pregnant or a parent.	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	6.) Mandatory placement is a DAEP program during the current or preceding school year.	Er	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	7.) Student is expelled	Se	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	8.) The student is placed on probation, etc.	Er	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	9.) Previously reported as a dropout on PEIMS	Up	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	10.) Limited English Proficient student.	Ex	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	11.) In the custody, care or has been referred to the Department of Protective and Regulatory Services	At	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	12.) Homeless according to 42 USC11302.	At	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	13.) Resides in a residential placement facility and the school learns of that placement.	At	____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	L 1) Tested positive on UCISD random drug test, as identified by policy 1111 (LOCAL)		____/____/____ ____/____/____																		
<input type="checkbox"/>	<input type="checkbox"/>	L 2) Has been identified as requiring UCISD R T I - Tier 2 or 3 interventions.		____/____/____ ____/____/____																		

M 18
 R 43
 W 63

Verified At-Risk Classification (Date) ____/____/____ PEIMS Clerk: _____ Date ____/____/____
 Counselors M. Lopez Date 10/27/17 Principal: _____ Date ____/____/____

CONFIDENTIAL

STUDENT: RAMOS SALVADOR R
STUDENT ID (PEIMS): 470450115
DISTRICT: 232-903 UVALDE CISD
CAMPUS: 044 MORALES J H

DOB: 05/16/04
GRADE: 8

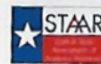
	Info	Test Date	Scale Score	Performance Level
Reading		06/18	PREVIOUSLY ACHIEVED APPROACHES	
Reading		05/18	PREVIOUSLY ACHIEVED APPROACHES	
Reading		04/18	1603	Approaches
Mathematics		06/18	1513	Did Not Meet
Mathematics		05/18	1445	Did Not Meet
Mathematics		04/18	1566	Did Not Meet
Social Studies		05/18	3178	Did Not Meet
Science		05/18	3298	Did Not Meet

EOC**CONFIDENTIAL**

STUDENT: RAMOS SALVADOR R
STUDENT ID (PEIMS): 470450115
DISTRICT: 232-903 UVALDE CISD
CAMPUS: 001 UVALDE H.S.

DOB: 05/16/04
GRADE: 9

	Info	Test Date	Scale Score	Performance Level
Algebra I		Spr19	3816	Approaches
English I		Spr19	3838	Approaches

EOC**CONFIDENTIAL**

STUDENT: RAMOS SALVADOR R

STUDENT ID (PEIMS): 470450115

DISTRICT: 232-903 UVALDE CISD

CAMPUS: 001 UVALDE H.S.

DOB: 05/16/04

GRADE: 9

o = Online with no Embedded Supports

	Info	Test Date	Scale Score	Performance Level
Algebra I		Spr19	3816	Approaches
Biology	o	Fall20	ABSENT	
English I		Spr19	3838	Approaches
English II	o	Fall20	ABSENT	

		Off/Act				P	Day/					Incident/	
		Type	Per	Sch	Location	N	Points	Hrs	Time	Served	Diff	Reason	Status
RAMOS, SALVADOR R. RAMOSSAL001 Sch: 001 Gr: 11 - 2024 Type: R Race:4 Adv:													

	Off/Act				P	Day/					Incident/
	Type	Per	Sch	Location	N	Points	Hrs	Time	Served	Diff Reason	Status
RAMOS, SALVADOR R.	RAMOSSAL001	Sch: 001	Gr: 11 - 2024	Type: R	Race:4	Adv:					HM:
Action	06 ISS		044		N	0.00	Day	1.00	1.00		Served
Follow-Up By: NORMA CARRANZA		Susp	None								
Detail 05/10/2018 8:44A					N				1.00		Served
Follow-Up By:											
Offense 04/25/2018 03:30P	21 Violation St Cd		044	JR HIGH	Y	0.00					43517
Disc Officer: TIMOTHY DRIGGERS		Bus:		Referred By :APRYL GORBY							Date Entered: 04/25/18
Mocking teaching,"Get to work". Called another student gay. Refuse to go to the office when told to do so. Complete insubordination demonstrated.			ISS 4/25-26 TWD								
Action	06 ISS		044		Y	0.00	Day	2.00	2.00		Served
Follow-Up By: TIMOTHY DRIGGERS		Susp	In School								
Detail 04/25/2018 9:20A					N				1.00		Served
Follow-Up By:											
Detail 04/26/2018 9:20A					N				1.00		Served
Follow-Up By:											
Offense 03/26/2018 04:10P	42 Truancy		044	CAMPUS	Y	0.00					43330
Disc Officer: VIRGINIA ELIOTT		Bus:		Referred By :VIRGINIA ELIOTT							Date Entered: 03/28/18
walking out of ISS OSS 3/27											
Action	05 OSS		044		Y	0.00	Day	1.00	1.00		Served
Follow-Up By: VIRGINIA ELIOTT		Susp	None								
Detail 03/28/2018 1:15P					N				1.00		Served
Follow-Up By:											
Offense 03/23/2018 02:47P	21 Violation St Cd		044	CLASSROOM	Y	0.00					43293
Disc Officer: VIRGINIA ELIOTT		Bus:		Referred By :APRYL GORBY							Date Entered: 03/23/18
using sexual language "gay," homosexual," "dyke," after repeatedly told to stop. Flashing me the "L" loser sign when told to do his work, refused to go to office. ISS 3/23-3/26											
Action	06 ISS		044		Y	0.00	Day	1.50	1.50		Served
Follow-Up By: VIRGINIA ELIOTT		Susp	None								
Detail 03/23/2018 3:32P					N				1.00		Served
Follow-Up By:											
Detail 03/26/2018 3:32P					N				.50		Served
Follow-Up By:											
Offense 03/09/2018 03:30P	21 Violation St Cd		044	JR HIGH	Y	0.00					43226
Disc Officer: TIMOTHY DRIGGERS		Bus:		Referred By :APRYL GORBY							Date Entered: 03/09/18
Cussing in class, "shit." Called another student a "penis hole." Refused to go to the office. ISS 3/20-3/21 TWD											
Action	06 ISS		044		Y	0.00	Day	2.00	2.00		Served
Follow-Up By: TIMOTHY DRIGGERS		Susp	In School								
Detail 03/20/2018 6:07P					N				1.00		Served
Follow-Up By:											
Detail 03/21/2018 6:07P					N				1.00		Served
Follow-Up By:											
Offense 01/30/2018 11:00A	21 Violation St Cd		044	JR HIGH	Y	0.00					42815
Disc Officer: TIMOTHY DRIGGERS		Bus:		Referred By :SCOTT DAVIS							Date Entered: 01/30/18
SR continues to call the teacher by his first name despite redirection and request for him to stop. SR admits it is wrong for him to do this. Attempts to contact family resulted in unanswered calls. ISS 1/30 (half) TWD											
Action	06 ISS		044		Y	0.00	Day	.50	.50		Served
Follow-Up By: TIMOTHY DRIGGERS		Susp	In School								

		Off/Act				P	Day/					Incident/
		Type	Per	Sch	Location	N	Points	Hrs	Time	Served	Diff Reason	Status
RAMOS, SALVADOR R.												
		RAMOSSAL001	Sch: 001	Gr: 11	2024 Type: R	Race:4	Adv:					HM:
Action		06 ISS		044		Y	0.00	Day	.50	.50		Served
Detail		01/30/2018 1:47P				N				.50		Served
Follow-Up By:												
Offense	11/17/2017 11:12A	21 Violation St Cd		044	CLASSROOM	Y	0.00					42417
Disc Officer:		VIRGINIA ELIOTT	Bus:		Referred By : SCOTT DAVIS				Date Entered: 11/17/17			
SR is out of his seat. I told him more than 3 times to sit down. He is talking and laughing. He does not do any work. When I sent him to the office he slammed the door. ISS Nov 27 VE												
Action		06 ISS		044		Y	0.00	Day	.50	.50		Served
Follow-Up By:		VIRGINIA ELIOTT	Susp In School									
Detail		11/17/2017 11:26A				N				.50		Served
Follow-Up By:												
2017 Entity: 046												
Offense	03/29/2017 03:00P	41 Fighting		046	GYM	N	0.00					40878
Disc Officer:		VIRGINIA ELIOTT	Bus:		Referred By : VIRGINIA ELIOTT				Date Entered: 03/29/17			
Student got upset because another student started playing basketball with them. Salvador "dropped" him. (picked him up and dropped him) Conference w/student 03/29/2017 OSS 03/30 03/31 04/03												
Action		05 OSS		046		N	0.00	Day	3.00	3.00		Served
Follow-Up By:		VIRGINIA ELIOTT	Susp Out of Schoo									
Detail		03/30/2017 4:28P				N				1.00		Served
Follow-Up By:												
Detail		03/31/2017 4:28P				N				1.00		Served
Follow-Up By:												
Detail		04/03/2017 4:28P				N				1.00		Served
Follow-Up By:												
Offense	02/21/2017 02:23P	21 Violation St Cd		046	CAMPUS	Y	0.00					40574
Disc Officer:		VIRGINIA ELIOTT	Bus:		Referred By : VIRGINIA ELIOTT				Date Entered: 02/21/17			
Student was in art class and got upset because another student was calling him names so he got up and pushed him. ISS 2-21, 2-22 VE												
Action		26 Partl ISS		046		Y	0.00	Hrs	2.00	2.00		Served
Follow-Up By:		VIRGINIA ELIOTT	Susp In School									
Detail		02/21/2017 2:00P				Y				2.00		Served
Follow-Up By:												
Action		06 ISS		046		Y	0.00	Day	1.00	1.00		Served
Follow-Up By:		VIRGINIA ELIOTT	Susp In School									
Detail		02/22/2017 4:24P				N				1.00		Served
Follow-Up By:												
Offense	01/10/2017 10:00A	21 Violation St Cd		046	CLASSROOM	N	0.00					40069
Disc Officer:		BRYAN HERNANDEZ	Bus:		Referred By : BRYAN HERNANDEZ				Date Entered: 01/10/17			
Refused to work and told the sub. teacher "I am going to kick your ass". 1 day ISS												
Action		06 ISS		046		N	0.00	Day	1.00	1.00		Served
Follow-Up By:		BRYAN HERNANDEZ	Susp In School									
Detail		01/10/2017 9:58A				N				1.00		Served
Follow-Up By:												
Offense	11/15/2016 10:07A	PR Profanity		046	CLASSROOM	Y	0.00					0
Disc Officer:			Bus:		Referred By : ROSALIA MUNOZ				Date Entered: 11/15/16			
SALVADOR AND [REDACTED] WERE BOTH ACCUSED OF DOING SOME NASTY THINGS IN THE CLASSROOM. [REDACTED] DID IT AND SALVADOR VIDEO TAPED IT ON HIS PHONE. I DON'T KNOW EXACTLY WHAT IT WAS HE DID BUT [REDACTED] DENIED IT AND SAID HE HAD WITNESSES WHO COULD TESTIFY FOR HIM. ON THE OTHER HAND, SALVADOR RIGHT AWAY STATED "I DIDN'T DO ANYTHING, I JUST RECORDED IT, BUT I ALREADY ERASED IT." I AM RECOMMENDING THAT BOTH												

Off/Act		P		Day/		Incident/	
Type	Per	Sch	Location	N	Points	Hrs	Status
RAMOS, SALVADOR R. RAMOSSAL001 Sch: 001 Gr: 11 - 2024 Type: R Race:4 Adv: HM:							
BOYS GET THE REST OF THE DAY IN ISS AND TOMORROW. THANK YOU, R. MUNOZ							
Offense 10/12/2016 03:47P	21	Violation St Cd	046	CLASSROOM	Y	0.00	39341
Disc Officer: VIRGINIA ELIOTT		Bus:		Referred By : VIRGINIA ELIOTT			Date Entered: 10/12/16
throwing another students show across the room							
Action	06	ISS	046		Y	0.00	Served
Follow-Up By: VIRGINIA ELIOTT		Susp In School					
Detail 10/17/2016 4:41P					N		Served
Follow-Up By:							
2016 Entity: 046							
Offense 05/10/2016 04:01P	21	Violation St Cd	046	CLASSROOM	Y	0.00	38766
Disc Officer: GREGORY GRIFFIN		Bus:		Referred By : KAREE KERR			Date Entered: 05/10/16
Students were playing a game of review trashketball and Salvador came up to shoot or was out of his seat and the other student was sitting there, before I could hear what was said he had his arm around the other students neck hitting him in the head, the students classes few off in the process. Conferenced with the student about his behaviors and he is assigned two days of ISS on Friday, May 13 and Monday, May 16..... .room 511 from 8:25 to 4:15....called home home left message.....ggriffin							
Action	06	ISS	046		Y	0.00	Served
Follow-Up By: GREGORY GRIFFIN		Susp In School					
Detail 05/13/2016 5:18P					N		Served
Follow-Up By:							
Detail 05/16/2016 5:18P					N		Served
Follow-Up By:							
Offense 05/05/2016 03:19P	IN	Insubordination	046	CLASSROOM	Y	0.00	0
Disc Officer: GREGORY GRIFFIN		Bus:		Referred By : KAREE KERR			Date Entered: 05/05/16
Salvador has been having an issue with another student and today he chose to take the students backpack and put it in the trashcan. This highly upset the student. Assigned after school detention with Ms. Kerr on Thurs May 12...no show = ISS....ggriffin							
Offense 02/09/2016 10:15A	CR	Class Rules	046		Y	0.00	0
Disc Officer: GREGORY GRIFFIN		Bus:		Referred By : CHERYL RENFRO			Date Entered: 02/09/16
Salvador and another student were throwing a Christmas tree ornament in class. I took both boys outside and conference with both of them and explained they would be taken outside next time and parents would be called if they did not do their work. Less than 5 minutes passed and Salvador had white lotion all over his face. There was so much lotion that it looked like shaving cream. I had Salvador go outside and we tried calling dad but no answer and no voice mail set up. We called mom and spoke with her. CR Assigned after school detention with Ms. Renfro on Thurs Feb 11.... 4:15 to 4:45....no show = 2x...called home....ggriffin							
Offense 11/04/2015 04:00P	HA	Harassment	046	CLASSROOM	N	0.00	0
Disc Officer: PETRA REYES		Bus:		Referred By : KAREE KERR			Date Entered: 11/04/15
Student wrote "Im gay" on the back of another students artwork planning sheet. I spoke to him and he denied it but the student who the paper belonged to said it was Salvador. I will be calling home asap. -KK I conference Salvador about the situation. He will serve d-hall with Mon Nov with Renfro and on Tues and wed with Mrs. Kerr Nov. 10-11 He is also asked to apologize to the other student. I called mom's number and it said this person is unavailable, I also tried calling grandfathers phone and it said voicemail is full...PR							

<u>Off/Act</u>	<u>P</u>	<u>Day/</u>	<u>Incident/</u>					
<u>Type</u>	<u>N</u>	<u>Points</u>	<u>Hrs</u>	<u>Time</u>	<u>Served</u>	<u>Diff</u>	<u>Reason</u>	<u>Status</u>
RAMOS, SALVADOR R.	RAMOSSAL001	Sch: 001	Gr: 11 - 2024	Type: R	Race:4	Adv:		HM:
Offense 09/29/2015 12:01P	CR	Class Rules	046	CLASSROOM	N	0.00		0
Disc Officer: GREGORY GRIFFIN	Bus:	Referred By : JAMIE FOUTZ						Date Entered: 09/29/15
It was reported to me that Salvador is bullying a female student. This student is refusing to come to class and is crying uncontrollably. Salvador told me that he told the girl she smelled like pee. Conferenced with student about his comments...ggriffin								

***** End of report *****



Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

RTI/MTSS Intervention Plan Summary

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	10/22/2021
End Date	11/10/2021
Intervention Schedule	2 times for 15 minutes
Location	Classroom
Provider 1	Debbie Mechler
Provider 2	
Intervention Area	Academic Reading
RTI Level	Tier 3
Description	
Goal Statement	
Intervention Strategy 1	iXL
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	Check for Understanding Differentiated Instruction Encourage Participation Small Group Instruction
Progress Reporting Frequency	Each grading cycle

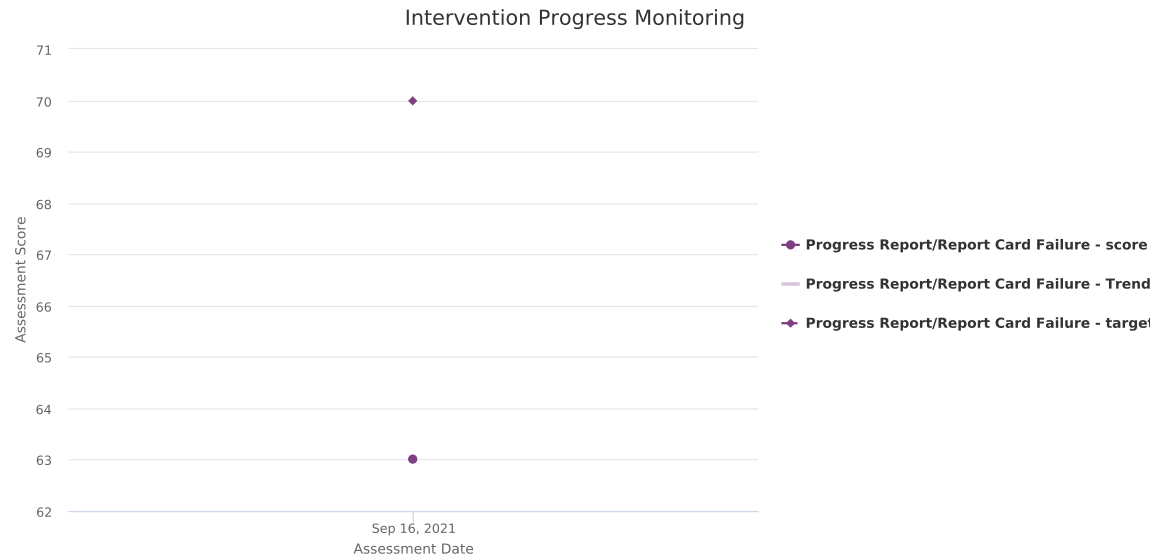


Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Planned Method to Measure Progress

Progress Report/Report Card Failure

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	11/10/2021			Student was failing and was dropped for excessive absences. Grade no longer available in Skyward.	X
Progress Report/Report Card Failure	09/16/2021	63	70		X

Intervention Outcome

Notes

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	09/13/2021
End Date	10/08/2021

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Intervention Schedule	2 times 1 Week for 5 minutes
------------------------------	------------------------------

Location	Classroom
-----------------	-----------

Provider 1	Pedro Navarro
-------------------	---------------

Provider 2	
-------------------	--

Intervention Area	Academic Math
--------------------------	---------------

RTI Level	Tier 3
------------------	--------

Description	Student has excessive absences and is missing a lot of work.
--------------------	--

Goal Statement	Have student attend class and complete his assignments.
-----------------------	---

Intervention Strategy 1	iXL
--------------------------------	-----

Intervention Strategy 2	
--------------------------------	--

Intervention Strategy 3	
--------------------------------	--

Supporting Teaching Strategies/Comments	Small group work and one on one with the student.
--	---

Progress Reporting Frequency	Each grading cycle
-------------------------------------	--------------------

Planned Method to Measure Progress	CBA/Unit Assessment
---	---------------------

Progress Monitoring	
----------------------------	--

Progress Monitoring Data	
---------------------------------	--

Intervention Outcome	
-----------------------------	--

Notes	
--------------	--



Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

RTI/MTSS Intervention Plan Summary

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	10/22/2021
End Date	11/10/2021
Intervention Schedule	2 times for 15 minutes
Location	Classroom
Provider 1	Debbie Mechler
Provider 2	
Intervention Area	Academic Reading
RTI Level	Tier 3
Description	
Goal Statement	
Intervention Strategy 1	iXL
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	Check for Understanding Differentiated Instruction Encourage Participation Small Group Instruction
Progress Reporting Frequency	Each grading cycle

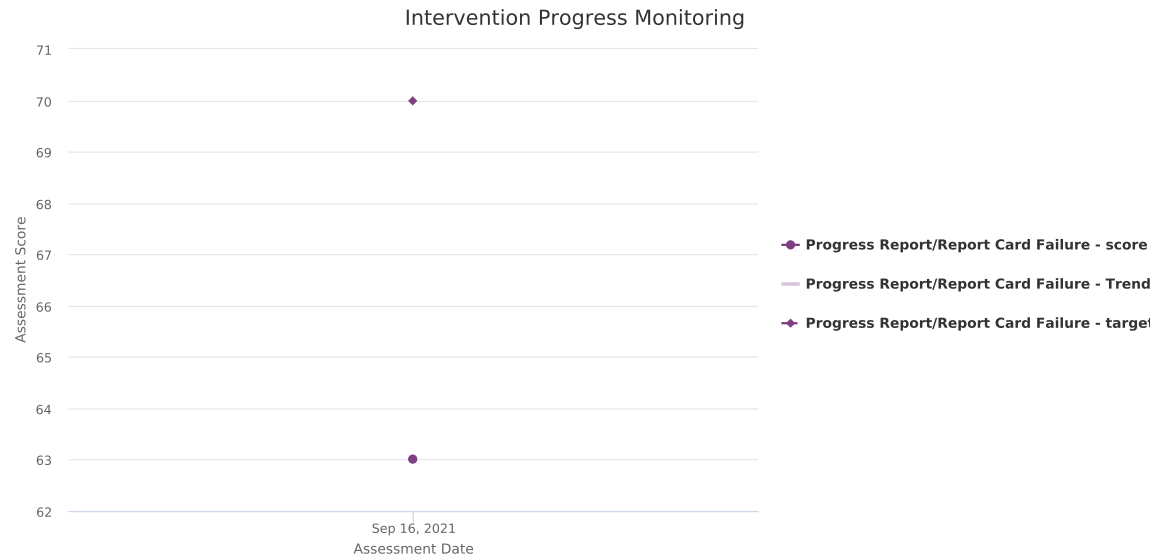


Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Planned Method to Measure Progress

Progress Report/Report Card Failure

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	11/10/2021			Student was failing and was dropped for excessive absences. Grade no longer available in Skyward.	X
Progress Report/Report Card Failure	09/16/2021	63	70		X

Intervention Outcome

Notes

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	09/13/2021
End Date	10/08/2021



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Intervention Schedule 2 times 1 Week for 5 minutes

Location Classroom

Provider 1 Pedro Navarro

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description Student has excessive absences and is missing a lot of work.

Goal Statement Have student attend class and complete his assignments.

Intervention Strategy 1 iXL

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments Small group work and one on one with the student.

Progress Reporting Frequency Each grading cycle

Planned Method to Measure Progress CBA/Unit Assessment

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes



Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

RTI/MTSS Intervention Plan Summary

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	10/22/2021
End Date	11/10/2021
Intervention Schedule	2 times for 15 minutes
Location	Classroom
Provider 1	Debbie Mechler
Provider 2	
Intervention Area	Academic Reading
RTI Level	Tier 3
Description	
Goal Statement	
Intervention Strategy 1	iXL
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	Check for Understanding Differentiated Instruction Encourage Participation Small Group Instruction
Progress Reporting Frequency	Each grading cycle

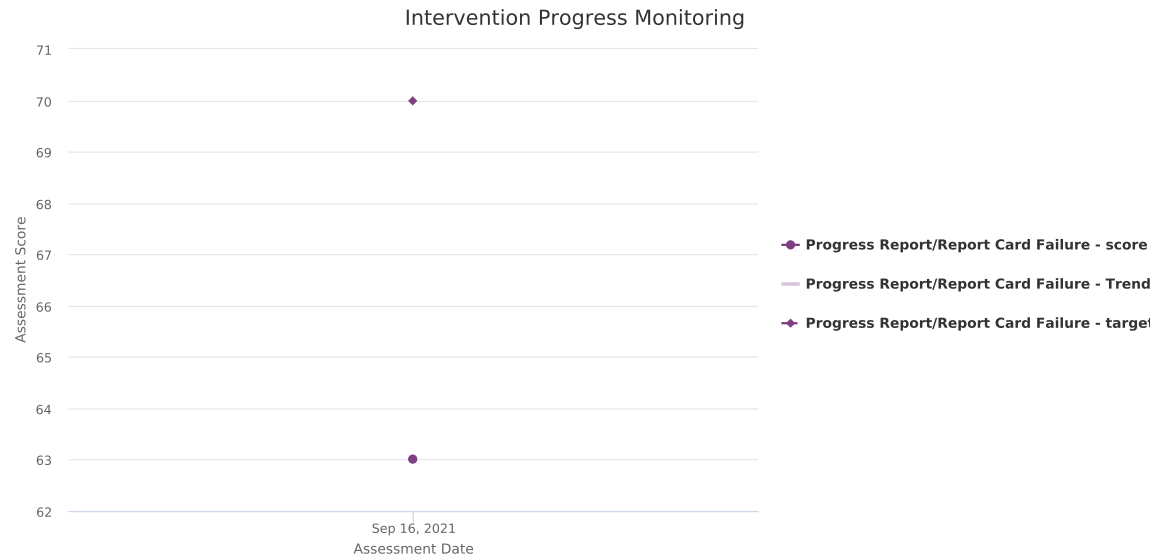


Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Planned Method to Measure Progress

Progress Report/Report Card Failure

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	11/10/2021			Student was failing and was dropped for excessive absences. Grade no longer available in Skyward.	X
Progress Report/Report Card Failure	09/16/2021	63	70		X

Intervention Outcome

Notes

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	09/13/2021
End Date	10/08/2021



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Intervention Schedule 2 times 1 Week for 5 minutes

Location Classroom

Provider 1 Pedro Navarro

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description Student has excessive absences and is missing a lot of work.

Goal Statement Have student attend class and complete his assignments.

Intervention Strategy 1 iXL

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments Small group work and one on one with the student.

Progress Reporting Frequency Each grading cycle

Planned Method to Measure Progress CBA/Unit Assessment

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Status	Active
School Year	2020-2021
Campus	Uvalde High School
Start Date	04/22/2021
End Date	05/24/2021
Intervention Schedule	1 times 1 Week for 20 minutes
Location	Classroom
Provider 1	A. Villarreal
Provider 2	
Intervention Area	Academic Social Studies
RTI Level	Tier 3
Description	Missing Assignments Excessive Absences
Goal Statement	Turn in assignments
Intervention Strategy 1	Tutoring during school hours
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	
Progress Reporting Frequency	Each grading cycle
Planned Method to Measure Progress	Progress Report/Report Card Failure

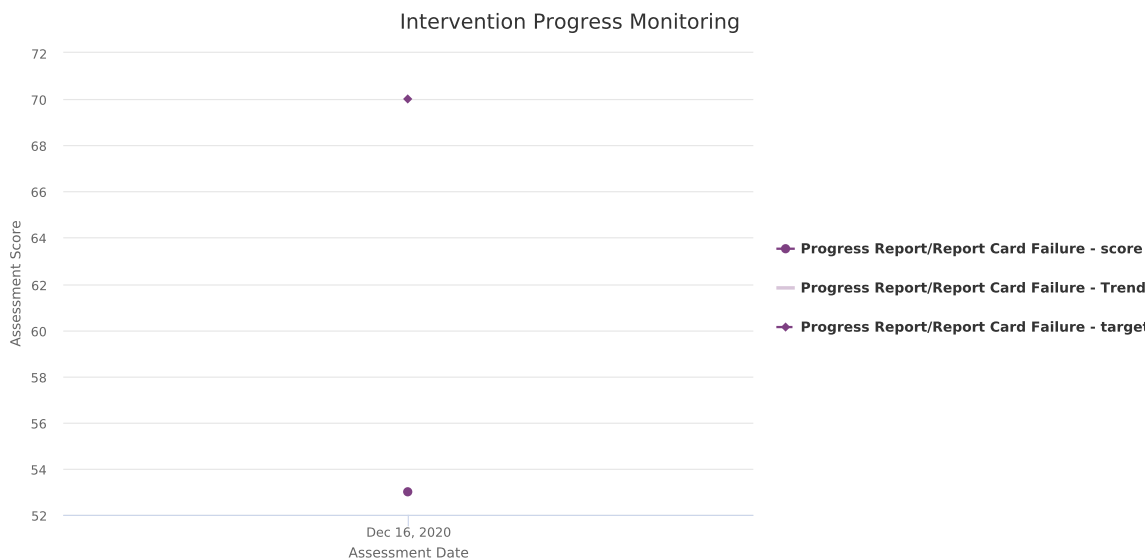


Uvalde CISD

1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	12/16/2020	53	70		X

Intervention Outcome No Progress - Revise Intervention

Notes

Intervention Plan

Status Active

School Year 2020-2021

Campus Uvalde High School

Start Date 02/26/2021

End Date 03/26/2021

Intervention Schedule 3 times 1 Week for 15 minutes

Location Classroom

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Provider 1	Lilia Delgado
-------------------	---------------

Provider 2	
-------------------	--

Intervention Area	Academic Science
--------------------------	------------------

RTI Level	Tier 3
------------------	--------

Description	Lack of attendance & missing assignments
--------------------	--

Goal Statement	Meet with student three times a week to check for understanding. Also Making sure they are submitting at least 2 assignments per week. Give positive reinforcement once goal is met.
-----------------------	--

Intervention Strategy 1	Tutoring
--------------------------------	----------

Intervention Strategy 2	
--------------------------------	--

Intervention Strategy 3	
--------------------------------	--

Supporting Teaching Strategies/Comments	Personal Goal Setting Positive Reinforcement
--	---

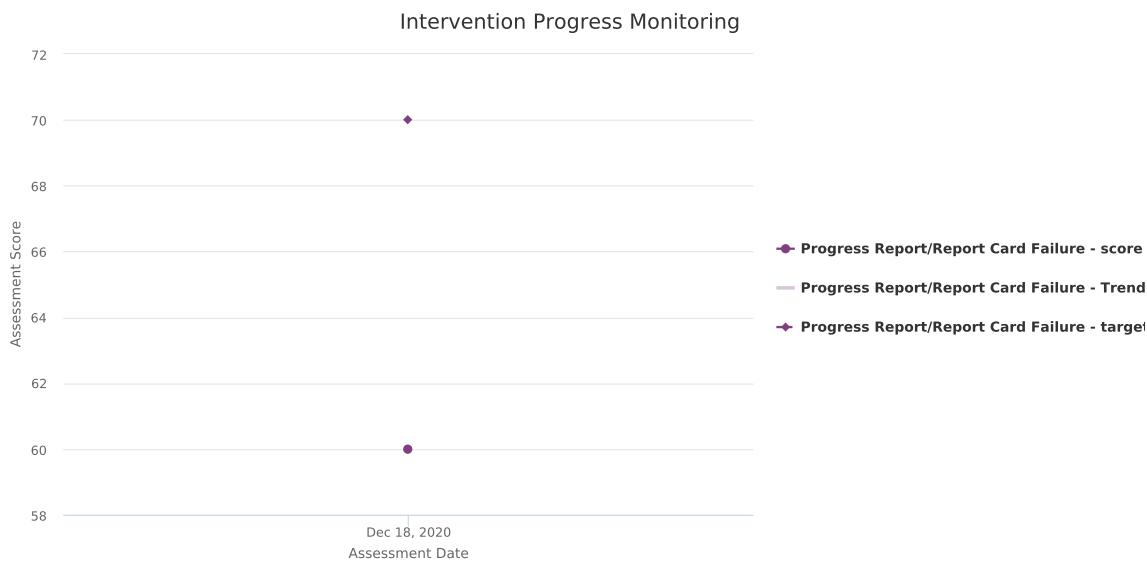
Progress Reporting Frequency	Each grading cycle
-------------------------------------	--------------------

Planned Method to Measure Progress	Progress Report/Report Card Failure
---	-------------------------------------



Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	12/18/2020	60	70		X

Intervention Outcome No Progress - Allow Additional Time With Current Intervention

Notes

Intervention Plan

Status Active

School Year 2020-2021

Campus Uvalde High School

Start Date 01/14/2021

End Date 05/26/2021

Intervention Schedule 5 times 1 Week for 50 minutes

Location Classroom

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Provider 1	Mario Martinez
-------------------	----------------

Provider 2	
-------------------	--

Intervention Area	Academic Math
--------------------------	---------------

RTI Level	Tier 3
------------------	--------

Description	failed both QT failed sm1 failed qt3
--------------------	--

Goal Statement	encourage tutoring Failed Q4 and Final
-----------------------	---

Intervention Strategy 1	Tutoring
--------------------------------	----------

Intervention Strategy 2	
--------------------------------	--

Intervention Strategy 3	
--------------------------------	--

Supporting Teaching Strategies/Comments	Assistance in class discussions
--	---------------------------------

Progress Reporting Frequency	Each grading cycle
-------------------------------------	--------------------

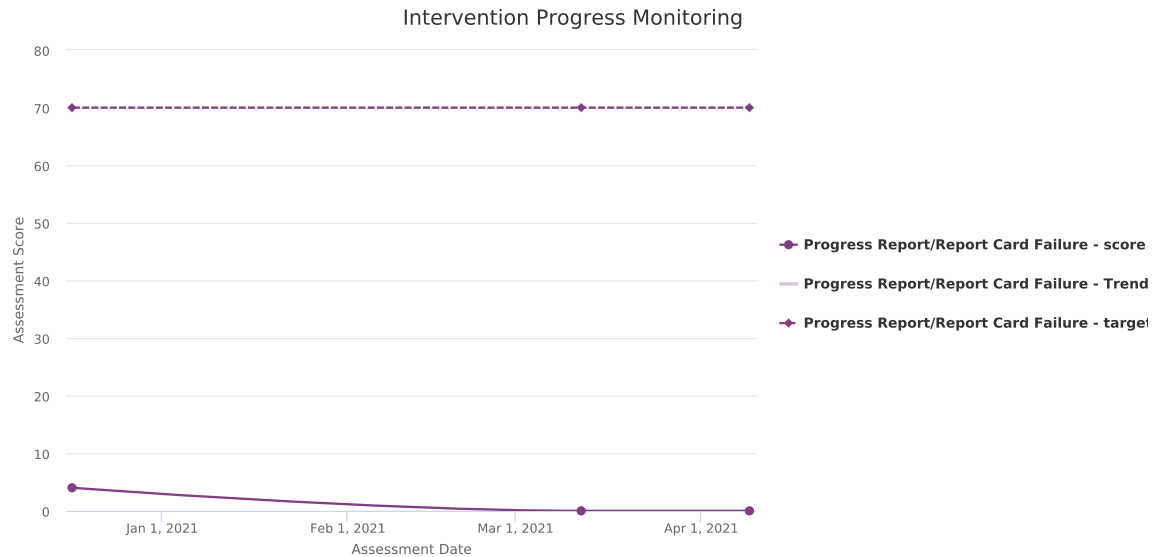
Planned Method to Measure Progress	Progress Report/Report Card Failure
---	-------------------------------------



Uvalde CISD
1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	04/09/2021	0	70		X
Progress Report/Report Card Failure	03/12/2021	0	70		X
Progress Report/Report Card Failure	12/17/2020	4	70		X

Intervention Outcome

Notes

Intervention Plan

Status	Active
School Year	2020-2021
Campus	Uvalde High School
Start Date	11/19/2020
End Date	12/18/2020



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Intervention Schedule times for minutes

Location Classroom

Provider 1 Daniel Aguilera

Provider 2

Intervention Area CTE

RTI Level Tier 2

Description failing due to unsubmitted assignments

Goal Statement et student to Pass class

Intervention Strategy 1 Homework Center

Intervention Strategy 2 Personal Goal Setting with Student

Intervention Strategy 3

Supporting Teaching Strategies/Comments Help student with assignments during class and set personal goals

Progress Reporting Frequency Each grading cycle

Planned Method to Measure Progress Performance Assessment

Progress Monitoring

Progress Monitoring Data

Intervention Outcome Successful - Continue Current Intervention

Notes

Intervention Plan

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

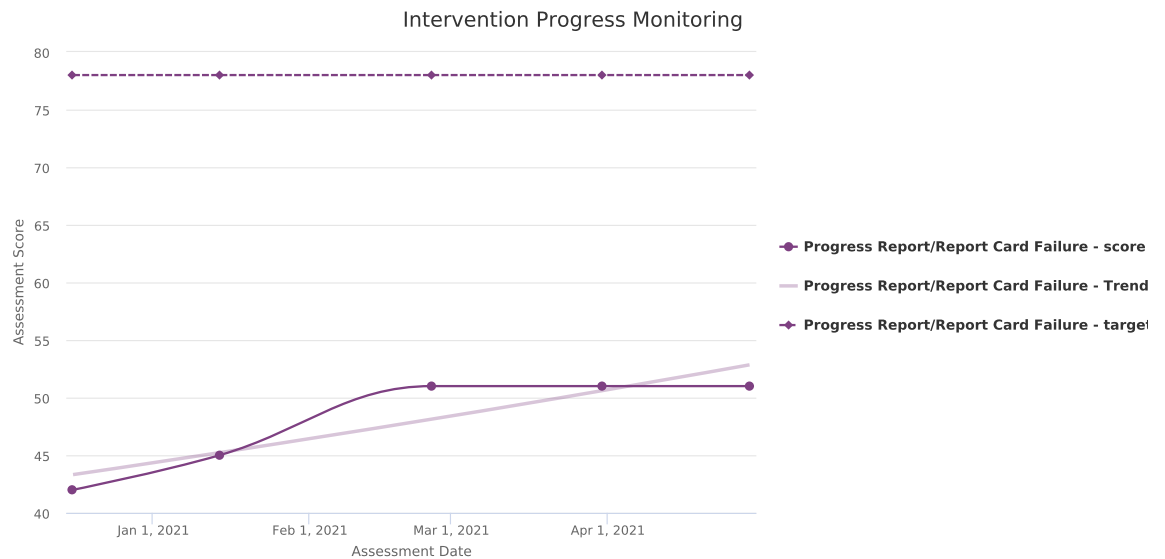
Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Status	Active
School Year	2020-2021
Campus	Uvalde High School
Start Date	11/19/2020
End Date	12/18/2020
Intervention Schedule	2 times 1 Week for 20 minutes
Location	Classroom
Provider 1	M. Aguirre
Provider 2	
Intervention Area	Academic Math
RTI Level	Tier 3
Description	Failed Quarter 1 and Progress Report 3 Failed Quarter 2 Failed Progress Report 6 Failed S1-54 and Q3-51 Failed P7-51
Goal Statement	Rarely see student online but would like to see him turn in assignments
Intervention Strategy 1	Tutoring outside of school hours
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	
Progress Reporting Frequency	Each grading cycle
Planned Method to Measure Progress	



Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	04/29/2021	51	78		X
Progress Report/Report Card Failure	03/31/2021	51	78		X
Progress Report/Report Card Failure	02/25/2021	51	78		X
Progress Report/Report Card Failure	01/14/2021	45	78		X
Progress Report/Report Card Failure	12/16/2020	42	78		X

Intervention Outcome No Progress - Revise Intervention

Notes Attendance issues
Virtual student
Does not turn in assignments

Student never attends class regularly. Has not turned in any assignments at all.

Intervention Plan

Status Active

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

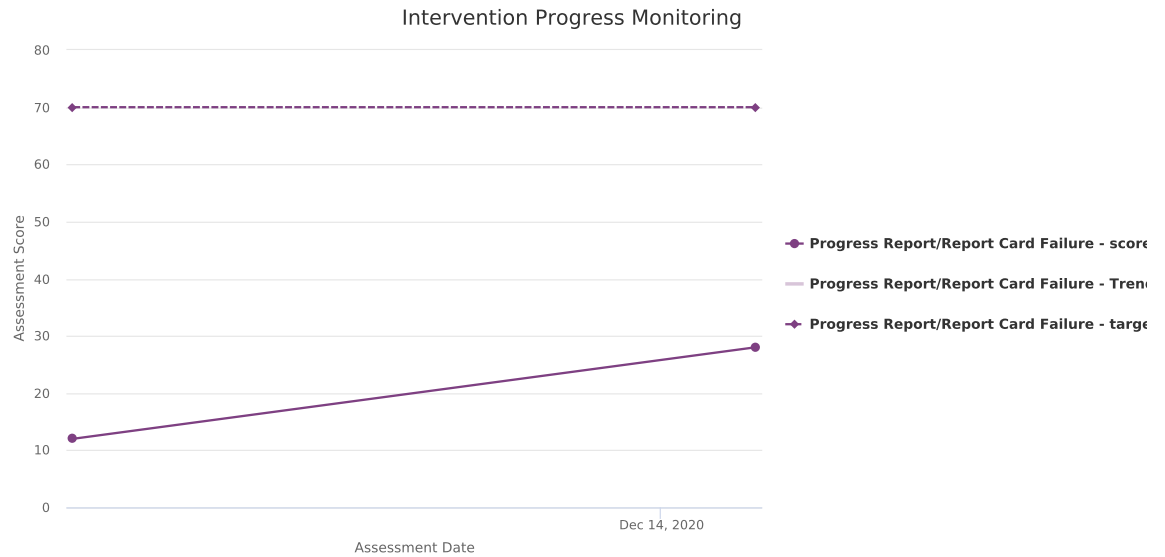
School Year	2020-2021
Campus	Uvalde High School
Start Date	11/19/2020
End Date	12/17/2020
Intervention Schedule	2 times 1 Week for 20 minutes
Location	Classroom
Provider 1	Juliana Botello
Provider 2	
Intervention Area	Academic Reading
RTI Level	Tier 2
Description	Student is not present in class and does not complete assignments.
Goal Statement	Have student attending regularly and complete at least half of given assignments.
Intervention Strategy 1	Tutoring
Intervention Strategy 2	Parent Conferences
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	Prioritized Assignments Extra Time for Assignments Reduced Assignments
Progress Reporting Frequency	Each grading cycle
Planned Method to Measure Progress	Progress Report/Report Card Failure



Uvalde CISD
1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	12/16/2020	28	70		X
Progress Report/Report Card Failure	11/30/2020	12	70		X

Intervention Outcome No Progress - Revise Intervention

Notes

Intervention Plan

Status

School Year 2018-2019

Campus Uvalde High School

Start Date 10/01/2018

End Date

Intervention Schedule 2 times Weekly for minutes



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Location Classroom

Provider 1 Mahler

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description tier 3 on BOY on star Renaissance

Goal Statement 10%-15% between fall and spring benchmarks and 3-5% between unit exams

Intervention Strategy 1 before and after school tutoring, Saturday tutorials

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments one to one and /or small instruction fundamental 5

Progress Reporting Frequency

Planned Method to Measure Progress

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

School Year	2018-2019
-------------	-----------

Campus	Uvalde High School
--------	--------------------

Start Date	10/01/2018
------------	------------

End Date	
----------	--

Intervention Schedule	2 times Weekly for minutes
-----------------------	----------------------------

Location	Classroom
----------	-----------

Provider 1	Mahler
------------	--------

Provider 2	
------------	--

Intervention Area	Academic Math
-------------------	---------------

RTI Level	Tier 3
-----------	--------

Description	tier 3 on BOY on star Renaissance
-------------	-----------------------------------

Goal Statement	10%-15% between fall and spring benchmarks and 3-5% between unit exams
----------------	--

Intervention Strategy 1	before and after school tutoring, Saturday tutorials
-------------------------	--

Intervention Strategy 2	
-------------------------	--

Intervention Strategy 3	
-------------------------	--

Supporting Teaching Strategies/Comments	one to one and /or small instruction fundamental 5
---	--

Progress Reporting Frequency	
------------------------------	--

Planned Method to Measure Progress	
------------------------------------	--

Progress Monitoring	
---------------------	--

Progress Monitoring Data	
--------------------------	--



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Intervention Outcome

Notes

Intervention Plan

Status

School Year 2018-2019

Campus Uvalde High School

Start Date 10/01/2018

End Date

Intervention Schedule 2 times Weekly for minutes

Location Classroom

Provider 1 Mahler

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description tier 3 on BOY on star Renaissance

Goal Statement 10%-15% between fall and spring benchmarks and 3-5% between unit exams

Intervention Strategy 1 before and after school tutoring, Saturday tutorials

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments one to one and /or small instruction fundamental 5



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Progress Reporting Frequency

Planned Method to Measure Progress

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

School Year 2016-2017

Campus Flores Middle School

Start Date 02/13/2017

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

Provider 2

Intervention Area Behavior

RTI Level Tier 2

Description



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Goal Statement

Intervention Strategy 1 Seating Arrangment ELAR Tutoring Accelerated Reading

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments

Progress Reporting Frequency	Each grading cycle
-------------------------------------	--------------------

Planned Method to Measure Progress	Data Collection
---	-----------------

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

School Year	2016-2017
--------------------	-----------

Campus	Flores Middle School
---------------	----------------------

Start Date	02/13/2017
-------------------	------------

End Date

Intervention Schedule	0 times Weekly for minutes
------------------------------	----------------------------

Location



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Provider 1

Provider 2

Intervention Area Behavior

RTI Level Tier 2

Description

Goal Statement

Intervention Strategy 1 Seating Arrangment ELAR Tutoring Accelerated Reading

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments

Progress Reporting Frequency Each grading cycle

Planned Method to Measure Progress Data Collection

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

School Year 2016-2017

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Campus	Flores Middle School
--------	----------------------

Start Date	02/13/2017
------------	------------

End Date	
----------	--

Intervention Schedule	0 times Weekly for minutes
-----------------------	----------------------------

Location	
----------	--

Provider 1	
------------	--

Provider 2	
------------	--

Intervention Area	Behavior
-------------------	----------

RTI Level	Tier 2
-----------	--------

Description	
-------------	--

Goal Statement	
----------------	--

Intervention Strategy 1	Seating Arrangment ELAR Tutoring Accelerated Reading
-------------------------	--

Intervention Strategy 2	
-------------------------	--

Intervention Strategy 3	
-------------------------	--

Supporting Teaching Strategies/Comments	
---	--

Progress Reporting Frequency	Each grading cycle
------------------------------	--------------------

Planned Method to Measure Progress	Data Collection
------------------------------------	-----------------

Progress Monitoring	
---------------------	--

Progress Monitoring Data	
--------------------------	--

Intervention Outcome	
----------------------	--



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Notes

Intervention Plan

Status

School Year 2019-2020

Campus Uvalde High School

Start Date

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

Provider 2

Intervention Area Academic Reading

RTI Level Tier 2

Description failing Alg 1 Eng 2

Goal Statement

Intervention Strategy 1 * Academic Reading Small Group Instruction (LLI) STAR Renaissance Reading * Acad

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching
Strategies/Comments

Progress Reporting
Frequency



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Planned Method to Measure Progress

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

School Year 2017-2018

Campus Morales Junior High School

Start Date

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description

Goal Statement



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Intervention Strategy 1 TTM Achieve 3000 Star Ren Math Small Group Saturday School Tutorials

Intervention Strategy 2

Intervention Strategy 3

**Supporting Teaching
Strategies/Comments**

**Progress Reporting
Frequency**

**Planned Method to
Measure Progress**

Progress Monitoring

**Progress Monitoring
Data**

Intervention Outcome

Notes

Intervention Plan

Status

School Year 2019-2020

Campus Uvalde High School

Start Date

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Provider 2

Intervention Area	Academic Reading
--------------------------	------------------

RTI Level	Tier 2
------------------	--------

Description	failing Alg 1 Eng 2
--------------------	---------------------

Goal Statement

Intervention Strategy 1	* Academic Reading Small Group Instruction (LLI) STAR Renaissance Reading * Acad
--------------------------------	--

Intervention Strategy 2	
--------------------------------	--

Intervention Strategy 3	
--------------------------------	--

Supporting Teaching Strategies/Comments	
--	--

Progress Reporting Frequency	
-------------------------------------	--

Planned Method to Measure Progress	
---	--

Progress Monitoring	
----------------------------	--

Progress Monitoring Data	
---------------------------------	--

Intervention Outcome	
-----------------------------	--

Notes	
--------------	--

Intervention Plan

Status	
---------------	--

School Year	2017-2018
--------------------	-----------

Campus	Morales Junior High School
---------------	----------------------------



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Start Date

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description

Goal Statement

Intervention Strategy 1 TTM Achieve 3000 Star Ren Math Small Group Saturday School Tutorials

Intervention Strategy 2

Intervention Strategy 3

**Supporting Teaching
Strategies/Comments**

**Progress Reporting
Frequency**

**Planned Method to
Measure Progress**

Progress Monitoring

**Progress Monitoring
Data**

Intervention Outcome

Notes



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Intervention Plan

Status

School Year 2019-2020

Campus Uvalde High School

Start Date

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

Provider 2

Intervention Area Academic Reading

RTI Level Tier 2

Description failing Alg 1 Eng 2

Goal Statement

Intervention Strategy 1 * Academic Reading Small Group Instruction (LLI) STAR Renaissance Reading * Acad

Intervention Strategy 2

Intervention Strategy 3

Supporting Teaching Strategies/Comments

Progress Reporting Frequency

Planned Method to Measure Progress



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

School Year 2017-2018

Campus Morales Junior High School

Start Date

End Date

Intervention Schedule 0 times Weekly for minutes

Location

Provider 1

Provider 2

Intervention Area Academic Math

RTI Level Tier 3

Description

Goal Statement

Intervention Strategy 1 TTM Achieve 3000 Star Ren Math Small Group Saturday School Tutorials

Intervention Strategy 2



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Intervention Strategy 3

Supporting Teaching Strategies/Comments

Progress Reporting Frequency

Planned Method to Measure Progress

Progress Monitoring

Progress Monitoring Data

Intervention Outcome

Notes

Intervention Plan

Status

School Year

Campus

Start Date

End Date

Intervention Schedule times for minutes

Location

Provider 1

Provider 2

Intervention Area



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

RTI Level

Description

Goal Statement

Intervention Strategy 1

Intervention Strategy 2

Intervention Strategy 3

**Supporting Teaching
Strategies/Comments**

**Progress Reporting
Frequency**

**Planned Method to
Measure Progress**

Progress Monitoring

**Progress Monitoring
Data**

Intervention Outcome

Notes

Intervention Plan

Status

School Year

Campus

Start Date

End Date



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Intervention Schedule times for minutes

Location

Provider 1

Provider 2

Intervention Area

RTI Level

Description

Goal Statement

Intervention Strategy 1

Intervention Strategy 2

Intervention Strategy 3

**Supporting Teaching
Strategies/Comments**

**Progress Reporting
Frequency**

**Planned Method to
Measure Progress**

Progress Monitoring

**Progress Monitoring
Data**

Intervention Outcome

Notes



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

RTI/MTSS Records Review

ATTENDANCE	Current Year	Previous Year (1)	Previous Year (2)	Previous Year (3)
	2020-2021	2019-2020	2018-2019	2017-2018
Days Absent	42	161		
Days Present				
DISCIPLINE				
Total # of incidents				
# that result in removal from class	0	0		

CULTURE

Dyslexia: _____ Immigrant: No Title 1: No 504: No
Migrant: No Gifted/ No At Risk: Yes ESL: No
Talented: _____
ARI: _____ PGP: _____ AMI: _____ SSI: _____
Ethnicity: Is person Hispanic/Latino? ☒ ☐ Bilingual: _____
Race: ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or other Pacific Islander ☒ White
Econ. Disadvantaged: 01
Home Language: English
Student Language: _____
Second Language Learner: ☐ ☐
State Assessment Results:



Uvalde CISD
1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Notice of RTI/MTSS Services

06/02/2022

Dear Parent/Legal Guardian of SALVADOR RAMOS,

During this school year, your child has been provided with high-quality instruction in the general education classroom. The Texas Education Agency requires that parents/legal guardians be notified of any intervention services or assistance, including instructional strategies, provided to students through Response to Intervention (RtI). Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

The district offers a variety of academic and support services to meet the needs of our students. Based on your child's needs, she or he will be receiving additional support through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the Texas Essential Knowledge and Skills (TEKS) and graduation requirements.

Enclosed with this letter is a summary of Response to Intervention services, which are customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's intervention services. We will update you on your child's growth and progress periodically throughout the school year as outlined on your child's intervention plan.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services. Parents are entitled at any time to request an evaluation of your child for special education services under Section 29.004 or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794). Please refer to the district Student Handbook for further information. The relevant section of the Student Handbook is enclosed.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,
RtI Team



Uvalde CISD
1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Notice of RTI/MTSS Services

06/02/2022

Dear Parent/Legal Guardian of SALVADOR RAMOS,

During this school year, your child has been provided with high-quality instruction in the general education classroom. The Texas Education Agency requires that parents/legal guardians be notified of any intervention services or assistance, including instructional strategies, provided to students through Response to Intervention (RtI). Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

The district offers a variety of academic and support services to meet the needs of our students. Based on your child's needs, she or he will be receiving additional support through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the Texas Essential Knowledge and Skills (TEKS) and graduation requirements.

Enclosed with this letter is a summary of Response to Intervention services, which are customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's intervention services. We will update you on your child's growth and progress periodically throughout the school year as outlined on your child's intervention plan.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services. Parents are entitled at any time to request an evaluation of your child for special education services under Section 29.004 or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794). Please refer to the district Student Handbook for further information. The relevant section of the Student Handbook is enclosed.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,
RtI Team



Student: <u>SALVADOR RAMOS</u>	TSDS ID: <u>6634158525</u>	Local ID: <u>24116</u>
Campus: <u>Uvalde High School</u>	Date of Birth: <u>05/16/2004</u>	Grade: <u>10</u>

RTI/MTSS Intervention Plan Summary

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	10/22/2021
End Date	11/10/2021
Intervention Schedule	2 times for 15 minutes
Location	Classroom
Provider 1	Debbie Mechler
Provider 2	
Intervention Area	Academic Reading
RTI Level	Tier 3
Description	
Goal Statement	
Intervention Strategy 1	iXL
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	Check for Understanding Differentiated Instruction Encourage Participation Small Group Instruction
Progress Reporting Frequency	Each grading cycle

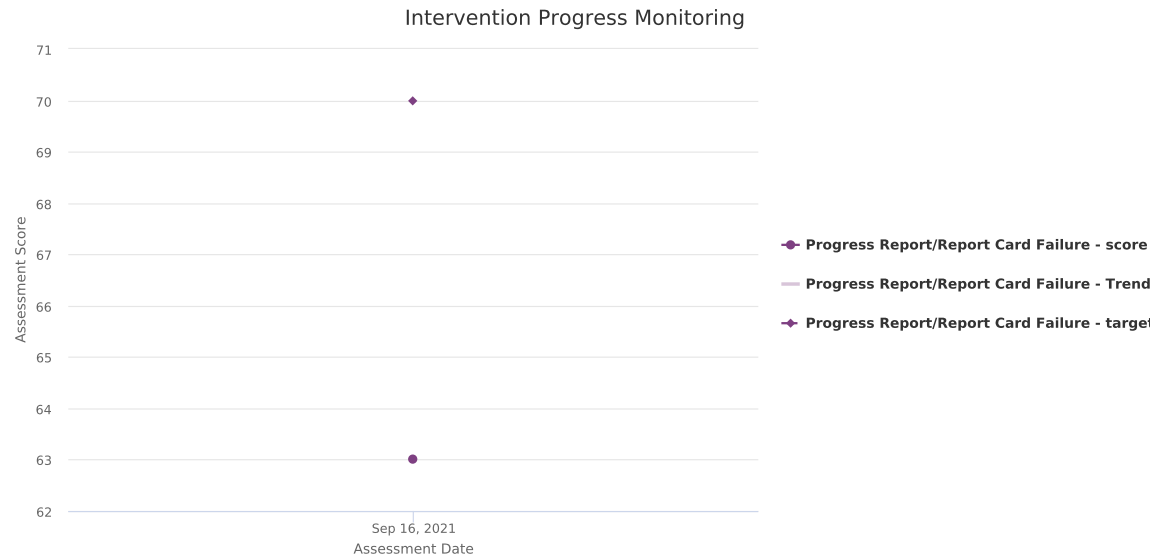


Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Planned Method to Measure Progress

Progress Report/Report Card Failure

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	11/10/2021			Student was failing and was dropped for excessive absences. Grade no longer available in Skyward.	X
Progress Report/Report Card Failure	09/16/2021	63	70		X

Intervention Outcome

Notes

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	09/13/2021
End Date	10/08/2021

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Intervention Schedule	2 times 1 Week for 5 minutes
------------------------------	------------------------------

Location	Classroom
-----------------	-----------

Provider 1	Pedro Navarro
-------------------	---------------

Provider 2	
-------------------	--

Intervention Area	Academic Math
--------------------------	---------------

RTI Level	Tier 3
------------------	--------

Description	Student has excessive absences and is missing a lot of work.
--------------------	--

Goal Statement	Have student attend class and complete his assignments.
-----------------------	---

Intervention Strategy 1	iXL
--------------------------------	-----

Intervention Strategy 2	
--------------------------------	--

Intervention Strategy 3	
--------------------------------	--

Supporting Teaching Strategies/Comments	Small group work and one on one with the student.
--	---

Progress Reporting Frequency	Each grading cycle
-------------------------------------	--------------------

Planned Method to Measure Progress	CBA/Unit Assessment
---	---------------------

Progress Monitoring	
----------------------------	--

Progress Monitoring Data	
---------------------------------	--

Intervention Outcome	
-----------------------------	--

Notes	
--------------	--



Uvalde CISD
1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Notice of RTI/MTSS Services

06/02/2022

Dear Parent/Legal Guardian of SALVADOR RAMOS,

During this school year, your child has been provided with high-quality instruction in the general education classroom. The Texas Education Agency requires that parents/legal guardians be notified of any intervention services or assistance, including instructional strategies, provided to students through Response to Intervention (RtI). Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

The district offers a variety of academic and support services to meet the needs of our students. Based on your child's needs, she or he will be receiving additional support through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the Texas Essential Knowledge and Skills (TEKS) and graduation requirements.

Enclosed with this letter is a summary of Response to Intervention services, which are customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's intervention services. We will update you on your child's growth and progress periodically throughout the school year as outlined on your child's intervention plan.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services. Parents are entitled at any time to request an evaluation of your child for special education services under Section 29.004 or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794). Please refer to the district Student Handbook for further information. The relevant section of the Student Handbook is enclosed.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,
RtI Team



Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

RTI/MTSS Intervention Plan Summary

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	10/22/2021
End Date	11/10/2021
Intervention Schedule	2 times for 15 minutes
Location	Classroom
Provider 1	Debbie Mechler
Provider 2	
Intervention Area	Academic Reading
RTI Level	Tier 3
Description	
Goal Statement	
Intervention Strategy 1	iXL
Intervention Strategy 2	
Intervention Strategy 3	
Supporting Teaching Strategies/Comments	Check for Understanding Differentiated Instruction Encourage Participation Small Group Instruction
Progress Reporting Frequency	Each grading cycle

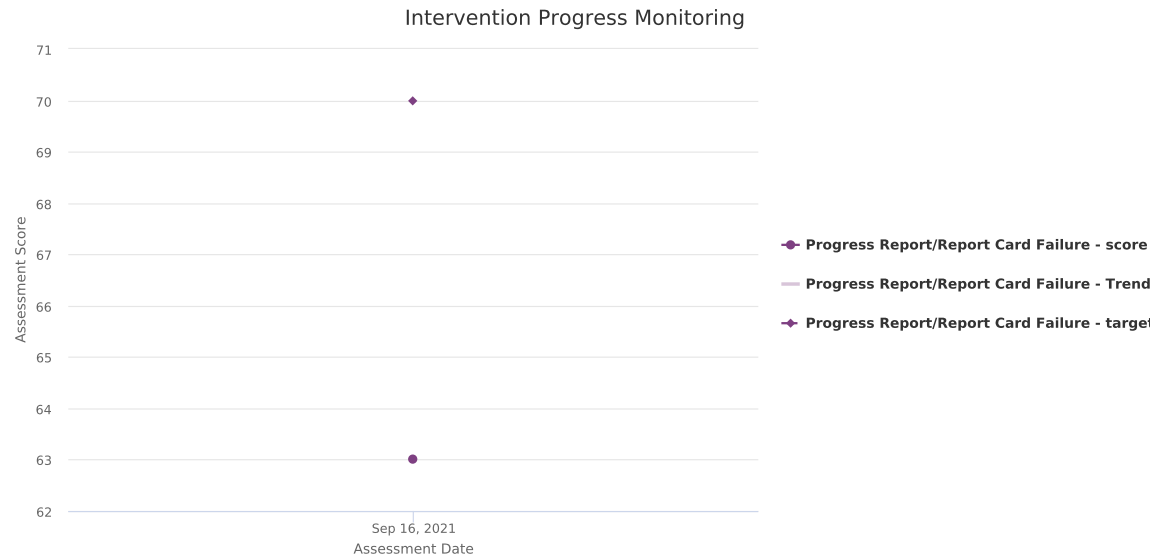


Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Planned Method to Measure Progress

Progress Report/Report Card Failure

Progress Monitoring



Progress Monitoring Data

Assessment	Date of Assessment	Assessment Score	Target	Comments	Use on Chart
Progress Report/Report Card Failure	11/10/2021			Student was failing and was dropped for excessive absences. Grade no longer available in Skyward.	X
Progress Report/Report Card Failure	09/16/2021	63	70		X

Intervention Outcome

Notes

Intervention Plan

Status	Active
School Year	2021-2022
Campus	Uvalde High School
Start Date	09/13/2021
End Date	10/08/2021

**Uvalde CISD**

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

Intervention Schedule	2 times 1 Week for 5 minutes
------------------------------	------------------------------

Location	Classroom
-----------------	-----------

Provider 1	Pedro Navarro
-------------------	---------------

Provider 2	
-------------------	--

Intervention Area	Academic Math
--------------------------	---------------

RTI Level	Tier 3
------------------	--------

Description	Student has excessive absences and is missing a lot of work.
--------------------	--

Goal Statement	Have student attend class and complete his assignments.
-----------------------	---

Intervention Strategy 1	iXL
--------------------------------	-----

Intervention Strategy 2	
--------------------------------	--

Intervention Strategy 3	
--------------------------------	--

Supporting Teaching Strategies/Comments	Small group work and one on one with the student.
--	---

Progress Reporting Frequency	Each grading cycle
-------------------------------------	--------------------

Planned Method to Measure Progress	CBA/Unit Assessment
---	---------------------

Progress Monitoring	
----------------------------	--

Progress Monitoring Data	
---------------------------------	--

Intervention Outcome	
-----------------------------	--

Notes	
--------------	--

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person:

Phone Number:

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person:

Phone Number:

Additional Information:

The following websites provide information and resources for students with disabilities and their families

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First



Uvalde CISD
1000 N. Getty
Uvalde, Tx 78801 830-278-6655

Notice of RTI/MTSS Services

06/02/2022

Dear Parent/Legal Guardian of SALVADOR RAMOS,

During this school year, your child has been provided with high-quality instruction in the general education classroom. The Texas Education Agency requires that parents/legal guardians be notified of any intervention services or assistance, including instructional strategies, provided to students through Response to Intervention (RtI). Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

The district offers a variety of academic and support services to meet the needs of our students. Based on your child's needs, she or he will be receiving additional support through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the Texas Essential Knowledge and Skills (TEKS) and graduation requirements.

Enclosed with this letter is a summary of Response to Intervention services, which are customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's intervention services. We will update you on your child's growth and progress periodically throughout the school year as outlined on your child's intervention plan.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services. Parents are entitled at any time to request an evaluation of your child for special education services under Section 29.004 or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794). Please refer to the district Student Handbook for further information. The relevant section of the Student Handbook is enclosed.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,
RtI Team

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person:

Phone Number:

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person:

Phone Number:

Additional Information:

The following websites provide information and resources for students with disabilities and their families

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student:	<u>SALVADOR RAMOS</u>	TSDS ID:	<u>6634158525</u>	Local ID:	<u>24116</u>
Campus:	<u>Uvalde High School</u>	Date of Birth:	<u>05/16/2004</u>	Grade:	<u>10</u>

RTI/MTSS Service Referral

- -

-

-

-

- -



Uvalde CISD

1000 N. Getty

Uvalde, Tx 78801 830-278-6655

Student: SALVADOR RAMOS TSDS ID: 6634158525 Local ID: 24116
Campus: Uvalde High School Date of Birth: 05/16/2004 Grade: 10

Data for RTI/MTSS Referral to 504

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

- ☐
- ☐
- ☐

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

- ☐
- ☐
- ☐

**Signatures of Intervention Assistance
Team Participants:**



Uvalde CISD

129 Goldbeck

Uvalde, Tx 78801 830-591-4928

Student: SALVADOR RAMOS

TSDS ID: 6634158525

Local ID: 24116

Campus: Uvalde High School

Date of Birth: 05/16/2004

Grade: 10

Parent Notification of Accelerated Instruction (HB 4545)

To the Parent/Guardian of SALVADOR,

Given the disruptions of the 2020-2021 school year, the Texas Legislature has given parents new rights to help support their children. House Bill 4545, signed on June 16, 2021, provides additional learning opportunities for students who did not meet standards on the STAAR exam. One of those learning supports is extra tutoring. This letter outlines the tutoring that your child is being offered and asks you to make a decision about how that support is provided.

What would this tutoring provide?

The law requires that the tutoring is provided to students individually or in a group of no more than three students. School systems can also ask parents to agree to a larger tutoring group to support their child.

Why is my child receiving this tutoring?

Any child in grades 3-8 who did not pass STAAR or end-of-course (EOC) assessments will receive tutoring in the upcoming school year. Your child did not meet "Approaches Grade Level" or higher on the following STAAR or STAAR EOC assessments:

STAAR Test

Test Grade

Test Score

What decision do I need to make?

There are certain parts of House Bill 4545 that require a decision by parents. The tutoring required for students under House Bill 4545 states that students are to be in a group of no more than three students per one tutor. We are asking you to provide permission for your student to receive tutoring in a group that is larger than three students. We are asking this permission because we believe we can effectively meet your child's needs in a larger group. You can choose to provide this permission, or not to provide it, and you can provide this permission only for some subjects and not for others. Your decision will not affect whether your child receives tutoring.

More information on HB 4545 can be found on the TEA Accelerated Learning Resources web page.

(<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources>)

Please place an X by the statement that reflects your decision.

☐ I give permission for my student to participate in a larger-than-3:1 tutoring group, for the subject areas mentioned above.

☐ I give permission for my student to participate in a larger-than-3:1 tutoring group, for the following subject(s):

☐ I do not give permission for my student to participate in a larger-than-3:1 tutoring group for any subjects.

Name of Parent, Guardian, Surrogate Parent, or Adult Student

Signature

Date