



**Raul H. Yzaguirre Middle School
Campus Improvement Plan
2021-2022**

Board Approved:

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

Executive Summary Campus Improvement Plan: 2020-2021 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 October 2020 is 855 students in grades 6th-8th. The student ethnicity at Raul Yzaguirre Middle School consists of 99% Hispanic and 1% white students. Student demographics consist of 91.8% of our students as economically disadvantaged with 3.3% of these students labeled migrants. Approximately 11% of our students receive special education services, while 5% receive accommodations through section 504/Rtl. Our Gifted & Talented students account for 8% of the population. In addition, 46% of our population are English Language Learners with Spanish as their primary language.

Comprehensive Needs Assessment: Raul Yzaguirre Middle School obtained a C in the TEA Accountability Rating for the 2018-2019 school year. Overall, students at Raul Yzaguirre Middle School attained a 61% at the approaches level, 32% at the meets level, 14% at the masters level in English Language Arts. In Writing, students attained a 60% at the approaches level, 31% at the meets level, 12% at the masters level. Overall, students attained a 69% at the approaches level, 33% at the meets level, 12% at the masters level in Mathematics. Overall, in Social Studies students attained a 50% at the approaches level, 23% at the meets level, 10% at the masters level. In Science, students attained a 69% at the approaches level, 35% at the meets level, 15% at the masters level overall.

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's 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 2019 STAAR rating of 67 to 75 in Domain I as measured by 2021 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 2019 to June 2021. Strategies to achieve the target will include the implementation and monitoring of English Learner supports. Also, by June 2020 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. Lastly, by June 2021, the campus will improve student safety by maintaining or exceeding the attendance goal of 95% during synchronous instruction. This will require monitoring & tracking all student attendance on a daily and timely basis.



Principal - Printed Name: Jose C. Montelongo Signature: Jose C. Montelongo
Teacher - Printed Name: Alvaro Moreno, Jr. Signature: Alvaro Moreno, Jr.
Parent - Printed Name: Mirtha Cantu Signature: Mirtha Cantu

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. Dr. Jose Montelongo	Principal
2. Jessica V. Zuniga	Dean of Instruction
3. Federico Trevino	Assistant Principal
4. Miriam Jimenez	Principal Mentee
5. TBA	Nurse
6. Narda Lugo	Librarian
7. Alvaro Moreno	Fine Arts Teacher
8. Celeste Goodwin	Social Studies Teacher
9. Klarisa Espinosa	Reading Language Arts Teacher
10. Lexi Esparza	Reading Language Arts Teacher
11. Martin Robles	Mathematics Teacher
12. Daniela Gonzalez	Science Teacher
13. Valeria Huerta	Spanish Teacher
14. Krystal Garcia	Special Education Teacher
15. Maria Zuniga	Counselor
16. Mirtha Salinas	Parent
17. Myra Amaro	Parent
18. Itzel Hinojosa	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. 2019-20 Attendance
2. 2020-21 Attendance
3. 2019 STAAR Data
4. 2021 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	ELs	M1	M2	MIGRANT	ECD	GT	CTE	AT RISK
Number	748	366	382	83	331	1	59	22	720	58	0	520
Percent	100	45%	51%	11.5%	44.3%	0.1%	7.9%	2.9%	96.3%	7.8%	0	70%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	748	744	0	0	4	0	0	0
Percent	100%	99.5%	0	0	.5%	0	0	0



RAUL H. YZAGUIRRE MIDDLE SCHOOL
 PHARR-SAN JUAN-ALAMO I.S.D.
 2021 Accountability Summary

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
RYMS 2019	67	79	61	74	C
RYMS 2021	NOT AVAILABLE				
2022 Goals	75	90	75	85	B



RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Student Achievement Summary 2021

All Students Performance Rates	Performance Target 2019	RYMS 2019	RYMS 2021	Goals 2022
Reading	60	61	NOT AVAILABLE	70
Math	60	69		80
Writing	60	60		70
Science	60	69		80
Social Studies	60	50		65

RAUL H. YZAGUIRRE MIDDLE SCHOOL
 PHARR-SAN JUAN-ALAMO I.S.D.
 Student Achievement Summary 2021

ELL Current & Monitored Performance Rates	Performance Target 2019	RYMS 2019	RYMS 2021	Goals 2022
Reading	60	53	NOT AVAILABLE	65
Math	60	66		75
Writing	60	55		60
Science	60	60		80
Social Studies	60	40		60



RAUL H. YZAGUIRRE MIDDLE SCHOOL
 PHARR-SAN JUAN-ALAMO I.S.D.
 Student Achievement Summary 2021

Special Ed Performance Rates	Performance Target 2019	RYMS 2019	RYMS 2021	Goals 2022
Reading	60	35	NOT AVAILABLE	50
Math	60	43		60
Writing	60	26		50
Science	60	38		50
Social Studies	60	38		50

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Student Achievement Summary 2021

ECO Dis Performance Rates	Performance Target 2019	RYMS 2019	RYMS 2021	Goals 2022
Reading	60	60	NOT AVAILABLE	70
Math	60	69		80
Writing	60	59		80
Science	60	68		85
Social Studies	60	48		65

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

Campus Timeline

Date	Event(s)
May 2021	– CIP Leadership Team attended the Campus Improvement Plan Review Session to collaborate on goals, analyze, and determine needed adjustments and revisions.
May 2021	– Convened with Campus Improvement Plan team to begin a Comprehensive Needs Assessment and select Root Cause Areas
May 2021	– Convened with Campus Improvement Plan team to make selections of Focus Areas
May 2021	– CIP Committee Leads met with their group to review and make necessary changes
May 2021	– Campus Improvement Plan team met to review and present changes and revisions to each Focus Area
June 2021	– CIP Committee Leads reviewed the Executive Summary and completed CIP for final recommendations and feedback
June 2021	– CIP Committee Leads meet with designated Executive Officer for review and feedback of CIP
August 2021	– 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 2018-2019 is 8%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 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 plan with and 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



English Language Learners (ELL):

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 ELL and All students 2018-2019 is 6%.
- In Mathematics, the achievement gap between ELL and All students 2018-2019 is 3%.**
- In Writing, the achievement gap between ELL and All students 2018-2019 is 9%.
- In Science, the achievement gap between ELL and All students 2018-2019 is 6%.
- In Social Studies, the achievement gap between ELL and All students 2018-2019 is 9%
- The campus TELPAS Yearly Progress Indicator was as follows:
 - 6th – 35% in 2019
 - 7th – 27% in 2019
 - 8th – 25% in 2019
- Yzaguirre Middle School TELPAS Yearly Progress Indicator was 36% in 2018 and decreased to 29% in 2019.

Annual Goal:

The campus TELPAS yearly progress indicator will increase from 29% to 40% by June 2021.

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 2018-2019 is 0%.
- In Mathematics, the achievement gap between Eco Dis and All students 2018-2019 is 1%.**
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is 2%.
- In Social Studies, the achievement gap between Eco Dis and All students 2018-2019 is 1%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, RYMS earned a score of 35, 3 points below the target score.
- In 2018-2019 we see a decrease in the gap between All students and Eco Dis. In each content from previous years.

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.
2020-2021 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
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 Approaches or above in Math and Science were at 69%, 10% below the state average in 2019. • STAAR Performance in Domain II during 2019: School Progress Measure of 79 • Newly placed administration in on campus effective 2019-2020 school year. 	<ul style="list-style-type: none"> • All students may not be able to engage effectively in remote learning. • Teachers may struggle to meet students' academic and virtual needs • Maintain ongoing training for teachers on curriculum effectiveness.. • Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject. • Grade 6 RLA & Math need continuous support and monitoring throughout the year. • 8th grade Social Studies dropped 4% in overall performance from a 54% in 2018 to a 50% in 2019. • 7th grade Writing maintained a gap between district to campus performance of 9% in 2019. • Monitor with Fidelity effective instructional practices to Improve student learning outcomes in :Math, 8th Grade Social Studies, Reading, Writing • Address the needs of identified students to meet the progress measure in 2021-22 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
2	Special Population Goals & Strategies	<ul style="list-style-type: none"> • RYMS Special Education students exceeded all targets within the closing the gaps domain. • 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 2019. • English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain. 	<p>As per the TAPR data for 2019 STAAR performance:</p> <ul style="list-style-type: none"> • In Reading, the achievement gap between SpEd and All students 2018-2019 is 8%. • In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 8% • In Reading, the achievement gap between ELL and All students 2018-2019 is 6%. • In Mathematics, the achievement gap between ELL and All students 2018-2019 is 3%. • In Writing, the achievement gap between ELL and All students 2018-2019 is 9%. • In Science, the achievement gap between ELL and All students 2018-2019 is 6%. • In Social Studies, the achievement gap between ELL and All students 2018-2019 is 9% • In Closing the Achievement Gap for the Economically Disadvantaged, RYMS earned a score of 35, 3 points below the target score. • Economically Disadvantaged Student Population will receive additional support and intensive interventions in reading, writing, math, science, and social studies. • Decreased Parental Involvement from 2019/20 to 2020/21.

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 Office Hours 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 virtual learning and in person learning in 2021 has steadily remained at 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 • There has been a minor decrease in student enrollment from 2020 to 2021. • 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.

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 Center (NTC) 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. • 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. 2021-2022 Campus Goal: Student Achievement



Goal Area:		Student Achievement: Domain I STAAR Measure					
Annual Goal:		Students achieving at approaches or above for Domain I: Student Achievement will increase from 2019 STAAR rating of 67 to 75 in Domain I as measured by the 2022 STAAR Reading Assessment.					
Objective:		The percent of student growth in assessment performance 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
All students in grades 6-8 will implement & utilize campus & district adopted strategies to increase comprehension and connect question stems to skills.	6th - 8th Grade teachers Principal Dean of Instruction Assistant Principals CLL Librarian	STAAR releases, District Curriculum, Mentoring Minds, Istation, Imagine Math / Success Maker, Summit K12, MyON / Accelerated Reader, Systems 44 & Success Ed, laptops, Study Sync, DMAC, EduSmart, after school tutorials, and Saturday tutoring, Homebound Instruction	-Aug. 2021-June 2022	-Walk-throughs -Library Reports -student Implementation of RLA Strategies -Anecdotal Records Special Programs Reports Lesson Plans	Student achievement will increase during assessments. Students will be able to make connections between question stems to skills.	Weekly Tests/Quizzes BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks Program Reports	-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 interactive journals per core subject area to house content-specific strategies for comprehension.							
2. Schedule professional development for teachers on how to implement research-based strategies.							
3. Utilize AR & MyOn for students to practice reading & comprehension skills across content.							
4. Admin & CLL will identify "look-fors" when conducting virtual class visits & walkthroughs.							
Strategy 2	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 making instructional adjustments as a response to student's academic needs.	6th - 8th Grade teachers Principal Dean of Instruction Assistant Principals CLL	STAAR data, laptops, DMAC, Assessment Data, CLCs, Professional Development, District Curriculum, afterschool tutoring and Saturday tutoring	-Aug. 2021-June 2022	-Lesson Plans targeting TEKS of concern -DMAC data reports Data Charts -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	Assessment Data Walkthrough feedback Weekly lesson planning w/content team and content admin	Student Performance Data DMAC Reports SLOs 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. Teachers will regularly attend and implement strategies learned through PDs, CLCs, and outside source consultants.							
2. Provide targeted instruction for at-risk students by using RTI groups, tutoring groups, and SPED dept. supports.							
3. Foster a college-ready mindset through academic opportunities via AVID, GT, and UIL Academic endeavors.							
4. Utilize vertical alignment during weekly planning across all grade levels to address & target learning gaps.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Monitor and assess student performance and effective teaching strategies through authentic, teacher created lesson plans.	6th - 8th Grade teachers Principal Dean of Instruction Assistant Principals CLL	STAAR data, laptops, DMAC, Assessment Data, CLCs, Professional Development, District Curriculum, SLOs	-Aug. 2021-June 2022	- Lesson plans aligned to TEKS Walk-through feedback Walk-through performance SLO implementation	Assessment Data Walkthrough feedback Weekly lesson planning w/content team and content admin CLC strategy implementations Intervention strategy implementations	Weekly Assessments Weekly Assessments BM I & II STAAR TELPAS SLOs	-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 alignment of curriculum and provide instructional feedback and support to teachers about instructional practices and lesson plans.							
2. Monitor lesson plans and provide feedback in a timely manner by utilizing aligned lesson plan templates across contents and grade levels as designated by ESF feedback.							
3. Utilize planning time to target specific components of the lesson plan in order to plan one week in advance for all contents and grade levels as designated by ESF feedback.							
4. Monitor data and help guide instructional planning that targets areas of need.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2021-2022 Campus Goal: Student Achievement



Goal Area:	Student Achievement						
Annual Goal:	By June 2022, there will be a 15% increase of students at MEETS or above in grade 6 RLA from 22% in 2019 to 32% in 2022 as measured by the 2022 STAAR Reading Assessment.						
Objective:	Students in grades 6-8 will utilize and implement the use of Interactive journals by 100% 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 high volume of reading comprehension by utilizing an interactive & virtual RLA journal to utilize reading strategy skills through the use of text mapping and question/skill connections.	6th grade RLA teachers Principal Dean of Instruction 6th grade Assistant Principal CLL RLA Dept. Heads	STAAR releases District Curriculum Mentoring Minds Istation MyON / Accelerated Reader Systems 44 & Success Ed laptops Study Sync DMAC, afterschool/Saturday tutoring	-Aug. 2021-June 2022	AR Reports Student implementation of Interactive journals. DOK Questioning during RLA Lessons Lesson Plans Walkthrough Documentation	Student achievement will increase during assessments. Students will be able to make connections between question stems to skills. Reading comprehension levels will increase on AR	Weekly Tests/Quizzes BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks AR Program Reports Interactive Journal Checks	-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. Utilize DMAC reports to differentiate instruction for ELs, SPED, 504/RTI students in needed areas.							
2. Implement the use of STAAR question stems throughout instruction to facilitate connections to text.							
3. Plan frequently as a grade level to ensure all students are receiving alike instruction 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 grade RLA teachers Principal Dean of Instruction CLL RLA Dept. Heads Librarian	STAAR releases District Curriculum Mentoring Minds Istation MyON / Accelerated Reader Systems 44 & Success Ed laptops Study Sync DMAC	-Aug. 2021-June 2022	CLC agendas RLA Dept. Planning Agendas 6th grade Team Planning Meetings District Curriculum Roll-Outs	Increase in student comprehension scores. DMAC reports Curriculum alignment across grade-level and department.	Weekly Tests/Quizzes BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks AR Program Reports Interactive Journal Checks	-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. Utilize AR & MyOn for students to practice reading & comprehension skills							
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. 2021-2022 Campus Goal: Student Achievement



Goal Area:		Student Achievement					
Annual Goal:		By June 2022, there will be a 10% increase of students in MEETS or above in grade 6 Math from 30% in 2019 to 40% in 2022 as measured by the 2022 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	STAAR releases District Curriculum Mentoring Minds Imagine Math / Success Maker Summit K12 MyON / Accelerated Reader laptops DMAC	-Aug. 2021-June 2022	Grade Level Planning Agendas Math Dept. Planning Agendas CLC Implementation of Practice DMAC Data Analysis	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 amongst team teachers.							
Implementation of Spiral Reviews each six weeks.							
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 CIT	STAAR releases District Curriculum Imagine Math / Success Maker MyON / Accelerated Reader laptops DMAC	-Aug. 2021-June 2022	Grade Level Planning Agendas Math Dept. Planning Agendas CLC Implementation of Practice DMAC Data Analysis Technology Program Reports	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							
Instructional leaders will monitor data and help guide instructional planning that targets areas of need.							
Instructional leaders will facilitate conversations with teachers about instruction.							
Find ways to utilize technology within lessons to encourage student engagement.							

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. 2021-2022 Campus Goal: Closing the Gaps



Goal Area:	Closing the Gaps: English Language Learners (TELPAS)						
Annual Goal:	The campus TELPAS yearly progress indicator will increase from 29% to 40% by June 2022.						
Objective:	50% of English Learners will advance by at least one level of the composite rating from June 2019 to June 2022.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All English Learners will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).	-Homeroom teachers (3rd pd) -CLL/CLF's -Dean of Instruction -Asst. Principals -Principal	TELPAS released/practice exams Summit K12 IStation ELPs / PLDs Question / sentence stems MyON Accelerated Reader DMAC	End of Six Wks -Sept. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -Feb. 2021	-Virtual walk-throughs - feedback provided in timely manner -Progress monitoring reports - review and provide quality feedback -DMAC Reports -Implementation of ELPs -SummitK12 Reports	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM -Anecdotal Records	-CBAs/Six Week assessments -Student Performance Data -BOY/MOY/EOY Fluency Checks -Benchmarks -SummitK12 BM -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. Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).							
2. Schedule professional development for teachers on how to implement ELPs & PLDs in their delivery of lessons.							
3. Utilize SummitK12 & AR for students to practice their Listening, Speaking, and Reading skills.							
4. Provide quality Google Meets live sessions, face-to-face instructions, and any interventions that are directly related to students' needs as demonstrated by data.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers grades 6-8 will receive training to effectively implement ELPS throughout the school year in meaningful integrated methods to continue developing proficiency in the English language.	Principal Dean of Instruction Asst. Principals CLL / CLFs Teachers District Bilingual / Language Development Strategists EL Development Coach	TELPAS released exams TELPAS practicing activities SummitK12/ IStation PLDs Composite Rating Template TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Instructional & Assessment Accommodations	End of Six Wks -Sept. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -Feb. 2021	-Lesson Plans incorporating ELPs/PLDs -DMAC data reports -Data Room Google Classroom -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM -Anecdotal Records	-CBAs/Six Week assessments -Student Performance Data -BOY/MOY/EOY Fluency Checks -Benchmarks -SummitK12 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.	RYMS teachers Principal Dean of Instruction Assistant Principals CLL CLFs	TELPAS data laptops DMAC Assessment Data CLCs Professional Development District Curriculum SLOs	-Sept. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -Feb. 2021	- Lesson plans aligned to ELPS Walk-through feedback Walk-through performance SLO implementation	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM -Anecdotal Records	-CBAs/Six Week assessments -Student Performance Data -BOY/MOY/EOY Fluency Checks -Benchmarks -SummitK12 BM -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. Teachers will regularly attend and implement strategies learned through PD's, CLC's, and outside source consultants.							
2. Provide targeted instruction for English Learners which will increase performance.							
3. 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. 2021-2022 Campus Goal: Closing the Gaps



Goal Area: Closing the Gaps: TELPAS Component - Listening & Speaking							
Annual Goal: The campus TELPAS average percentage for Listening and Speaking will increase from 35% to 45% by June 2022.							
Objective: 50% of English Learners will advance by at least one level on both the Listening and Speaking domains from June 2019 to June 2022.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers will review TELPAS released test questions and the TELPAS Blueprint as a guide to integrate and assess listening and speaking skills in their respective lesson plans.	Principal Dean / AP CLL / CLFs Bilingual Strategists Language Development Specialists EL Development Coach	District Curriculum TELPAS Listening Activities TELPAS Released Exams SummitK12 Program Proficiency Level Descriptors English Language Proficiency Standards LEP Strategic Plan Composite Rating Template	<u>End of Six Wks.</u> -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -Feb. 2022	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to delivered in a timely and constructive manner	-Closing the gap among specific student groups -Increase academic performance of all subgroups across content benchmarks -An increase in proficiency levels on TELPAS benchmark /	-Fluency checks -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. Teachers will review TELPAS updates to better understand their students' proficiency levels and their specific needs in the Listening and Speaking domains							
2. Teachers will review and familiarize themselves with rubrics to better understand how they are able to integrate different levels of questioning through lesson plans, targeting listening and speaking skills.							
3. Teachers will embed sample items in their content-specific lesson plans, and monitor student participation and performance using the rubric as a source.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will receive trainings to effectively implement ELPS throughout lesson cycle using integrated methods to develop English proficiency.	Principal Dean / AP CLL / CLFs Bilingual Strategists Language Dev. Specialists EL Development Coach	District Curriculum TELPAS Listening Activities TELPAS Released Exams SummitK12 Program Proficiency Level Descriptors English Language Proficiency Standards LEP Strategic Plan Composite Rating Template	<u>End of Six Wks.</u> -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -Feb. 2022	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to delivered in a timely and constructive manner	-Closing the gap among specific student groups -Increase academic performance of all subgroups across content benchmarks -An increase in proficiency levels on	-Fluency checks -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. Teachers will integrate TELPAS stems in their lessons, providing opportunities to practice listening and speaking skill set.							
2. Teachers will strategically plan lessons with stopping points to check for understanding and adjust accordingly if the English Learner is struggling.							
3. Teachers will use the TELPAS rubrics for listening and speaking as a constant guide when informally assessing students throughout lessons.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will conference with 100% of their English Learner population, in an effort to create awareness of their Listening/Speaking proficiency and the steps needed to advance to the next level.	Principal Dean / AP CLL / CLFs Bilingual Strategists Language Dev. Specialists EL Development Coach	District Curriculum TELPAS Listening Activities TELPAS Released Exams SummitK12 Program Proficiency Level Descriptors English Language Proficiency Standards LEP Strategic Plan Composite Rating Template	<u>End of Six Wks.</u> -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -Feb. 2022	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to delivered in a timely and constructive manner	-Closing the gap among specific student groups -Increase academic performance of all subgroups across content benchmarks -An increase in proficiency levels on TELPAS benchmark / exam	-Fluency checks -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. All teachers will create goals with students using their most recent listening/speaking proficiency level, identifying root cause as to why the earned their rating(s).							
2. All teachers will review the TELPAS proficiency level descriptors for Listening/Speaking, addressing criteria needed to advance to the next.							
3. All teachers will monitor the progress of students listening/speaking capabilities by using think/pair/write/share to increase participation and quality of engagement in classes.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2021-2022 Campus Goal: Closing the Gaps



Goal Area:	Closing the Gaps: SPED Population						
Annual Goal:	By June 2022, there will be a 16% increase of SPED students in MEETS or above in grade 6 Math & RLA from 24% in 2019 to 40% in 2022 as measured by the 2022 STAAR Assessment.						
Objective:	The RYMS SPED department will implement and assist SPED students & all teachers with differentiated instruction by purposefully implementing the use of supplemental aides in general ed						
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, Mentoring Minds, Istation, Imagine Math / Success Maker, Summit K12, MyON / Accelerated Reader, Systems 44 & Success Ed, laptops, Study Sync, DMAC, EduSmart, after school tutorials, and Saturday	<u>End of Six Wks.</u> -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -Feb. 2022	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to 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, DMAC, EduSmart, after school tutorials, and Saturday	<u>End of Six Wks.</u> -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -Feb. 2022	-Campus performance review sessions with leadership team -Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to 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.

2021-2022 Campus Goal: Improve Safety, Public Support, Culture & Climate



Goal Area: Improve Safety, Public Support, Culture and Climate: Attendance							
Annual Goal: By June 2022, the campus will improve student safety by maintaining or exceeding the attendance goal of 95% the transition to full in-person instruction.							
Objective: The campus will maintain or exceed the state attendance goal of 95% throughout the school year.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers will use an attendance tracking system to monitor individual and student progress.	Campus Admin Campus Teachers Attendance Clerk Community Liasion PEIMS Clerk	Teacher Access Center School Messenger Microsoft 365 Adobe Signature Google Suite Class Dojo Google Meets Attendance Extension District Attendance Dashboard Home Access Center Google Voice	End of 1st Six Weeks End of 2nd Six Weeks End of 3rd Six Weeks End of 4th Six Weeks End of 5th Six Weeks End of 6th Six Weeks	BOY/ Attendance Adjustment Sheet on One Drive Campus Attendance Reports District Dashboard Attendance Reports	Students who attend school regularly perform higher academically than students that do not have regular attendance.	School messenger automated phone calls for students that are absent. Family attendance communication through Home Acces Center. Teacher/student contact during office hours.	-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. Train teachers on attendance taking procedures using TEA attendance guidelines for synchronous and asynchronous instruction.							
2. Train teachers on the various attendance tracking systems and software in order to monitor attendance.							
3. Campus administrators will monitor the implementation of attendance tracking procedures through contact logs, dashboard, and PEIMS attendance reports etc.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
School staff will meet frequently to identify individual student attendance needs and work together to support and monitor individual progress.	Campus Admin Campus Teachers Attendance Clerk Community Liasion PEIMS Clerk	Attendance Recovery Software (Istation, Imagine Learning, Edusmart, Clever, ARP, etc.) Attendance Incentives (Amazon, Oriental Trading, Walmart, HEB, etc.)	End of 1st Six Weeks End of 2nd Six Weeks End of 3rd Six Weeks End of 4th Six Weeks End of 5th Six Weeks End of 6th Six Weeks	BOY/ Attendance Adjustment Sheet on One Drive Campus Attendance Reports District Dashboard Attendance Reports Tutoring Logs Home Parent Contact Logs	Students who attend school regularly perform higher academically than students that do not have regular attendance.	School messenger automated phone calls for students that are absent. Family attendance communication through Home Acces Center. Teacher/student contact during	-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 monitor student attendance and intervene as necessary for chronically absent students.							
2. Teachers will make home contact for chronically absent students.							
3. Teachers will recommend tutoring and extended learning time for chronically absent students.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Recognize the unique needs of students with excessive absences and provide flexibility to address those needs.	Campus Admin Campus Teachers Attendance Clerk Community Liasion PEIMS Clerk	Attendance Recovery Software (Istation, Imagine Learning, Edusmart, Clever, ARP, etc.) Attendance Incentives (Amazon, Oriental Trading, Walmart, HEB, etc.)	End of 1st Six Weeks End of 2nd Six Weeks End of 3rd Six Weeks End of 4th Six Weeks End of 5th Six Weeks	PCLC Agendas and Sign In Sheet Various Attendance Tracking Reports Parent contact via HAC, P phone, Email Home Visits Participation in ARP program Participation in Enrichment Camps	Students who attend school regularly perform higher academically than students that do not have regular attendance.	Parent contact through various communication systems. Home visit by community liasion. Attendance recovery through enrichment camps.	-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 recommend students to participate in the Attendance Recovery Program (ARP) and Enrichment Camps.							
2. The Community Parent Liasion will monitor and schedule (ARP) and schedule intervention as necessary to place students in the ARP program and enrichment camps.							
3. The Community Parent Liasion will monitor attendance daily.							

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

2021-2022 Campus Goal: Improve Safety, Public Support, Culture & Climate



Goal Area:		Improve Safety, Public Support, Culture and Climate: Positive Campus Climate					
Annual Goal:		By June 2022, RYMS will increase campus climate and culture for all stakeholders in comparison to previous years.					
Objective:		All RYMS staff and students will be recognized consistently throughout the year for milestones and academic achievements.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All staff will be recognized for increased efforts in maximizing student learning and participation in their academics and school sponsored events.	All Staff Principal Dean of Instruction Assistant Principals	Social Media community donations/ sponsorships Appropriated funding fundraiser opportunities Spirit of PSJA Award	-Aug. 2021-June 2022	Recognition on Social Media Milestone Recognitions Teacher Appreciation Celebrations Spirit of PSJA Award Recipients Extracurricular Sponsors	Improvement of overall campus culture. Teacher Retention Increase of Staff Quality	BOY, MOY, & EOY surveys	-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							
Survey will be conducted throughout the year to measure campus climate amongst staff members.							
Campus Leaders will reach out to the community to actively seek donations and sponsorships to recognize staff.							
Campus leaders will take time to recognize staff 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. 2021-June 2022	Student Recognition on Social Media Honor Roll Recognition AR 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 achieves.							

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

2021-2022 Campus Goal: Improve Safety, Public Support, Culture & Climate



Goal Area:		Improve Safety, Public Support, Culture and Climate: Social & Emotional Learning					
Annual Goal:		By June 2022, there will be an 80% improvement of social & emotional awareness through the utilization of Social & Emotional Learning.					
Objective:		Student and staff relationships will be positively impacted through the implementation of SEL best practices.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students in grades 6th-8th will be provided guidance lessons that build on the social & emotional developments of students.	Teachers Principal Dean of Instruction Assistant Principals Counselors	Counseling and Guidance Curriculum Advisory Period Counselors & Counseling Best Practices	-Sept. 2021- June 2022	Advisory Student Attendance Walkthroughs & Class Observations Implementation of SEL Curriculum SEL Surveys	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Student Participation Walkthrough Feedback	-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. Utilize the comprehensive counseling and guidance curriculum during advisory period.							
2. Counselors will provide virtual social emotional support to students as the need arises.							
3. Provide opportunities for students to share their thoughts & feelings in a safe space during advisory period.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed social emotional learning competencies into their content instruction and extra-curricular activities.	Teachers Principal Dean of Instruction Assistant Principals Counselors	Research Based Best Practices District Training and Support District Survey Feedback Counseling and Guidance Curriculum	-Aug. 2021-June 2022	Walkthroughs and Observations Lesson Plans with SEL embedded components SEL Survey Feedback	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Student Participation Walkthrough Feedback	-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. 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. 2021-June 2022	Increased student academic performance on BMs, STAAR tested subjects, & TELPAS Improved student attendance virtually & in person Decrease in student behavior reports	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Student Participation Walkthrough Feedback	-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.
Goal Area Presentation

Goal Area 4: Increase Staff Quality, Recruitment and Retention



RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2021-2022 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 2022 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/ESL program	Campus Admin CLL CORE TEACHERS	Bilingual Department ESL Stipends	-Aug. 2021-June 2022	List of teachers will be generated and those teachers will be enrolled in program.	BiLingual Department meetings / ELP S Training. Increase overall GPAs of non native speakers. Increased Telpas scores across all domains. Increase STAAR scores across all domains especially in the LEP sub	% 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 ELA teachers and 2 teachers from every other core subject.							
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 ESL strategies as part of TCLC roll outs across curriculums.	Campus Admin CLL CLF/Department Heads Teachers	ELS Resources ELP S Strategies Marzano's 9 High Yiled Strategies Technology Softwares such as Google Classroom,Google Forms, Google Translate, etc.	-Aug. 2021-June 2022	Language objectives will be clearly displayed along with appropriate ELP S 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 esseintial need for learning from all demographics across all curriculums.							
Work with CLF to integrate the use of "featured" esi strategies weekly that can be integrated as part of the tclc 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 occuring 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	Oct 2020 Nov 2020 Dec 2020 Jan 2020 Feb 2020 Mar 2020 Apr 2020 May 2020 June 2020	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.)	BiLingual Department meetings / ELP S Training. Increase overall GPAs of non native speakers. Increased Telpas scores across all domains. Increase STAAR scores across all domains especially in the LEP sub group.	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 imprtance with regard to muticulturalism and produdly announce these key dates to teachers.							
Promote those key dates by having campus wide "themed" assignments							
Host virual fairs promoting these key dates.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2021-2022 Campus Goal: Increase Staff Quality, Recruitment and Retention



Goal Area:		Increase Staff Quality, Recruitment and Retention					
Annual Goal:		By June 2022, 90% of RYM S teachers will incorporate innovative & effective uses of technology in their lesson plans with fidelity.					
Objective:		100% of teachers will have the opportunity to participate in professional development provided by the CIT on a monthly basis to increase educational impact of lessons in the classroom.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate go ogle classroom/google suite level 1 certification trainings.	Campus Admin CLL CIT CLF/Department Heads Teachers	Technology related hardware/software Region one ESC training cohorts	-Aug. 2021-June 2022	An increased number teachers will be go ogle certified and it may result in RYM S being known as a go ogle certified campus	Increased participation from students in virtual environments resulting in higher grades per said student.	teacher online walkthroughs M cRel Evaluations Region 1ESC teacher participation reports	-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							
Teachers will be made aware of upcoming trainings using a menu of services.							
CIT will create a technology-based monitoring system to identify non-certified teachers and set-up Google Certification trainings on a bi-monthly basis.							
Utilize Google Certified Staff to assist in trainings and as support.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus CIT will provide instructional support for all staff in order to integrate and provide effective technology-based professional development by implementing research-based technology strategies to enhance student engagement, learning, and participation in the classroom.	Campus Admin CLL CLF/Department Heads Teachers	Technology related hardware/software Research base technology magazines such as The Journal	Weekly CLC's	An increased number teachers will be more confident about implementing cutting edge practices into their virtual classrooms.	Increased participation from students in virtual environments resulting in higher grades per said student.	teacher online walkthroughs M cRel Evaluations TCLC feedback	-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							
Admin walkthrough data will be discussed and disaggregated with the CIT to identify "key" areas of technology training needs.							
CIT will create a menu of services that will inform teachers of tech related trainings to be delivered on a monthly basis.							
Campus leadership will establish and maintain a monitoring system to ensure that trainings are taking place and that the tech-strategies being taught by the CIT are being implemented in the classrooms.							

RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2021-2022 Campus Goal: Increase Staff Quality, Recruitment and Retention



Goal Area:	Increase Staff Quality, Recruitment and Retention						
Annual Goal:	By June 2022, 10% of teachers previously rated at Developing in any McRel Standard will show growth on the TTESS performance evaluation report by increasing their total effectiveness using the						
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
CLL, with the aid of Administration, will provide in depth professional development over standards in the TTESS performance evaluation system.	Campus Admin CLL CLF/Department Heads Teachers	TCLC Room Technology related Hardware/Software TTESS Evaluation System	1st -3rd Six Weeks	Teaches will attend these training during their weekly TCLC meetings. Sign-in log	Teachers will display a deeper understanding of "look fors" when referring to the standards of TTESS.	teacher online walkthroughs TTESS Evaluations and conferences	-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							
Calendar dates need to be set aside for implementation of these in depth trainings							
Feedback forms via google forms will be used to track teacher understating 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
CLL, with the aid of Administration, will provide in depth professional development based on the professional development goals set by teachers.	Campus Admin CLL CLF/Department Heads Teachers	Professional Development Goals Report TCLC Room Technology related Hardware/ Software TTESS Evaluation System	3rd Six Weeks - Ongoing	Teaches will attend these training during their weekly TCLC meetings. Sign-in log	Teachers will perform at a higher level in the TTESS Evaluation reports in the area of their goals.	teacher online walkthroughs TTESS Evaluations and conferences	-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							
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 2021-2022

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Professional Development Plan 2021-2022(working document)

PD Date	Audience	PD Topic	Presenter

RAUL H. YZAGUIRRE MIDDLE SCHOOL
PHARR-SAN JUAN-ALAMO I.S.D.
Professional Development Plan 2021-2022(working document)

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PHARR-SAN JUAN-ALAMO I.S.D.
Professional Development Plan 2021-2022(working document)

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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.**