



**Raul H. Yzaguirre Middle School
Campus Improvement Plan
2023-2024**

Board Approved:

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D.

Executive Summary Campus Improvement Plan: 2023-2024 School Year

Campus Name: Raul Yzaguirre Middle School

Mission: We, at Raul H. Yzaguirre Middle School are committed to develop a life-long love for learning, pride, self-respect, and critical thinking environment for all students. We will accomplish this through quality instruction and a rigorous curriculum so that students will possess college ready skills to be marketable, productive citizens of society. Together, Transforming with a BOLD Vision.

Demographic Summary: The current enrollment at Raul Yzaguirre Middle School as of September 1, 2023 is 775 students in grades 6th-8th. The student ethnicity at Raul Yzaguirre Middle School consists of 99.9% Hispanic and .1% white students. Student demographics consist of 95% of our students as economically disadvantaged with 3.4% of these students labeled migrants. Approximately 15% of our students receive special education services. Our Gifted & Talented students account for 8.2% of the population. In addition, 48% of our population are Emergent Bilingual with Spanish as their primary language.

Comprehensive Needs Assessment: Raul Yzaguirre Middle School obtained a D in the TEA Accountability Rating for the 2022-2023 school year. For all Reading Language Arts exams, students at Raul Yzaguirre Middle School attained a 72% at the approaches level, 41% at the meets level, and 16% at the masters level. In Mathematics, students attained a 61% at the approaches level, 32% at the meets level, 14% at the masters level. In all Social Studies tests, students attained a 47% at the approaches level, 18% at the meets level, 6% at the masters level. And in Science, students attained a 61% at the approaches level, 38% at the meets level, 15% at the masters level.

Curriculum and Instruction and Assessment: Raul Yzaguirre Middle School offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and Master Degrees. Various courses at Raul Yzaguirre Middle School offer high school and dual language credits to eligible students. Students attending Raul Yzaguirre Middle School are able to participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, afterschool, and during Saturday Academies.

Summary of Goals: Raul Yzaguirre Middle School will target Domain I: Student Achievement in an effort to target students achieving at the approaches level or above in grades 6-8 in all subjects in order to increase from 2023 STAAR rating of 69 to 80 in Domain I as measured by 2024 STAAR Assessment. Focus on improvement in this area will be on the implementation of research-based instructional practices to enhance teacher expertise and support student success. In addition, 50% of English Learners will advance by at least one level of the composite rating from June 2023 to June 2024. Strategies to achieve the target will include the implementation and monitoring of English Learner supports. Also, by June 2024, Raul Yzaguirre Middle School will increase the number of ESL/Bilingual certified teachers by 10%. Targets will include key staff that can support English Learners in various subject areas. Currently, only ELA and Dual Language teachers are required to possess this endorsement.

Principal Name: _____

Signature: _____

Teacher Name: _____

Signature: _____

Parent Name: _____

Signature: _____



Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.



Adopted June 22, 2020 by the PSJA School Board of Trustees

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D.

CIP Committee Members

Name	Role
1. Rolando Peña, Jr.	Principal
2. Minette H. Dueñas	Dean of Instruction
3. Efren Araiza	Assistant Principal
4.	Assistant Principal
5. Mariana Santana-Garza	Registered Nurse
6. Narda Lugo	Librarian
7. Rachel Ramirez	Fine Arts Teacher
8. Jaime Castrejon	Social Studies Teacher
9. Cecilia Hernandez	Reading Language Arts Teacher
10. Gabriel Cerda	Collaborative Learning Leader
11. Michael Castillo	Mathematics Teacher
12. Melissa Molina	Science Teacher
13. Valeria Huerta	Spanish Teacher
14. Cynthia Padron	Special Education Teacher
15. Dr. Maria Zuniga	Counselor
16. Mirtha Salinas	Parent
17. Myra Amaro	Parent
18. Jessica Medrano	Business Representative



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D.

Vision

At Raul H. Yzaguirre Middle School, we work collaboratively with all stakeholders towards a common mission. By providing learner-centered instruction, effective and innovative teaching strategies, along with technological advancements, we will ensure that our goal of student achievement will indeed become a reality.

Mission

We, at Raul H. Yzaguirre Middle School are committed to develop a life-long love for learning, pride, self-respect, and critical thinking environment for all students. We will accomplish this through quality instruction and a rigorous curriculum so that students will possess college ready skills to be marketable, productive citizens of society.
Together, Transforming With A BOLD Vision.



What We Believe In

Guiding Principles

- Prepare Self
- Act Respectfully
- Work Together
- Safety First



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. Comprehensive Needs Assessment

Data Resources Reviewed

1. 2021-22 Attendance
2. 2022-23 Attendance
3. 2022 STAAR Data
4. 2023 STAAR Data
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. TTESS Teacher Evaluations
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. Campus Climate Surveys



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. Campus Demographics

RYMS Demographics

	ALL	MALE	FEMALE	SPED	EBs	M1	M2	MIGRANT	ECD	GT	CTE	AT RISK
Number	789	403	386	120	377	4	2	27	746	65	0	
Percent	100%	51%	49%	15%	48%	0.5%	0.3%	3.4%	95%	8.2%	0-	

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	789	788	0	0	1	0	0	0
Percent	100%	99.87%	0		0.13	0	0	0



**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
2023 Accountability Summary**

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
RYMS 2022	70	88	82	86	B
RYMS 2023	69	80	41	68	D
2024 Goals	72	84	70	80	B



**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Student Achievement Summary 2023**

All Students Performance Rates	RYMS 2022	Performance Target 2023	RYMS 2023	Goals 2024
Reading	APP: 73% ME: 41% MA: 26%	APP: 80% ME: 50% MA: 35%	APP: 72% ME: 41% MA: 16%	APP: 80% ME: 50% MA: 25%
Math	APP: 61% ME: 29% MA: 14%	APP: 80% ME: 50% MA: 25%	APP: 61% ME: 32% MA: 14%	APP: 75% ME: 40% MA: 20%
Science	APP: 70% ME: 38% MA: 20%	APP: 80% ME: 50% MA: 30%	APP: 61% ME: 38% MA: 15%	APP: 65% ME: 45% MA: 20%
Social Studies	APP: 42% ME: 15% MA: 7%	APP: 70% ME: 50% MA: 20%	APP: 47% ME: 18% MA: 6%	APP: 65% ME: 30% MA: 15%



**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Student Achievement Summary 2023**

EB Current & Monitored Performance Rates	RYMS 2022	Performance Target 2023	RYMS 2023	Goals 2023
Reading	APP: 71% ME: 38% MA: 24%	APP: 80% ME: 50% MA: 35%	APP: 69% ME: 35% MA: 13%	APP: 75% ME: 45% MA: 25%
Math	APP: 61% ME: 28% MA: 13%	APP: 80% ME: 50% MA: 25%	APP: 58% ME: 28% MA: 12%	APP: 70% ME: 40% MA: 20%
Science	APP: 73% ME: 40% MA: 18%	APP: 80% ME: 50% MA: 30%	APP: 48% ME: 28% MA: 8%	APP: 65% ME: 40% MA: 15%
Social Studies	APP: 38% ME: 12% MA: 4%	APP: 70% ME: 50% MA: 20%	APP: 33% ME: 11% MA: 5%	APP: 45% ME: 20% MA: 10%



**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Student Achievement Summary 2023**

Special Ed Performance Rates	RYMS 2022	Performance Target 2023	RYMS 2023	Goals 2024
Reading	APP: 39% ME: 22% MA: 19%	APP: 80% ME: 50% MA: 35%	APP: 40% ME: 23% MA: 3%	APP: 50% ME: 30% MA: 10%
Math	APP: 33% ME: 21% MA: 18%	APP: 80% ME: 50% MA: 25%	APP: 43% ME: 24% MA: 8%	APP: 50% ME: 30% MA: 20%
Science	APP: 32% ME: 19% MA: 13%	APP: 80% ME: 50% MA: 30%	APP: 26% ME: 20% MA: 9%	APP: 30% ME: 25% MA: 10%
Social Studies	APP: 19% ME: 16% MA: 13%	APP: 70% ME: 50% MA: 20%	APP: 23% ME: 20% MA: 6%	APP: 30% ME: 25% MA: 10%



**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Student Achievement Summary 2023**

ECO Dis Performance Rates	RYMS 2022	Performance Target 2023	RYMS 2023	Goals 2024
Reading	APP: 73% ME: 41% MA: 26%	APP: 80% ME: 50% MA: 35%	APP: 69% ME: 38% MA: 15%	APP: 80% ME: 50% MA: 30%
Math	APP: 60% ME: 28% MA: 14%	APP: 80% ME: 50% MA: 25%	APP: 56% ME: 24% MA: 8%	APP: 70% ME: 40% MA: 15%
Science	APP: 70% ME: 38% MA: 20%	APP: 80% ME: 50% MA: 30%	APP: 58% ME: 35% MA: 13%	APP: 70% ME: 50% MA: 30%
Social Studies	APP: 42% ME: 14% MA: 7%	APP: 70% ME: 50% MA: 20%	APP: 44% ME: 16% MA: 5%	APP: 60% ME: 30% MA: 20%

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D.

Campus Timeline

Date	Event(s)
May 2023	– CIP Leadership Team attended the Campus Improvement Plan Review Session to collaborate on goals, analyze, and determine needed adjustments and revisions.
May 2023	– Convened with Campus Improvement Plan team to begin a Comprehensive Needs Assessment and select Root Cause Areas
May 2023	– Convened with Campus Improvement Plan team to make selections of Focus Areas
May 2023	– CIP Committee Leads met with their group to review and draft necessary changes based on preliminary data
May 2023	– Campus Improvement Plan team met to review and present changes and revisions to each Focus Area
June 2023	– CIP Committee Leads reviewed the Executive Summary and completed CIP for final recommendations and feedback
June 2023	– CIP Committee Leads meet with designated Executive Officer for review and feedback of CIP
August 2023	– Campus Improvement Plan team meets to complete necessary adjustments to the CIP and Executive Summary.



RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Root Cause Analysis



Special Education:

The following sources from our campus were used to review the Special Education data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Attendance, Discipline Referrals, PEIMS Demographics, Walk-Through Data, Parental Involvement Data, Teacher Evaluations, Teacher Certifications, TELPAS Scores, and Technology Inventory.

Problem & Root Cause:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows in the MEETS criteria:

- In Reading, the achievement gap between SpEd and All students in 2022-23 is 18%.
- In Mathematics, the achievement gap between SpEd and All students in 2022-23 is 8%.

Annual Goal:

The School must work closely with the Special Education department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Strategy:

The Special Education Department will work closely with the Dean of Instruction and Content Departments to plan with essential staff in order to effectively co-teach & accurately implement the inclusion model.

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Root Cause Analysis



Emergent Bilingual Students (EBs):

The following sources from our campus were used to review the English Language Learners data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Attendance, Discipline Referrals, PEIMS Demographics, Walk-Through Data, Parental Involvement Data, Teacher Evaluations, Teacher Certifications, TELPAS Scores, and Technology Inventory.

Problem & Root Cause:

As evidenced in the STAAR assessments, the results show an achievement gap as follows in the MEETS criteria:

- In Reading, the achievement gap between EBs and All students in 2022-23 is 6%.
- In Mathematics, the achievement gap between EBs and All students in 2022-23 is 4%.
- In Science, the achievement gap between EBs and All students in 2022-23 is 10%.
- In Social Studies, the achievement gap between EBs and All students in 2022-23 is 7%.
- Yzaguirre Middle School TELPAS Yearly Progress Indicator was 46% in 2022 and decreased to 37% in 2023.

Annual Goal:

The campus TELPAS yearly progress indicator will increase from 37% to 44% by June 2023.

Strategy:

All English Learners will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Root Cause Analysis



Economically Disadvantaged

The following sources from our campus were used to review the Economically Disadvantaged data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Attendance, Discipline Referrals, PEIMS Demographics, Walk-Through Data, Parental Involvement Data, Teacher Evaluations, Teacher Certifications, and Technology Inventory.

Problem & Root Cause:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows in the MEETS criteria:

- In Reading, the achievement gap between Eco Dis and All students in 2022-23 is 3%.
- In Mathematics, the achievement gap between Eco Dis and All students in 2022-23 is 8%.
- In Science, the achievement gap between Eco Dis and All students in 2022-23 is 3%.
- In Social Studies, the achievement gap between Eco Dis and All students in 2022-23 is 2%.

Annual Goal:

The School will continue to provide equal learning opportunities to all students by providing needed resources, technology, and connectivity.

Strategy:

Attendance will be monitored on a daily attendance to ensure students have accessibility to learning. Students experiencing economic difficulties will receive adequate support.

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
2022-2023 Campus Goal Areas

Goal Area 1: Student Achievement

Goal Area 2: Closing the Gaps

Goal Area 3: Improve Safety, Public Support, Culture & Climate

Goal Area 4: Increase Staff Quality, Recruitment and Retention



**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Comprehensive Needs Assessment**

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Special Population Goals & Strategies	<ul style="list-style-type: none"> • Student to teacher ratio is small so that instruction and enrichment is targeted and intentional. • Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs • Communication in both English and Spanish is readily available to community members in all social media platforms. • Parent Liaison is utilized as a bridge between school and home to sustain parental involvement. • Parent Volunteer participation grew steadily in 2021. 	<ul style="list-style-type: none"> • The achievement gap between SpEd and all students is significant across all contents. • Economically Disadvantaged Student Population will receive additional support and intensive interventions in reading, writing, math, science, and social studies. • Providing teachers with trainings that offer differentiated teaching strategies.

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. Comprehensive Needs Assessment

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<ul style="list-style-type: none"> • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and utilized during planning. • Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence and utilized as needed. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. . • Campus Level and Districtwide Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance. • Overall STAAR performance in all grades at MEETS or above in Math were at 32%, significantly lower than the state average. • Overall STAAR performance in all grades at MEETS or above in Science were at 38%, significantly lower than the state average. • STAAR Performance in Domain II during 2023: School Progress Measure of 80 	<ul style="list-style-type: none"> • May not have been given enough practice with the new STAAR 2.0 question types. • Teachers may struggle to meet students' academic and social/emotional needs. • Maintain ongoing training for teachers on curriculum effectiveness. • Grade 6 RLA & Math need continuous support and monitoring throughout the year. • 8th grade Social Studies teachers may struggle with teaching students how to write a short-constructed response. • Monitor with Fidelity effective instructional practices to Improve student learning outcomes in :Math, 8th Grade Social Studies,8th grade Science and Reading. • Address the needs of identified students to meet the progress measure in 2022-23 in Reading and Mathematics.

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. Comprehensive Needs Assessment

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	<ul style="list-style-type: none"> • Parents have a high rate of participation at campus meetings . • Parent resources, materials and communications are provided in both English and Spanish. • The campus website and all social media platform inform parents of all events in English & Spanish. • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease in disciplinary referrals. • All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. • Student resources, materials and communication are provided in both English and Spanish. • Tutorials are offered regularly for students in need. • Teacher planning periods are utilized to target student needs & parent concerns. • All departments and grade level teams utilize common planning time to be readily available to colleagues, student, and parents. • Attendance during 2021 has steadily remained at approximately 95% . • Collaborative Learning Communities with common planning periods allows focus to be on content specific needs. 	<ul style="list-style-type: none"> • Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. • Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. • Staff needs training on how to effectively share assessment strategies with parents about their children's progress. • Teaching staff needs training on the district and campus discipline protocols so that they can implement them in their classrooms consistently. • Increase student participation in extracurricular activities. • Maintain and monitor specific Sub-group targets for remedial instruction: SPED, EL, & Migrant • Teacher morale increases and decreases throughout the year. • Teacher absences fluctuates throughout the year causing and excessive need for substitutes. In some cases, the need outweighs the availability of substitutes. • While RYMS attendance is better than sister campuses and remains above 90%, daily attendance does not always meet the district goal of 97%.

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. Comprehensive Needs Assessment

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Effectively communicate with and utilize the New Teacher Institute(NTI) for the training and support of new teachers. • The <i>Spirit of PSJA</i> selection process for campus vacancies allows the selection of top-quality employees for campus vacancies. • Electronic Instructional Focus Walkthrough form • Strong commitment and financial support to professional development and professional growth opportunities for staff • Availability of technology resources for students and teachers, and staff. New devices were given to all students. • Highly Qualified Staff is hired through the use of well-balanced committee. • New Teachers to campus are provided with a mentor and support group to guide them throughout the year. • TTESS Evaluation Tool is utilized during CLCs, conferences, and instructional planning to increase teacher effectiveness. 	<ul style="list-style-type: none"> • TEA's new rules require all English Language Arts teachers to be bilingually, or ESL certified. • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor. • Provide technology support and literacy to all students and staff. • Provide training on the implementation of technology integration; increase on-line resource use on a regular basis. • Fill all vacancies as soon as possible with quality staff.

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Goal Area Presentation

Area 1: Student Achievement



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Student Achievement



Goal Area:	Student Achievement							
Annual Goal:	By June 2024, there will be a 15% increase of students in MEETS or above in 6 Math grade from 60% in 2023 to 75% in 2024 as measured by the 2024 STAAR Mathematics Assessment.							
Objective:	The percent of student performance in measurable assessments will increase by 5% after each benchmark.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
Math Teachers will utilize planning time to conduct TEKS analysis to determine depth and complexity of TEKS to ensure ongoing rigorous instruction.	6th grade Math teachers Principal Dean of Instruction Math Department AP 6th grade Assistant Principal CLL Math Dept. Heads		-Aug. 2023 - June 2024	Grade Level Planning Agendas Dept. Planning Agendas Implementation of Practice Data Analysis	Math CLC DMAC	Increase in student performance scores. DMAC reports Curriculum alignment across grade-level and department.	Weekly Tests/ Quizzes BOY/MOY/EOY Unit Assessments Benchmarks	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps								
Sharing of successful math strategies across grade levels.								
Implementation of Spiral Reviews each six weeks based on DAMC data.								
Daily planning as a grade level and weekly planning as a department will ensure alignment to TEKS								
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
Assist Math teachers in finding engaging ways to implement technology and other research based practices into lessons in order to facilitate student engagement.	6th grade Math teachers Principal Dean of Instruction Math Department AP 6th grade Assistant Principal CLL Math Dept. Heads CT	STAAR releases District Curriculum Edulastic MyON / Accelerated Reader laptops DMAC Cambium Zearn	-Aug. 2023 - June 2024	Grade Level Planning Agendas Dept. Planning Agendas Implementation of Practice Data Analysis Program Reports	Math CLC DMAC Technology	Increase in student performance scores. DMAC reports Curriculum alignment across grade-level and department.	Weekly Tests/ Quizzes BOY/MOY/EOY Unit Assessments Benchmarks	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps								

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Student Achievement



BOY assessments will be utilized to personalize instructional needs for all students on a weekly basis.	Principal Asst. Principal / Dean Campus Leadership Team Social Studies Dept.	TEKS Resources Curriculum lesson plans / pacing guide State and local student data Lowman Actively Learn UT PACT Project Common Instructional Framework Strategies Edulastic	-Aug. 2023 -June 2024	Curriculum documentation Lesson Plans Dept. Meeting Agendas	Student achievement gains DMAC reports	Weekly assessments Benchmarks Walkthroughs STAAR	Title I Title II Title III Special Education / Bilingual / Migrant Funds
Action Steps							

- All teachers will assess, evaluate, and analyze student data by using local assessments and weekly teacher and district-created assessments to monitor student progress
- Leadership team will conduct regular walkthroughs with a focus on depth of knowledge (DOK) questioning
- Teachers and admin will conduct regular data disaggregation to make adjustments as needed

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Intentional grouping and re-grouping throughout the year targeting growth towards goal	Principal Asst. Principal & Dean Campus Leadership Team 8th Grade teachers Social Studies Dept.	DMAC Curriculum pacing guide NearPod Cambium Actively Learn UT PACT Project Common Instructional Framework Strategies	-Aug. 2023 -June 2024	Planning guide / Logs Walkthrough forms Meeting agendas Flexible timelines	Student achievement gains DMAC Reports	Formative / Summative Assessments CBA/ Benchmarks Weekly Quizzes	Title I Title II Title III Special Education / Bilingual / Migrant Funds
Action Steps							

- Campus leadership team will conduct in-person intervisitations with look-fors aligning with meeting goals
- Feedback will be turned over in a timely manner with a follow-through date regularly given
- Utilize DMAC reports with an action plan in place for each assessment

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Best practices allowing for flexible curriculum to make adjustments ensuring effective lesson planning and delivery	Principal Asst. Principal & Dean Campus Leadership Team 8th Grade teachers Social Studies Dept. Approved consultants	District-created lesson plans TEA Released Tests Campus library Lowman Actively Learn CIF Strategies UT PACT Project Edulastic	-Aug. 2023 -June 2024	Campus planning guides Meeting agendas/ logs Routine walkthroughs Adjustable timelines Program data	Student achievement gains DMAC Reports Walkthrough forms	Formative / Summative Assessments CBA/ Benchmarks Weekly Quizzes	Title I Title II Title III Special Education / Bilingual / Migrant Funds
Action Steps							

- Regular professional development provided in-house and within district
- Technology integration to mirror updates from TEA redesign
- Make adjustments to curriculum as needed with goal of making gains on local/ state assessments

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Student Achievement



Goal Area:		Student Achievement: Domain I STAAR Measure - Science					
Annual Goal:		By June 2024, there will be a 7% increase of the students at MEETS or above in 8th grade science from 38% in 2023 to 45% in 2024 as measured by the 2024 STAAR Science Assessment.					
Objective:		Students in grades 6-8 will utilize and implement the use of the Fundamental 5 in order to consistently and effectively practice research-based strategies.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure an abundance of content vocabulary exposure and instructional scaffolding that provide exposure to the varied question types aligned to the 2024 STAAR revamp.	6th-8th Grade Science Teachers; Content Assistant Principals; Principal; Dean of Instruction; CLL; Science Dept. Head	STAAR Release Assessments; District Curriculum; DMAC; Summit K-12; Fundamental 5; Tutorials; Data Talks; Weekly Lesson Planning Shifts and Adjustments; Daily Integrated Planning Periods, Calculators, glue sticks, science lab supplies, Edcite, Summit K12, Edulastic, QF strategies	-Aug. 2023 -June 2024	Weekly Assessments; Student 6 Weeks Data Trackers; Data Analysis BM1 and BM2; Summit K-12 Reports; Lesson Plans; Walkthrough Documentation	Student achievement will increase throughout assessments. Students will be able to comprehend content vocabulary.	Weekly Tests; Quizzes; BOY: BM1 and BM2; Unit Assessments; Progress Reports; Report Cards	Comprehensive Needs Assessment; Reform Strategies; Teacher Decision Making Regarding Assessments; Effective and Timely Assistance to Students Experiencing Difficulty; Integration of FED, STATE, and Local Services; Program and Funds
Action Steps							
1. Utilize DMAC and Cambium reports to differentiate instruction for EBs, SPED, 504/RTI students in needed areas.							
2. Spiral the use of STAAR question stems throughout instruction to facilitate content mastery and use teacher-created material to practice STAAR 2.0 question types.							
3. Plan frequently and consistently as a grade-level to ensure all students are receiving the same instruction and strategies across classes.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide consistent and frequent support to teachers in the implementation of curriculum, research-based strategies, and best practices through bi-weekly department meetings.	6th-8th Grade Science Teachers; Content Assistant Principals; Principal; Dean of Instruction; CLL; Science Dept. Head; Librarian	STAAR Release Assessments; District Curriculum; DMAC; Summit K-12; Fundamental 5; Tutorials; Data Talks; Weekly Lesson Planning Shifts and Adjustments; Daily Integrated Planning Periods, Edcite, Edulastic, QF strategies	-Aug. 2023 -June 2024	CLC Agendas; Science Dept. Planning Agendas; Grade-level team planning meetings; District Curriculum Roll-Out	Increase in student assessment scores. DMAC reports; Curriculum alignment across grade-level and departments.	Weekly Tests; Quizzes; BOY: BM1 and BM2; Unit Assessments; Progress Reports; Report Cards	Comprehensive Needs Assessment; Reform Strategies; Teacher Decision Making Regarding Assessments; Effective and Timely Assistance to Students Experiencing Difficulty; Integration of FED, STATE, and Local Services; Program and Funds
Action Steps							
1. Utilize Summit K-12 for students to practice content and reading comprehension.							
2. Utilize assessment data to select targeted TEKS needing further development							
3. Regularly implement and practice needed accommodations for all subgroups to support student growth for all learners.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Goal Area Presentation

Goal Area 2: Closing the Gaps



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Closing the Gaps



Goal Area: Closing the Gaps: Emergent Bilingual Students (TELPAS)							
Annual Goal: The campus TELPAS yearly progress indicator will increase from 37% to 45% by June 2024.							
Objective: 20% of English Learners will advance by at least one level of the composite rating from August 2023 to June 2024.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All Emergent Bilingual students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).	-Homeroom teachers (3rd pd) -Dept. Heads -CLL -Dean of Instruction -Asst. Principals -Principal	TELPAS practice exams Summit K12 & iStation Bilingual Dictionaries ELPs / PLDs Question / sentence stems Common Instr. Framework Reading Coach Accelerated Reader DMAC Newsela	End of 5x Wks -Oct. 6., 2023 -Nov. 10., 2023 -Dec. 22., 2023 -Feb 23, 2024	-Walk-throughs and feedback provided in timely manner -Progress monitoring reports - review and provide quality feedback -DMAC Reports -Implementation of ELPs -Summit K12 Reports	-Closing the achievement gap among specific student groups -Increase academic performance of EB pops in all BM	-CBAs/ 5x Week Star 360 -Student Performance Data -BOY/ MOY/ EOY Fluency Checks -Benchmarks -Summit K12 BM -TELPAS BM/ Exam	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Create a bank of sentence stems for students to reference for their questioning and responses (targeting Speaking domain).							
2. Schedule professional development update for teachers on how to implement SOP strategies & PLDs in their delivery of lessons.							
3. Utilize Summit K12 & AR for students to practice their Listening, Speaking, Writing, and Reading skills.							
4. Provide one-to-one student conferencing on 2023 scores and goal setting with students scoring at the advanced and advanced levels.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers in grades 6-8 will receive SOP training to effectively implement ELPs and best strategies.	Principal Dean of Instruction Asst. Principals CLL Teachers District Bilingual / Language Development Strategists	TELPAS released exams TELPAS practicing activities Summit K12 / iStation PLDs Composite Rating Template TELPAS Educator Guide Linguistic Instructional Alignment Guide EB Instructional & Assessment Accommodations	End of 5x Wks -Oct. 6., 2023 -Nov. 10., 2023 -Dec. 22., 2023 -Feb 23, 2024	-Lesson Plans incorporating ELPs/PLDs -DMAC data reports -Data Room Google Classroom -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback F12 with SOP strategies -Lesson Plans	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BMs	-CBAs/ 5x Week assessments -Student Performance Data, Star 360 -BOY/ MOY/ EOY Fluency Checks -Benchmarks -Summit K12 BM -TELPAS BM/ Exam	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Facilitate incorporation of ELPs and provide instructional feedback to plan and deliver an effective lesson.							
2. Monitor English Learner participation and engagement while supporting the teacher's instruction							
3. Monitor data and help guide lesson planning and delivery.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Enhance teacher expertise to utilize data in setting goals with their students and for themselves.	RMS teachers Principal Dean of Instruction Assistant Principals CLL CLFs	TELPAS data laptops DMAC Assessment Data CLCs Professional Development District Curriculum SLOs Campus-created rubrics	-Sept. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -Feb. 2023	- Lesson plans aligned to ELPs Walk-through feedback Walk-through performance SGM implementation	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM	-CBAs/ 5x Week assessments -Student Performance Data -BOY/ MOY/ EOY Fluency Checks -Benchmarks -Summit K12 BM -TELPAS BM/ Exam	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Teachers will regularly attend and implement strategies learned through PD's, CLCs, and outside source consultants.							
2. Provide targeted instruction for Emergent Bilingual students which will increase performance.							
3. Summit K12 Data tracking sheet which will target areas of concern in calculating new composite score on TELPAS exam.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Closing the Gaps



Goal Area:	Closing the Gaps: SPED Population						
Annual Goal:	By June 2024, there will be a 6% increase of SPED students in MEETS or above in grade 6 Math & FLA from 22% in 2023 to 30% in 2024 as measured by the 2024 STAAR Assessment.						
Objective:	The RYMSSPED department will implement and assist SPED students & all teachers with differentiated instruction by purposefully implementing the use of supplemental aides in general ed instruction.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
SPED dept and counselors will work collaboratively to provide regular PD sessions on how to implement content based supplemental aides throughout yearly instruction.	Principal Dean / APs CLL / CLFs SPED Strategists SPED teachers RTI/504 teachers Diagnostician Counselors	STAAR releases, District Curriculum, Istation, Imagine Math, Summit K12, MyON / Accelerated Reader, Success Ed, laptops, Study Sync, DMAQ after school tutorials, and Saturday tutoring, Homebound Instruction	-Aug. 2022 -June 2023	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to be delivered in a timely and constructive manner	-Closing the gap among specific student groups -Increase academic performance of SPED/RTI/504 subgroups across content benchmarks	-Weekly/Bi-weekly assessments -Content benchmarks -STAAR -TELPAS	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Staff servicing SPED/504/RTI students will attend PD sessions that explain the STAAR supplemental aid blueprint to understand the specificity of allowables and non allowables.							
2. SPED teachers will meet with core teachers supporting SPED students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom.							
2. Counselors will meet with core teachers supporting 504/RTI students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
SPED teachers will plan on a daily basis with core teachers to modify and support instruction of SPED students in the general ed classroom.	Principal Dean / APs CLL / CLFs SPED Strategists SPED teachers RTI/504 teachers Diagnostician Counselors	STAAR releases, District Curriculum, Mentoring Minds, Istation, Imagine Math / Success Maker, Summit K12, MyON / Accelerated Reader, Systems 44 & Success Ed, laptops, Study Sync, DMAQ, EduSmart, after school tutorials, and Saturday tutoring, Homebound Instruction	-Aug. 2022 -June 2023	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to be delivered in a timely and constructive manner	-Closing the gap among specific student groups -Increase academic performance of all subgroups across content benchmarks	-Weekly/Bi-weekly assessments -Content benchmarks -STAAR -TELPAS	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. SPED teachers will receive lesson plans of upcoming instruction, one week ahead to make needed modifications and provide necessary supports for SPED student success.							
2. SPED teachers will create differentiated instructional lesson plans for their labs to support general ed instruction.							
3. Gen-ed teachers will modify and plan for differentiated instruction of 504/RTI students that is aligned to student plans on a weekly basis.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Goal Area Presentation

**Goal Area 3: Improve Safety, Public
Support, Culture & Climate**



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D.

2023-2024 Campus Goal: Improve Safety, Public Support, Culture & Climate



Goal Area: Improve Safety, Public Support, Culture and Climate: Attendance							
Annual Goal: By June 2024, the campus will improve student safety by increasing staff attendance 15% from 2022-2023 school year in order to maximize instructional time.							
Objective: RYMS staff will be proactive in self-monitoring attendance in order to decrease from 1,736 instructional hours provided by substitutes in 2021-22.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrative team will monitor staff attendance by grade level and/or department on a monthly basis.	Campus Admin Campus Teachers Attendance Clerk Community Liasion PEIMSClerk	Attendance Recovery Software Attendance Incentives (Amazon, Oriental Trading, Walmart, HEB, Barnes and Noble, Target, etc.) uniform vouchers	End of 1st 6x Weeks End of 2nd 6x Weeks End of 3rd 6x Weeks End of 4th 6x Weeks End of 5th 6x Weeks End of 6th 6x Weeks	BOY/ Attendance Adjustment Sheet on One Drive Campus Attendance Reports District Dashboard Attendance Reports participatinon in ARP program	-Decrease of subisitues on campus on a daily basis Increase of students performance on weekly assements and benchamrks.	Attendance report monitoring at the end of every 6x Weeks	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Send teachers reminders to take daily attendance and ensure they are aware of TEA attendace guidelines and policies for students.							
2. Train teachers on the various attendance tracking systems and software in order to monitor attendance and ensure teachers are making home contact for excessive absences.							
3. Campus administrators will monitor the implementation of attendance tracking procederes through contact logs, dashboard, and PEIMS attendace reports, etc. Celebrate campus wins in attendance.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrative staff will meet frequently to identify individual staff members with student attendance deficiencies in order to monitor and support individual progress.	Campus Admin Campus Teachers Attendance Clerk Community Liasion PEIMSClerk	Ready Sub	End of 1st 6x Weeks End of 2nd 6x Weeks End of 3rd 6x Weeks End of 4th 6x Weeks End of 5th 6x Weeks	PCLC Agendas and Sign In Sheet Monthly Staff Attendance Reports	-Decrease of subisitues on campus on a daily basis Increase of students performance on weekly assements and benchamrks.	Attendance report monitoring at the end of every 6x Weeks	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Acrion Steps							
1. Recognize the unique needs of teachers with excessive absences and provide flexibility to address those with unique circumstances. Celebrate perfect attendance every six weeks and at the end of the semester.							
2. Staff members that are absent will leave sub-friendly lesson plans that focus on continued learning when the teacher of record is out.							
3. Teachers will plan for two weeks of emergency lesson plans to be utilized for unforeseen, emergency, & prolonged absences.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D.

2023-2024 Campus Goal: Improve Safety, Public Support, Culture & Climate



Campus Leaders will reach out to the community to actively seek donations and sponsorships to provide students with unique learning experiences.							
Campus leaders will take time to recognize staff and students throughout the year for their hard work including: National Appreciation Days and at the End of the Six Weeks.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students will gain recognition for their academic accomplishments and participation in extracurricular activities throughout the year.	Teachers Principal Dean of Instruction Assistant Principals Librarian Counselors	Social Media community donations /sponsorships Title 1 funds fundraiser opportunities	-Aug. 2022 -June 2023	Student Recognition on Social Media Honor Roll Recognition Recognition Increased Extracurricular participation	Improvement of campus culture amongst students. Increased student participation in extra curriculars. Increase in overall student performance.	BOY, MOY, & EOY surveys DMAC Reports Extracurricular Student Participation	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Extracurricular sponsorship within the campus will increase by 10%.							
Campus Leaders, teachers, and extracurricular sponsors will reach out to the community to actively seek donations, sponsorships, and fundraising opportunities.							
Students will be recognized at the end of every six weeks for their achievements.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Goal Area Presentation

Goal Area 4: Increase Staff Quality, Recruitment and Retention



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Increase Staff Quality, Recruitment and Retention



Goal Area: Increase Staff Quality, Recruitment and Retention: Increase # of Bilingual/ESL Teacher Certifications							
Annual Goal: By June 2024 RYMS will increase our number of ESL/Bilingual certified teachers by 10% across contents.							
Objective: To increase the number of ESL/Bilingual certified teachers to better serve our student population.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify key individuals that will be trained and prepare them for ESL/ Bilingual testing by enrolling them in the Bilingual and ESL preparation sessions.	Campus Admin CLL Core Content Teachers	Bilingual Department ESL stipends	-Aug. 2023 -June 2024	List of teachers will be generated and those teachers will be enrolled in program. Preparation session rotators Teacher Certification Updates	BiLingual Department meetings/ ELPS Training. Increase overall GPAs of non native speakers. Increased TELPA scores across all domains. Increase STAAR scores across all domains especially in the EB sub group.	% of certified teachers by content	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Actively recruit core content and elective teachers with goal of becoming certified.							
Follow up with each training to make sure teachers are keeping up with the course work							
Allocate educational resources to ensure that training materials can be turned around.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Incorporate SOP and CIF strategies as part of TLC roll outs across curriculums.	Campus Admin CLL CLF/Department Heads Teachers	ELPS Resources SOP Strategies Marzano's 9 High Yiled Strategies Technology Softwares such as Google Classroom, Google Forms, Google Translate, etc. CIF	-Aug. 2023 -June 2024	Language objectives will be clearly displayed along with appropriate ELPS strategy if applicable. Teacher lesson plans will reflect the integration of these strategies. CLL training logs will include a record of the ELL strategy being shared.	Increase overall GPAs of non native speakers. Increased Telpas scores across all domains.	Walk-through form feedback and data.	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Create an atmosphere/buy-in for teacher implementation by presenting the essential need for learning from all demographics across all curriculums.							
Work with CLF to integrate the use of "featured" esl strategies weekly that can be integrated as part of the tdc trainings.							
Schedule PD for leadership team for virtual classroom observation for identified "look-fors" during walk-throughs							
Ensure that the roll out of these strategies are occurring using the admin walkthrough form.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a culture of bi-literacy Across campus	Campus Admin CLL CLF/Department Heads Teachers Librarians	Social Media Library Social Fairs- Hispanic Heritage Month, Dia de los Muetos Celebration	-Aug. 2023 -June 2024	Dual language program would be considered an integral part of campus culture. Students and teachers would flourish and encourage the use of multilingualism throughout the content areas.(homework, projects, etc.)	Student participation in school activities, students promoting activities and biliteracy	increase of student participation in Dual Language	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Create a calendar that highlights all dates of importance with regard to multiculturalism and proudly announce these key dates to teachers.							
Promote those key dates by having campus wide "themed" assignments							
Host virtual fairs promoting these key dates.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Increase Staff Quality, Recruitment and Retention



Action Steps							
1. Implement and address the following skills into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.							
2. Promote the five competencies across all extra curricular activities such as: athletics, cheer, UIL, Enrichment Camps, etc.							
3. Analyze data collected through district and campus SEL surveys to improve upon social & emotional awareness.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Parental educator will organize and implement community & parental outreach meetings designed to educate and support parents/ community members about effective practices to help students academically, socially, and emotionally.	Parent Educator Teachers Principal Dean of Instruction Assistant Principals Counselors	Research Based Best Practices District Training and Support District Survey Feedback Counseling and Guidance Curriculum	-Aug. 2023 -June 2024	Increased student academic performance on BMs, STAAR tested subjects, & TELPAS Improved student attendance Decrease in student behavior reports Parent meeting sign ins and agenda Title I meetings Book Club meetings with Librarian	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Parent Participation	-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Parent Educator will create a calendar and prepare materials for presentations to parents & community members in a timely manner.							
2. Parents and community members will be invited to participate in informational meetings via online live streams, campus social media page, and parental involvement department.							
3. Parents and community members will engage and be informed about mitigation efforts and best practices to support students emotionally, physically and academically.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2023-2024 Campus Goal: Increase Staff Quality, Recruitment and Retention



Goal Area:	Increase Staff Quality, Recruitment and Retention						
Annual Goal:	By June 2024, 10% of teachers previously rated at Developing in any TTESS standard will show growth on the TTESS performance evaluation report by increasing their total effectiveness using the effectiveness rubric.						
Objective:	To increase the quality of instruction campus wide by using research-based instructional strategies that will help both students and teachers grow academically.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>CLL, with the aid of Administration, will provide in depth professional development over standards in the TTESS performance evaluation system.</p>	<p>Campus Admin CLL Department Heads Teachers</p>	<p>TCLC Room Technology related Hardware/ Software TTESS Evaluation System</p>	<p>-Aug. 2023 -June 2024</p>	<p>TCLC Agendas and Signs Ins TCLC Lessons/ Roadmap Intentional planning for professional growth by teacher RMS First 30 Days Instructional Focus Intentional feedback on specific domain and dimension in walk throughs</p>	<p>Teachers will display a deeper understanding of "look fors" when referring to the standards of TTESS</p>	<p>teacher walk throughs TTESS Evaluations and conferences</p>	<p>-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds</p>
Action Steps							
Calendar dates need to be set aside for implementation of these in-depth trainings							
Feedback forms via Walkthrough Portal will be used to track teacher understanding and possible areas that need to be re addressed							
Walkthrough data will be shared with teachers in order to support and promote key practices and strategies							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>CLL, with the aid of Administration, will provide in depth professional development based on the professional development goals set by teachers.</p>	<p>Campus Admin CLL CLF/ Department Heads Teachers</p>	<p>Professional Development Goals Report TCLC Room Technology related Hardware/ Software TTESS Evaluation System</p>	<p>-Aug. 2023 -June 2024</p>	<p>TCLC Agendas and Signs Ins TCLC Lessons/ Roadmap Intentional planning for professional growth by teacher Intentional feedback on teacher growth areas walk throughs</p>	<p>Teachers will perform at a higher level in the TTESS Evaluation reports in the area of their goals.</p>	<p>teacher walk throughs TTESS Evaluations and conferences</p>	<p>-Comprehensive Needs Assessment -Reform Strategies -Teacher Decision Making Regarding Assessments -Effective & Timely Assistance to students experiencing difficulty -Integration of Fed., State, & Local Services, Programs and Funds</p>
Action Steps							
Teachers complete their Self - Assessment and submit their PD Goals							
Admin meet with teachers to discuss PD Goals							
A tally of all the PD goals will be archived in order to create a menu of service to include professional development for said goals							
Intentional efforts will be afforded to deliver trainings that meet teacher needs							

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.

PROFESSIONAL DEVELOPMENT PLAN 2023-2024

**RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Professional Development Plan 2022-2023(working document)**

PD Date	Audience	PD Topic	Presenter
August 21, 2023	RYMS Staff	Campus Scores & Goals	Campus Admin
September 13, 2023	RYMS Teachers	TTESS Professional Goals	Admin & CLL
September 12, 2023	RYMS Staff	Campus Safety	Safety Dept.
TBD	RYMS Teachers	SIOP Strategies	DL Department
TBD	RYMS Teachers	Writing Across Curriculum	RLA Department
TBD	RYMS	Common Inst. Framework	Dean of Instruction

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**