

# Raul H. Yzaguirre Middle School Campus Improvement Plan 2024-2025

**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 6, 2024 is 729 students in grades 6th\_8th, The student ethnicity at Raul Yzaguirre Middle School consists of 99.9% Hispanic and 4th white students. Student demographics consist of 87.4% of our students as economically disadvantaged with 2.3% of these students labeled migrants. Approximately 15% of our students receive special education services. Our 6ifted & Talented students account for 9.2% of the population. In addition, 45% of our population are Emergent Bilingual with Spanish as their primary language.

Comprehensive Needs Assessment: Raul Yzaguirre Middle School obtained a C in the Preliminary TEA Accountability Rating for the 2023-2024 school year. For all Reading Language Arts exams, students at Raul Yzaguirre Middle School attained a 66% at the approaches level, 43% at the meets level, and 19% at the masters level. In Mathematics, students attained a 65% at the approaches level, 36% at the meets level, 14% at the masters level. In all Social Studies tests, students attained a 47% at the approaches level, 23% at the meets level, 7% at the masters level. And in Science, students attained a 54% at the approaches level, 34% at the meets level, 12% 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 2024 STAAR rating of 79 to 85 in Domain I as measured by 2025 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 Emergent Bilinguals will advance by at least one level of the composite rating from June 2024 to June 2025. Strategies to achieve the target will include the implementation and monitoring of English Learner supports. Also, by June 2025, 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: Rolando Peña, Jr.	Signature:
Teacher Name: <u>Martin Robles</u>	Signature:
Parent Name: Mritha Cantu	Signature:

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



## Raul Yzaguirre Middle School CIP Committee

	Name	Department	Signature
Principal	Rolando Peña, Jr.	Principal	holad Koti
Dean of Instruction	Minette H. Dueñas	Dean of Inst.	minoite of Drumas
Assistant Principal	Martha Alvarado	Assistant Principal	WITTO
Assistant Principal	Efren Araiza	Assistant Principal	
Assistant Principal	Carolina Castillo	Assistant Principal	COLES /
Counselor	Patricia Villarreal	7 <sup>th</sup> Gr. Counselor	Mes
CLL	Gabriel Cerda	CLL	field -
Librarian	Narda Lugo	Exec. Officer	Marde Lys
Nurse	Mariana Santana-Garza	Nurse	Muniford (
Parent Educator	Dora Melendez	Parent Educator	Dog molander -
Parent Rep	Mirtha Cantu	Parent	Mintha Canto
Department Chairs	Monica Cantu	RLA	Morrica Cantri
	Alejandra Castillo	Science	
	Abigail Espinoza	Social Studies	3.8
	Krystal Garcia	Special Education	A De la Company
	Valeria Huerta	Spanish	Carlo.
	Rachel Ramirez	Electives	ABI
	Martin Robles	Math	mit an
Community Rep.	Jessica Medrano	Medrano Produce	4



#### PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

#### **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 Commit	CIP Committee Members					
Name	Role					
1. Rolando Peña, Jr.	Principal					
2. Minette H. Dueñas	Dean of Instruction					
3. Martha Alvarado	Assistant Principal					
4. Efren Araiza	Assistant Principal					
5. Carolina Castillo	Assistant Principal					
6. Narda Lugo	Librarian					
7. Rachel Ramirez	Fine Arts Teacher					
8. Abigail Espinoza	Social Studies Teacher					
9. Monica Cantu	Reading Language Arts Teacher					
10. Gabriel Cerda	Collaborative Learning Leader					
11. Martin Robles	Mathematics Teacher					
12. Alejandra Castillo	Science Teacher					
13. Valeria Huerta	Spanish Teacher					
14. Krystal Garcia	Special Education Teacher					
15. Patricia Villarreal	Counselor					
16. Mirtha Cantu	Parent					
17. Dora Melendez	Parent Educator					
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.



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

## What We Believe In

## **Guiding Principles**

- Prepare Self
- Act Respectfully
- Work Together
- <u>Safety First</u>



#### **Data Resources Reviewed**

- 1. 2022-2023 Attendance
- 2. 2023-2024 Attendance
- 3. 2023 STAAR Data
- 4. 2024 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	СТЕ	AT RISK
Number	729	381	348	128	328	36	3	17	637	67	248	
Percent	100%	52%	48%	18%	45%	4.9%	0.4%	2.3%	87.4%	9.2%	34%	

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian	Native Hawaiian/	Two or More
						or	Other	
						Alaska Native		
Number	729	726	0	0	3	0	0	0
Percent	100%	99.6%	0	0	0.4	0	0	0



## RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2025 Accountability Summary

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
RYMS 2023	69	80	41	68	D
RYMS 2024	70	81	73	79	С
2025 Goals	72	84	70	80	В



All Students Performance Rates	RYMS 2023	Performance Target 2024	RYMS 2024	<b>Goals 2025</b>
Reading	APP: 72%	APP: 80%	APP: 66%	APP: 70%
	ME: 41%	ME: 50%	ME: 43%	ME: 50%
	MA: 16%	MA: 35%	MA: 19%	MA: 20%
Math	APP: 61%	APP: 80%	APP: 65%	APP: 70%
	ME: 32%	ME: 50%	ME: 36%	ME: 40%
	MA: 14%	MA: 25%	MA: 14%	MA: 20%
Science	APP: 61%	APP: 80%	APP: 54%	APP: 70%
	ME: 38%	ME: 50%	ME: 34%	ME: 40%
	MA: 15%	MA: 30%	MA: 12%	MA: 20%
Social Studies	APP: 47%	APP: 70%	APP: 47%	APP: 55%
	ME: 18%	ME: 50%	ME: 23%	ME: 35%
	MA: 6%	MA: 20%	MA: 7%	MA: 15%

EB Current & Monitored Performance Rates	RYMS 2023	Performance Target 2024	RYMS 2024	<b>Goals 2025</b>
Reading	APP: 69%	APP: 75%	APP: 63%	APP: 70%
	ME: 35%	ME: 45%	ME: 38%	ME: 40%
	MA: 13%	MA: 25%	MA: 15%	MA: 20%
Math	APP: 58%	APP: 70%	APP: 63%	APP: 70%
	ME: 28%	ME: 40%	ME: 34%	ME: 40%
	MA: 12%	MA: 20%	MA: 13%	MA: 20%
Science	APP: 48%	APP: 65%	APP: 51%	APP: 60%
	ME: 28%	ME: 40%	ME: 33%	ME: 40%
	MA: 8%	MA: 15%	MA: 14%	MA: 20%
Social Studies	APP: 33%	APP: 45%	APP: 49%	APP: 60%
	ME: 11%	ME: 20%	ME: 25%	ME: 35%
	MA: 5%	MA: 10%	MA: 6%	MA: 15%



Special Ed Performance Rates	RYMS 2023	Performance Target 2024	RYMS 2024	<b>Goals 2025</b>
Reading	APP: 40%	APP: 50%	APP: 27%	APP: 35%
	ME: 23%	ME: 30%	ME: 7%	ME: 15%
	MA: 3%	MA: 10%	MA: 3%	MA: 10%
Math	APP: 43%	APP: 50%	APP: 37%	APP: 45%
	ME: 24%	ME: 30%	ME: 12%	ME: 15%
	MA: 8%	MA: 10%	MA: 1%	MA: 10%
Science	APP: 26%	APP: 30%	APP: 8%	APP: 20%
	ME: 20%	ME: 25%	ME: 4%	ME: 15%
	MA: 9%	MA: 10%	MA: 4%	MA: 10%
Social Studies	APP: 23%	APP: 30%	APP: 4%	APP: 20%
	ME: 20%	ME: 25%	ME: 4%	ME: 15%
	MA: 6%	MA: 10%	MA: 4%	MA: 10%



ECO Dis Performance Rates	RYMS 2023	Performance Target 2024	RYMS 2024	Goals 2025
Reading	APP: 69%	APP: 80%	APP: 64%	APP: 70%
	ME: 38%	ME: 50%	ME: 41%	ME: 40%
	MA: 15%	MA: 30%	MA: 18%	MA: 20%
Math	APP: 56%	APP: 70%	APP: 63%	APP: 70%
	ME: 24%	ME: 40%	ME: 34%	ME: 40%
	MA: 8%	MA: 15%	MA: 13%	MA: 20%
Science	APP: 58%	APP: 70%	APP: 51%	APP: 60%
	ME: 35%	ME: 50%	ME: 32%	ME: 40%
	MA: 13%	MA: 30%	MA: 12%	MA: 20%
Social Studies	APP: 44%	APP: 60%	APP: 45%	APP: 60%
	ME: 16%	ME: 30%	ME: 21%	ME: 30%
	MA: 5%	MA: 20%	MA: 7%	MA: 15%



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

## **Campus Timeline**

Date	Event(s)
May 2024	<ul> <li>CIP Leadership Team attended the Campus Improvement Plan Review Session to collaborate on goals, analyze, and determine needed adjustments and revisions.</li> </ul>
May 2024	Convened with Campus Improvement Plan team to begin a     Comprehensive Needs Assessment and select Root Cause Areas
May 2024	<ul> <li>Convened with Campus Improvement Plan team to make selections of Focus Areas</li> </ul>
May 2024	<ul> <li>CIP Committee Leads met with their group to review and draft necessary changes based on preliminary data</li> </ul>
May 2024	<ul> <li>Campus Improvement Plan team met to review and present changes and revisions to each Focus Area</li> </ul>
June 2024	CIP Committee Leads reviewed the Executive Summary and completed CIP for final recommendations and feedback
June 2024	CIP Committee Leads meet with designated Executive Officer for review and feedback of CIP
August 2024	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 2023-24 is 12%, down from the previous year of 18%.
- In Mathematics, the achievement gap between SpEd and All students in 2023-24 is 24%, an increase of the previous year of 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 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 2023-24 is 3%, a decrease from the previous year of 6%.
- In Mathematics, the achievement gap between EBs and All students in 2024-25 is 2%, a decrease from the previous year of 4%.
- In Science, the achievement gap between EBs and All students in 2023-24 is 12, an increase from the previous year of 10% the previous year.
- In Social Studies, the achievement gap between EBs and All students in 2023-24 is 6%, a decrease from the previous year of 7% the previous year.
- Yzaguirre Middle School TELPAS Yearly Progress Indicator was 39% in 2023 and increased to 53% in 2024.

#### **Annual Goal:**

By June 2025, 50% of Emergent Bilingual students will increase at the composite level in TELPAS.

#### 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 2023-24 is 3%. The gap remained the same from the previous year.
- In Mathematics, the achievement gap between Eco Dis and All students in 2023-24 is 2%, a decrease from the previous year of 8%.
- In Science, the achievement gap between Eco Dis and All students in 2023-24 is 0%, a decrease from the previous year of 3%.
- In Social Studies, the achievement gap between Eco Dis and All students in 2023-24 is 1%, a decrease from the previous year of 1%.

#### **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.

## PHARR-SAN JUAN-ALAMO I.S.D. 2024-2025 Campus Goal Areas

**Goal Area 1:** Student Achievement at Meets Performance Level

**Goal Area 2:** Closing the Gaps (TELPAS, Special Education)

**Goal Area 3:** Student Growth in RLA and Mathematics

**Goal Area 4:** Improve Staff and Student Attendance



	Area Reviewed	Summary of Strengths	Challenges
-	Special Population Goals & Strategies	<ul> <li>Student to teacher ratio is small so that instruction and enrichment is targeted and intentional.</li> <li>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</li> <li>Communication in both English and Spanish is readily available to community members in all social media platforms.</li> <li>Parent Liaison is utilized as a bridge between school and home to sustain parental involvement.</li> <li>Parent Volunteer participation remained steady in 2024.</li> </ul>	<ul> <li>An achievement gap still exists between Special Education students and all students across all contents.</li> <li>Economically Disadvantaged Student Population will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</li> <li>Providing teachers with trainings that offer differentiated teaching strategies, both within and outside the school or district.</li> </ul>

Goal	Area Reviewed	Summary of Strengths	Challenges
Area 1	Student Achievement	<ul> <li>Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and utilized during planning.</li> <li>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.</li> </ul>	<ul> <li>May not have been given enough practice with the new STAAR 2.0 question types.</li> <li>Teachers may struggle to meet students' academic and social/emotional needs.</li> <li>Maintain ongoing training for teachers on curriculum</li> </ul>
		<ul> <li>Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms</li> <li>Campus Level and Districtwide Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li> <li>Overall STAAR performance in all grades at MEETS or above in Math were at 34%, significantly lower than the state average.</li> <li>Overall STAAR performance in all grades at MEETS or above in Science were at 31%, significantly lower than the state average.</li> <li>STAAR Performance in Domain II during 2024: School Progress Measure of 65 (D).</li> </ul>	<ul> <li>effectiveness.</li> <li>Grade 6 RLA &amp; Math need continuous support and monitoring throughout the year.</li> <li>8th grade Social Studies teachers may struggle with teaching students how to write a short-constructed response.</li> <li>Monitor with Fidelity effective instructional practices to Improve student learning outcomes in :Math, 8th Grade Social Studies,8th grade Science and Reading.</li> <li>Address the needs of identified students to meet the progress measure in 2024-25 in Reading and Mathematics.</li> </ul>

Goal Area	Area Reviewed	Summary of Strengths	Challenges
J	Student Growth in RLA and Mathematics	<ul> <li>Executive Officer and Curriculum team regularly meet with administrators and teachers in growth progress.</li> <li>Administrators have been trained in calculating growth and are in communication with teachers after each assessment to discuss progression/regression.</li> <li>District Data Specialist offers accurate progress data in a timely manner.</li> <li>Tutorials are offered regularly for students in need.</li> <li>Accelerated classes are in the master schedule to focus on students who did not meet standard in previous year's assessment.</li> <li>Teacher planning periods are utilized to target student needs &amp; parent concerns.</li> <li>All departments and grade level teams utilize common planning time to be readily available to colleagues, student, and parents.</li> <li>Attendance during 2024 has steadily remained at approximately 94%.</li> <li>Collaborative Learning Communities with common planning periods allows focus to be on content specific needs.</li> </ul>	<ul> <li>Teachers have not relied on district-created accelerated instruction curriculum to address the needs of the students.</li> <li>Maintain tracking of student progress after assessments.</li> <li>Low student participation in after school tutorials.</li> <li>Teacher absences fluctuates throughout the year causing and excessive need for substitutes. This results in loss of instruction.</li> <li>Teachers maintaining parent contact.</li> <li>Maintain and monitor specific Sub-group targets for remedial instruction: SPED, EL, &amp; Migrant</li> </ul>

Goal Area Area Revi	ea viewed	Summary of Strengths	Challenges
and S	rease Staff I Student endance	<ul> <li>Effectively communicate with and utilize the New Teacher Institute(NTI) for the training and support of new teachers.</li> <li>Availability of technology resources for students and teachers and staff. New devices were given to all students.</li> <li>Decrease in number of teacher absences due to illness.</li> <li>District attendance incentive for teachers.</li> <li>Campus follows the compulsory attendance laws in accordance with the Texas Educational Code.</li> <li>Campus incentives for students.</li> <li>Student Liaison maintains strong parental contact.</li> <li>Student Liaison conducts regular home visits.</li> <li>Campus behavior improvement plans as needed.</li> <li>Campus offers school-based community services based on need.</li> </ul>	<ul> <li>Teacher morale fluctuates.</li> <li>Increased absences due to workshop coding and testing.</li> <li>Rising 6<sup>th</sup> graders who face anxiety about school and were not provided structure by the elementary liaison.</li> <li>Low-income based community (students lack proper necessities).</li> <li>Parent updated contact information.</li> <li>Proper attendance taking by all teachers.</li> <li>Teacher mentors for chronic absentee students.</li> </ul>

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

## Area 1: Student Achievement at Meets Performance Level





Goal Area:	Student Achievement: Domain	I STAAR Measure - Reading Lar	gauge Arts				READY.COM
Annual Goal:	By June 2025, there will be a 79	% increase of students at MEET	S or above in grade	e 6-8 RLA from 31% in 2024 to 50% in 2025	as measured by the 2023 STAAR	Reading Assessment.	
Objective:	Students in grades 6-8 will utiliz	ze and implement the use of Int	eractive journals b	by 100% in order to consistently and effect	vely practice research-based stra	tegies.	
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 multiple interactive applications that allow varied question types aligned to the 2024 STAAR 2.0, as well as utilize reading strategy skills through the use of text mapping and question/skill connections.	RLA teachers Principal RLA Department AP Dean of Instruction CLL RLA Dept. Head	STAAR releases District Curriculum Study Sync/ iReady/Quill, headphones Accelerated Reader/Beanstack, Think Up, Success Ed, supplies for enrichment days, DMAC, Quill, afterschool tutoring, copy paper, school copiers rental lease contract services, on-going teacher PD	Aug. 2024 - June 2025	AR/Beanstack Reports  iReady Reports  Plans  Grade level planning agendas  CLC  Implementation of Practice  Analysis (Cambium/DMAC, Quill/iReady)  Walkthrough Documentation	Students will be able to make connections between question stems to skills.	Weekly Tests/Quizzes . BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks STAR (library) iReady Screener/Quill Study Sync	-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 differentiat	e instruction for ELs. SPED. 504.	RtI students in needed areas.					
2. Implement the use of STAAR questic	on stems throughout instruction	to facilitate connections to tex	t.				
3. Implementation of accelerated lear	ning, small group instruction/ble	ended learning, and after school	l tutoring				
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.	RLA teachers Principal RLA Department AP Dean of Instruction CLL RLA Dept. Heads Librarian	STAAR releases District Curriculum Books for summer reading AC Power towers Accelerated Reader Success Ed, Mackenvia iPads,ScreenBeam, wireless keyboard,mouse Study Sync, Think Up DMAC, on-going teacher PD	Aug. 2024 - June 2025	AR/Beanstack Reports  iReady Reports  Plans  Grade  level planning agendas  CLC  Implementation of Practice  Analysis (Cambium/DMAC, Quill/iReady)  Walkthrough Documentation, District  curriculm rollouts	and department.	Unit Assessments	-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							



Goal Area:	Student Achievement: Domain I STAAR Measure Mathematics										
Annual Goal:	By June 2024, there will be a 14% increase of students in MEETS or above in 6-8 Math grade from 36% in 2023 to 50% in 2025 as measured by the 2024 STAAR Mathematics Assessment.										
Objective:	The percent of student perform	nance in measurable assessme	nts will increase by	5% after each benchmark.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implement	ation	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.	Math teachers Principal Dean of Instruction Math Department AP CLL Math Dept. Head	STAAR released tests District Curriculum- Carnegie laptops and headphones DMAC and Cambium Mathia iReady Calculators,copy paper, school copiers rental lease contract services, on-going teacher PD	-Aug. 2024 -June 2025	Grade Level Planning Agendas Dept. Planning Agendas Implementation of Practice Data Analysis	CLC	Increase in student performance scores. DMAC reports Curriculum alignment across grade-level and department.	Unit Assessments	-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 stratogies	across grado lovols										

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
engaging ways to implement technology and other research based practices into lessons in order to facilitate student engagement.	Principal Dean of Instruction Math Department AP CLL Math Dept. Heads	STAAR released tests District Curriculum - Carnegie iReady & Mathia laptops & headphones DMAC/Cambium Calculators,copy paper, school copiers rental lease contract services, on-going teacher PD	-Aug. 2024 -June 2025	Dept. Planning Agendas CLC Implementation of Practice DMAC Data Analysis Technology	Increase in student performance scores. DMAC reports Curriculum alignment across grade-level and department.	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							



Goal Area:	Student Achievement: Domain I STAAR Measure Social Studies									
Annual Goal:	By June 2025, there will be a 12	2% increase of students in MEETS or above in S	ocial Studies from 23%	6 in 2024 to 35% in 2025 as measured by the	2024 STAAR Social Studies Asse	ssment.				
Objective:	Student performance will increase by 10% after each district benchmark									
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			
BOY assessments will be utilized to personalize instructional needs for all students on a weekly basis.	Dean of Instruction SS Deapartment Head	TEKS Resources Curriculum lesson plans / pacing guide State and local student data Lowman Actively Learn Common instructional Framework Strategies Anchor Charts & Word Walls Afterschool tutoring and academies On-going teacher PD	-Aug. 2024 -June 2025	Curriculum documentation Grade Level Planning Agendas Department Planning Agendas CLC Implementation of Practice DMAC/Cambium Data Analysis Lesson Plans Dept. Meeting Agendas	Student achievement gains DMAC reports Walkthrough forms	Weekly assessments Unit assessments Benchmarks Walkthroughs STAAR	Comprehensive Needs Assessment Reform Strategies Teacher decision making regarding assessments Effective & timely assistance to students experiencing difficulty Integration of Federal, State and Local Services and Funds			

- 1. All teachers will assess, evaluate, and analyze student data by using local assessments and weekly teacher and district-created assessments to monitor student progress
- 2. Leadership team will conduct regular walkthroughs with a focus on depth of knowledge (DOK) questioning
- 3. 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
growth towards goal	SS Department AP Dean of Instruction SS Deapartment Head Social Studies Teachers	EKS Resources Curriculum lesson plans / pacing guide State and local student data Lowman Actively Learn Common Instructional Framework Strategies Targeted grouping tutoring and academies On-going teacher PD		Planning guide / Logs Walkthrough forms Meeting agendas Flexible timelines	DMAC reports	Weekly assessments Unit assessments Benchmarks Walkthroughs STAAR	Comprehensive Needs Assessment Reform Strategies Teacher decision making regarding assessments Effective & timely assistance to students experiencing difficulty Integration of Federal, State and Local Services and Funds

#### Action Steps

**Action Steps** 

- 1. Campus leadership team will conduct in-person intervisitations with look-fors aligning with meeting goals
- 2. Feedback will be turned over in a timely manner with a follow-through date regularly given
- 3. 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
Increased focus on content vocabulary and strategies for writing short constructed responses.	Asst. Principal & Dean Campus Leadership Team 8th Grade teachers Social Studies Dept.	District-created lesson plans TEA Released Tests Campus library Lowman Actively Learn CIF Strategies DMAC/Cambium Anchor Charts On-going teacher PD	-Aug. 2023 -June 2024	Campus planning guides Meeting agendas / logs Routine walkthroughs Gains in number of students receiving 2 points Increased integration of content vocab	Student achievment gains DMAC Reports Walkthrough forms Student writing samples	Writing Prompts CBA / Benchmarks Weekly Quizzes	Comprehensive Needs Assessment Reform Strategies Teacher decision making regarding assessments Effective & timely assistance to students experiencing difficulty Integration of Federal, State and Local Services and Funds
Action Steps							

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

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Goal Area:	Student Achievement: Domain I STAAR Measure - Science								
Annual Goal:	By June 2024, there will be a	a 6% increase of the students at MEETS or	above in 8th gra	de science from 34% in 2024 to 40% in 2	025 as measured by the 20	25 STAAR Science A	ssessment.		
Objective:	Students in grades 6-8 will u	utilize new curriculum along with added resou	irces and resera	ach-based strategies to internalize new so	cience TEKS.				
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component		
instructional scaffolding that provide exposure to the varied	Science Dept. Asst. Principal Dean of Instruction Science Department Head	STAAR Released Assessments; District Curriculum/Saavas; DM AC/Cambium; Summit K-12;Fundamental 5; Tutorials; Data Walks & Intervisitations; Weekly Lesson Planning Shifts and Adjustments; Daily Integrated Planning Periods, Calculators,glue sticks ,science labs supplies , Edulastic, CIF strategies Ongoing Teacher Professional Development	=D 12	Weekly Assessements; Student 6 Weeks Data Trackers; Data Analysis BM 1and BM 2; Summit K-12 Reports; Lesson Plans; Walkthrough Documentation	assessments. Students will be able to comprehend content	Quizzes; BOY: BM1 and BM2; Unit Assessments; Progress Reports;	Comprehensive Needs Assessment; Reform Strategies; Teacher Decision Making Regarding Assessments; Effective and Timely Assistance to Studnets Experiencing Difficulty; Integreaton of FED; STATE; and Local Services; Program and Funds		
Action Steps									

1. Utilize DM AC and Cambium reports to differentiate instruction for EBs, SPED, 504/RTI studnets in needed areas.

2. Spiral the use of STAAR questions stems throughout instruction to faciliate 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. Visit other campuses to observe best practices.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
support to teachers in the implementation of curriculum and new TEKS, research-based strategies, and best practices	Science Dept. Asst. Principal Dean of Instruction Science Department Head	STAAR Release Assessments; District Curriculum/Saavas; DMAC; Summit K-12; Fundamental 5; Tutorials; Data Talks; Weekly Lesson Planning Shifts and Adjustments; Daily Integrated Planning Periods, Edulastic, CIF strategies	June 2025	Planning Agendas; Grade-level team planning meetings; District Curriculum Roll-Out	assessment scores. DMAC reports; Curriculum alignment across grade-level and	Quizzes; BOY: BM1 and BM2; Unit Assessments; Progress Reports;	Comprehensive Needs Assessment; Reform Strategies; Teacher Decision Making Regarding Assessments; Effective and Timely Assistance to Studnets Experiencing Difficulty; Integreaton 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 accomodations 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. 2024-2025 Campus Goal: Closing the Gaps



Goal Area:	Closing the Gaps: SPED F	opulation					
Annual Goal:	By June 2025, there will be	a 3% increase of SPED stud	dents in MEETS	Sor above in Math from 12%-15% & 6% in	RLA from 7% in 2024 to 15	%in 2025 as measur	ed by the 2025 STAAR Assessment.
Objective:	The RYMS SPED departm	nent will implement and assis	st SPED studen	its & all teachers with differentiated instru	ction by purposefully imple	ementing the use of s	upplemental 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
work collaboratively to provide regular PD sessions on how to implement content based supplemental aides throuought	Principal Dean / APs CLL SPED Strategists SPED teachers RTI/504 teachers Diagnostician Counselors	STAAR releases, District Curriculum, Summit K12, Success Ed, iReady, IXL, Beanstack, M ackenvia, laptops, Study Sync, DM AC/Cambium, after school tutorials, and Saturday tutoring, Homebound Instruction, on- going teacher PD	-Aug. 2024 - June 2025	-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		-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/Rtl 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
daily basis with core teachers to modify and support instruction of SPED students in the general ed classroom.	Principal Dean / APs CLL SPED Strategists SPED teachers RTI/504 teachers Diagnostician Counselors	STAAR releases, District Curriculum, Summit K12, Success Ed, iReady, IXL, Beanstack, Mackenvia, Iaptops, Study Sync, DM AC/Cambium, after school tutorials, and Saturday tutoring, Homebound Instruction, on- going teacher PD	-Aug. 2024 - June 2025	-Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to delivered		-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 upcomin instruction, one week ahead to make needed modifications and provide necessary supports for SPED student success.

2. SPED teachers will differentiate lesson plans and supplemental aides with Gen Ed teachers; provide more help at BOY and gradually removing help in order to ween students on the amount of help or promts needed to be

3. Gen-ed teachers will modify and plan for differentiated instruction of 504/Rtl students that is alligned to student plans on a weekly basis.

## RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2024-2025 Campus Goal: Closing the Gaps



Goal Area:	Closing the Gaps: Emerge	nt Bilingual Students (TELP	AS)						
Annual Goal:	The campus TELPAS yearly progress indicator will indicate growth in student composite scores.								
Objective:	50% of English Learners wi	50% of English Learners will advance by at least one level of the composite rating from August 2024 to June 2025.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component		
All Emergent Bilingial students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).	Principal Dean of Instruction (TELPAS CTC) Assistant Principals CLL RYMS Teachers Summit K12 Teachers	TELPAS practice exams Summit K12/ iReady Bilingual Dictionaries ELPs / PLDs Question / sentence stems Common Instr. Framework DMAC Beanstack On-going Teacher PD	-Oct. 9,. 2024	Progress monitoring reports - review and provide quality feedback DMAC Reports	achievement gap among specific student groups -Increase academic performance of EB pops in all BM	Student Performance Data BOY/MOY/EOY Fluency 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. Create a bank of sentence sten	ns for students to reference	for their questioning and re	esponses (targeti	ng Speaking domain).					

- 2. Schedule professional development update for teachers on how to implement SIOP strategies, PLDs and Summit K12 in their delivery of lessons.
- 3. Utilize SummitK12 & Beanstack for students to practice their Listening, Speaking, Writing, and Reading skills.

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 SIOP training to effectively implement ELPS and best strategies.	Asst. Principals CLL Teachers District Bilingual / Language Development	TELPAS released exams TELPAS practicing activities Summit K12 / IStation PLDs Composite Rating Template TELPAS Educator Guide Linguistic Instructional Alignment Guide EB Instructional & Assessment Accomodations	Aug. 2024- March 2025 End of Six Wks -Oct. 9,. 2024 -Nov. 13,. 2024 -Jan. 8,. 2024 -Feb 26. 2025	-DMAC data reports -Data Room Google Classroom -Campus Performance Reviews	achievement gap among specific student groups -Increase academic performance of EL pops in all BMs	assessments -Student Performance Data, Star 360 -BOY/MOY/EOY	-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. Monitor data and help lesson planning and delivery.
- 3. Actively recruit core content teachers to become ESL certified.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide whole group TELPAS information session and one-to-one student conferencing on 2024 scores and goal setting specifically with students scoring at the advanced and advanced levels.	Principal TELPAS CTC RYMS Teachers Librarian	•	Aug. 2024- M arch 2025	Student go al sheets Updated student go al and tracking after each benchmark	domains as well as in composite level	-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. TELPAS CTC will meet with EB students by classes and discuss overall 2024 data.
- 2. Provide each student with their 2024 scores as well as projected 2025 do amin ratings to increase composite.
- 3. Students will set their 2025 go als.
- 4. Hold parent meeting to explain TELPAS exam and review campus goals and student data.

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

## **Goal Area 3:** Student Growth in RLA and Mathematics



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



2024-2025 Campus Goal: Student Growth in RLA and Mathematics

Goal Area:	Student Growth: Domain II	STAAR Growth Measure						
Annual Goal:	By June 2025, the campus will improve growth in Reading in Math from a D to a B as measured by the 2025 STAAR administration.							
Objective:	Student performance will in	Student performance will increase by one level in both RLA and Math or maintain in Meets and Masters in 2025 STAAR administration.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
RLA and Math teachers will rely on accelerated course curriculum and supplement activities with district approved resources/applications when needed.	Campus Admin CLL RLA & Math Teachers District Coordinators	Accelerated Curriculim iReady (Math and RLA) IXL Carnegie Study Sync Blended Learning On-going Teacher PD	Aug. 20204- M ay 2025	Steady growth in each unit assessment and in BM. Students will also show grow in iReady, IXL, or lexile reading level. Teacher Lesson Plans Walkthrough Data Student Engagement	1.	Unit Assessments Weekly tests Benchmarks STAAR	-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 have access to district generated data progress monitoring forms that they will update and monitor.
- 2.Ensure that the majority of students who did not meet standard in 2024 RLA/M ath STAAR are given an accelerated class.
- 3. Campus administrators will monitor the implementation of designated accelerated curriculum through planning and walkthroughs.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
school academies. Math teachers will utilize individualized learning plans.	CLL RLA & M ath Teachers RLA & M ath Coordinators and Strategists	Reports SE Analysis Progress Monitoring	Aug. 20204- May 2025	assessment and in benchmarks.	Increase student performance levels in both math and RLA.	STAAR	-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 teacher strengths in SEs and align student weakness needs (RLA).
- 2. Group students from all four classes by student need and plan teacher rotations with the 90-minute block (RLA).
- 3. Teachers will plan for student individualized learning plans so that students work on areas of their need (Math).

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

## **Goal Area 4: Improve Student Attendance**



### RAUL H. YZAGUIRRE MIDDLE SCHOOL PHARR-SAN JUAN-ALAMO I.S.D. 2024-2025 Campus Goal: Improve Student Attendance



Goal Area:	Student Attendance							
Annual Goal:	By June 2025, the campus will improve student attendance by 3% so that attendance increases from 94% in 2024 to 97% in 2025.							
Objective:	RYMS staff will be proactive in attendance in order to decrease student absences.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
Monitor student attendance by grade level on a weekly basis.	Administration Attendance Clerk Student Liaison RYMS Teachers PEIMS Clerk District Student Services Dept.	Attendance Recovery Reports	August 2024- May 2025 on a weekly basis	Campus Attendance Reports District Dashboard Attendance Reports Call Logs Attendance Warning Letters Participation in ARP Program	Increase of student attendance Increase of students performance on weekly assements and benchamrks.	Attendance report monitoring at the end of every six 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								

- 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. Discuss at parent grade level meetings.
- 3. Campus administrators will monitor the implementation of attendace tracking procedures 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 identify cronic student attendance deficiencies and assign mentor teachers.	Attendance Clerk Student Liaison RYMS Teachers PEIMS Clerk District Student Services Dept.	Software Attendance Incentives (Amazon, Oriental Trading, Walmart, HEB, Barnes and	August 2024- May 2025 on a weekly basis	Campus Attendance Reports District Dashboard Attendance Reports Call Logs Mentor teacher lists	Increase of student attendance Increase of students performance on weekly assements and benchamrks.		-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. Identify students who had 15 or more absences in the 2023-2024 school year.
- 2. Celebrate perfect attendance every six weeks and at the end of the semester. Raffle prizes and award grade level banner.
- 3. Educate parents through parent meetings about attendance policy and incentives.

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



Strategy 3	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 Counselors & Counseling Best Practices	-Sept. 2024 -June 2025	Increased Student Attendance Walkthroughs & Class Observations of SEL Curriculm in Accelerated courses 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							
. Utilize the comprehensive counseli		ng class periods.	<u> </u>			<u>'</u>	
<ul> <li>Involve District Wrap Around Special</li> <li>Provide opportunities for students t</li> </ul>		<u> </u>					
. Provide opportunities for students	so share their thoughts a reemig					Formative/	
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
eachers will embed social emotional carning competencies into their ontent instruction, extra-curricular ctivities, and targeted specifically in ne accelerated courses.	Teachers Principal Dean of Instruction Assistant Principals Counselors	Research Based Best Practices District Training and Support District Survey Feedback Counseling and Guidance Accelerated Curriculum	-Sept. 2024 -June 2025	Walkthroughs and Observations Lesson Plans with SEL embedded components SEL Survey Feedback Increased Student Attendance	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
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Componen

Title I meetings

Book Club meetings with Librarian

achievement and

attendance

#### Action Steps

effective practices to help students

academically, socially, and

emotionally.

- 1. Parent Educator will create a calendar and prepare materials for presenattions to parents & community memebers in a timely manner.
- 2. Parents and community members will be invited to participate in informational meetings via 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.

-Integration of Fed., State, & Local Services,

Programs and Funds

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

## PROFESSIONAL DEVELOPMENT PLAN 2024-2025

## 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 19, 2024	RYMS Staff	Campus Scores & Goals	Campus Admin
August 20, 2024	RYMS Teachers	TTESS Orientation	Admin & CLL
September 04, 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	Recording Technology for TELPAS Growth (Flip, Teams)	CLL
TBD	RYMS Teachers	TELPAS Proficiency Level Descriptors	Dean of Instruction
TBD	RYMS Staff	Campus Safety	Admin, Officer Riojas, Security Team
TBD	RYMS Teachers	Strategies for STAAR Growth	Admin & CLL

#### 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 Staterun 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.