



Raul H. Yzaguirre Middle School Campus Improvement Plan 2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

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.

District Strategic Direction



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Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Mario Bracamontes, Sustainability Administrator

Campus Executive Summary



Campus Name: Raul Yzaguirre Middle School

Demographic Summary: The current enrollment at Raul Yzaguirre Middle School as of August 28, 2025, is 729 students in 6th-8th grades. The student ethnicity at Raul Yzaguirre Middle School consists of 99.4% Hispanic and .4% white students. Student demographics consist of 87.4% of our students as economically disadvantaged with 2.3% of these students labeled as migrants. Approximately 15% of our students receive special education services. Our Gifted & 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 B in the Preliminary TEA Accountability Rating for the 2025-2026 school year. For all Reading Language Arts exams, students at Raul Yzaguirre Middle School attained 69% at the approaches level, 44% at the meets level, and 21% at the master's level. In Mathematics, students attained 66% at the approaches level, 40% at the meets level, 18% at the master's level. In all Social Studies tests, students attained 47% at the approaches level, 27% at the meets level, 14% at the master's level. And in Science, students attained 70% at the approaches level, 46% at the meets level, 17% at the master's 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'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 can 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, after school, and during Saturday academies.

Summary of Goals: Raul Yzaguirre Middle School will target Domains 2 and 3: Student Growth and Closing the Gaps to target students achieving at the meets level or above in grades 6-8 in all subjects in order to increase from 2025 STAAR overall rating of 87 to a 90 as measured by 2026 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, 45% of Emergent Bilinguals will advance by at least one level of composite rating from June 2025 to June 2026. Strategies to achieve the target will include the implementation and monitoring of Emergent Bilingual support. Also, by June 2026, Raul Yzaguirre Middle School will increase the number of ESL/Bilingual certified teachers by 5%. Targets will include key staff that can support emergent Bilingual students in various subject areas. Currently, only 12 RLA, 1 Math, 1 Social Studies and 2 Dual Language teachers possess this endorsement. Finally, the campus goal will be to maintain all 7 current TEA distinction designations.



Raul H. Yzaguirre Middle School

Campus Initiatives

•Teacher/Admin-Student Conferences

- Students in grades 6-8 participate in teacher conferences using 2024-2025 STAAR and TELPAS data.
- Students use iReady, Summit K12, IXL and district benchmarks to track their progress.

•Sustainable Development Goals & 21st Century Proficiencies

- Year 3 of implementation focused on integrating the 17 UN Sustainable Development Goals across grade levels and content areas.
- Content curriculum is aligned to the 21st century learning proficiencies through Project-Based Learning.
- Sustainability class courses are offered to students in all three grade levels.

•College & Career Readiness

- All grade levels are exposed to a college or university themes through college spirit days, Fight Song Fridays, and AVID College & Career Fair to promote higher academic aspirations.
- Students are offered high school credit courses and credits through the following classes: Algebra, Geometry, Spanish I, Spanish II, Theatre Arts, Principles of Information Technology, and Art.
- Students in all three grade levels are given the opportunity to explore a college campus once a semester.

•Vertical Alignment & Instructional Leadership

- Content experts lead planning, alignment discussions, and instructional strategy delivery. (Monday, Tuesday & Thursday)

•Collaborative Learning Communities (CLCs)

- CLCs use current student data to guide planning and instruction.
- Professional learning is supported from the Middle School Collaborative Language Acquisition Strategies for Success grant. Theatre Arts, Principles of Information Technology, and Art.

Campus Educational Improvement Committee Members

Name	Role
1. Claudia Cortazar - Colunga	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. Priscilla Aparicio	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

Data Sources Reviewed

1. 2023-2024 Attendance
2. 2024-2025 Attendance
3. 2024 STAAR Data
4. 2025 STAAR Data
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. TTESS Teacher Evaluations/ Teacher Incentive Allotment
10. Professional Development Plan
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. District/Campus Climate Survey Results

Campus Overall Summary

2025 Accountability Rating Overall Summary R YZAGUIRRE MIDDLE (108909045) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		87	B	
Student Achievement		74	C	0%
STAAR Performance	42	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	70%
Academic Growth	64	75	C	
Relative Performance (Eco Dis: 95.1%)		86	B	✓
Closing the Gaps	69	88	B	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Retrieved on Aug. 28, 2025 from: [2025 Accountability System | Texas Education Agency](#)

2024-2025 STAAR/STAAR ALT OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (PRELIMINARY)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
PSJA Collegiate	1.6%	96	85	96	96	96	67.5	100	30.0	98	A	96	↑ 2
PSJA ECHS	11.1%	87	80	91	91	91	63.7	93	27.9	92	A	91	↑ 1
PSJA Memorial ECHS	9.6%	79	62	80	80	80	56	87	27.3	82	B	84	↓ 2
PSJA North ECHS	10.4%	85	79	90	90	90	63	92	27.6	91	A	89	↑ 2
PSJA Southwest ECHS	7.7%	83	72	85	85	85	59.5	92	27.6	87	B	87	↑ 0
PSJA T-STEM ECHS	2.7%	95	81	95	95	95	66.6	99	30.0	96	A	97	↓ 1
Austin Middle School	4.0%	80	80	90	90	90	63	92	27.6	91	A	90	↑ 1
Escalante Middle School	2.7%	75	67	87	87	87	60.9	75	21.6	83	B	84	↓ 1
Kennedy Middle School	2.5%	77	75	90	90	90	63	85	25.8	89	B	87	↑ 2
LBJ Middle School	4.9%	75	69	86	86	86	60.2	70	21.0	81	B	87	↓ 6
Liberty Middle School	3.6%	76	73	89	89	89	62.3	78	24.6	86	B	80	↑ 6
Murphy Middle School	3.8%	78	78	90	90	90	63	92	27.6	91	A	88	↑ 3
Vela Middle School	3.2%	74	75	86	86	86	60.2	76	24.3	83	B	84	↓ 1
Yzaguirre Middle School	3.5%	73	75	85	85	85	59.5	88	27.3	86	B	79	↑ 7
Anaya Elementary	0.9%	77	85	86	86	86	60.2	92	27.6	88	B	88	↓ 0
Arnold Elementary	1.4%	79	92	88	92	92	64.4	92	27.6	92	A	82	↑ 10
Cantu Elementary	1.2%	72	79	80	80	80	56	74	24.3	78	C	80	↓ 2
Carman Elementary	1.3%	77	85	85	85	85	59.5	90	27.3	87	B	85	↑ 2
Chavez Elementary	0.8%	85	93	91	93	93	65.1	92	27.6	93	A	89	↑ 4
Clover Elementary	0.9%	73	90	82	90	90	63	85	25.5	89	B	74	↑ 15
Doedyns Elementary	0.8%	71	68	79	79	79	55.3	69	23.1	76	C	75	↑ 1
Dr Long Elementary	1.7%	73	81	82	82	82	57.4	76	23.1	80	B	81	↓ 1
Escobar Elementary	1.4%	88	78	91	91	91	63.7	92	27.6	91	A	91	↑ 0
Farias Elementary	1.1%	65	71	74	74	74	51.8	73	21.9	74	C	80	↓ 6
Ford Elementary	1.3%	71	74	80	80	80	56	74	22.2	78	C	83	↓ 5
Garcia Elementary	0.9%	82	90	90	90	90	63	92	27.6	91	A	90	↑ 1
Garza Elementary	1.0%	76	89	85	89	89	62.3	90	27.3	89	B	78	↑ 11

2024-2025 STAAR/STAAR ALT STUDENT ACHIEVEMENT MIDDLE SCHOOL (PRELIMINARY) (SNAPSHOT)

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	14766	10247	69%	6666	45%	3022	20%	45	76	C
Yzaguirre Middle School	1929	1256	65%	778	40%	353	18%	41	73	C
Algebra I	42	42	100%	42	100%	41	98%	99	100	A
Grade 6 Mathematics	203	139	68%	58	29%	29	14%	37	69	D
Grade 6 Reading	204	145	71%	94	46%	48	24%	47	78	C
Grade 7 Mathematics	209	104	50%	61	29%	6	3%	27	56	F
Grade 7 Reading	250	161	64%	103	41%	45	18%	41	73	C
Grade 8 Mathematics	253	180	71%	119	47%	51	20%	46	77	C
Grade 8 Reading	256	186	73%	115	45%	55	21%	46	77	C
Grade 8 Science	256	178	70%	118	46%	43	17%	44	76	C
Grade 8 Social Studies	256	121	47%	68	27%	35	14%	29	57	F

2024-2025 STAAR/STAAR ALT SCHOOL PROGRESS – STUDENT GROWTH MIDDLE SCHOOL (PRELIMINARY) (SNAPSHOT)

	ANNUAL GROWTH						Raw Score	Scale Score	Letter Grade
	# of Tests	# of students				Earned Points			
		0	0.5	1	0.25				
PSJA ISD	10767	3630	1150	5987	1095	6835.75	63	73	C
Yzaguirre Middle School	1384	477	145	762	188	881.5	64	75	C
Algebra I	42	0	0	42	0	42	100	100	A
Grade 6 Mathematics	202	99	24	79	12	94	47	55	F
Grade 6 Reading	203	83	22	98	22	114.5	56	62	D
Grade 7 Mathematics	206	82	22	102	39	122.75	60	69	D
Grade 7 Reading	247	74	38	135	28	161	65	76	C
Grade 8 Mathematics	232	52	24	156	58	182.5	79	89	B
Grade 8 Reading	252	87	15	150	29	164.75	65	76	C

2024-2025 STAAR/STAAR ALT RELATIVE PERFORMANCE MIDDLE SCHOOL (PRELIMINARY) (SNAPSHOT)

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	14766	10247	69%	6666	45%	3022	20%	45	88	B
Yzaguirre Middle School	1929	1256	65%	778	40%	353	18%	41	85	B
Algebra I	42	42	100%	42	100%	41	98%	99	100	A
Grade 6 Mathematics	203	139	68%	58	29%	29	14%	37	80	B
Grade 6 Reading	204	145	71%	94	46%	48	24%	47	90	A
Grade 7 Mathematics	209	104	50%	61	29%	6	3%	27	60	D
Grade 7 Reading	250	161	64%	103	41%	45	18%	41	85	B
Grade 8 Mathematics	253	180	71%	119	47%	51	20%	46	90	A
Grade 8 Reading	256	186	73%	115	45%	55	21%	46	90	A
Grade 8 Science	256	178	70%	118	46%	43	17%	44	88	B
Grade 8 Social Studies	256	121	47%	68	27%	35	14%	29	66	D

2024-2025 STAAR/STAAR ALT CLOSING THE GAPS MIDDLE SCHOOL (PRELIMINARY) (SNAPSHOT)

	Academic Achievement	Academic Growth	Student Success	TELPAS	Raw Score	Scale Score	Letter Grade
PSJA ISD	18.8	18.8	5.8	10	53	77	C
Yzaguirre Middle School	20.0	33.3	5.8	10	69	88	B

2024-2025 STAAR/STAAR ALT OVERALL RATING MIDDLE SCHOOL (PRELIMINARY) (SNAPSHOT)

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	76	73	88	88	88	61.6	77	23.1	85	B
Yzaguirre Middle School	73	75	85	85	85	59.5	88	26.4	86	B



Raul H. Yzaguirre Middle School Demographics

	ALL	MALE	FEMALE	SPED	EBs	M1	M2	MIGRANT	ECD	GT	CTE	AT RISK
Number	719	373	346	142	275	45	35	8	685	82	241	470
Percent	100%	51.9%	48.1%	19.7%	38.2%	6.3%	4.9%	1.1%	95.3%	11.4%	33.5%	65%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/Other	Two or More
Number	719	713	0	1	3	0	0	0
Percent	100%	99.4%	0	0.1%	0.4	0	0	0



Raul H. Yzaguirre Middle School 2025 Accountability Summary

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
RYMS 2024	70	81	73	79	C
RYMS 2025	73	75	85	87	B
2025 Goals	80	80	90	91	A



Raul H. Yzaguirre Middle School 2025 Accountability Summary

All Students Performance Rates	RYMS 2024	Performance Target 2025	RYMS 2025	Goals 2026
Reading	APP: 66% ME: 43% MA: 19%	APP: 70% ME: 50% MA: 20%	APP: 69% ME: 44% MA: 21%	APP: 75% ME: 50% MA: 25%
Math	APP: 65% ME: 36% MA: 14%	APP: 70% ME: 40% MA: 20%	APP: 66% ME: 40% MA: 18%	APP: 70% ME: 45% MA: 25%
Science	APP: 54% ME: 34% MA: 12%	APP: 70% ME: 40% MA: 20%	APP: 70% ME: 46% MA: 17%	APP: 75% ME: 50% MA: 20%
Social Studies	APP: 47% ME: 18% MA: 6%	APP: 55% ME: 35% MA: 15%	APP: 47% ME: 27% MA: 14%	APP: 55% ME: 35% MA: 20%



Raul H. Yzaguirre Middle School 2025 Accountability Summary

EB Current & Monitored Performance Rates	RYMS 2024	Performance Target 2025	RYMS 2025	Goals 2026
Reading	APP: 63% ME: 38% MA: 15%	APP: 70% ME: 40% MA: 20%	APP: 66% ME: 38% MA: 12%	APP: 70% ME: 40% MA: 17%
Math	APP: 63% ME: 34% MA: 13%	APP: 70% ME: 40% MA: 20%	APP: 61% ME: 34% MA: 13%	APP: 70% ME: 45% MA: 18%
Science	APP: 51% ME: 33% MA: 14%	APP: 60% ME: 40% MA: 20%	APP: 69% ME: 42% MA: 15%	APP: 71% ME: 45% MA: 18%
Social Studies	APP: 49% ME: 25% MA: 6%	APP: 60% ME: 35% MA: 15%	APP: 45% ME: 25% MA: 13%	APP: 55% ME: 30% MA: 18%



Raul H. Yzaguirre Middle School

2025 Accountability Summary

Special Ed Performance Rates	RYMS 2024	Performance Target 2025	RYMS 2025	Goals 2026
Reading	APP: 27% ME: 7% MA: 3%	APP: 35% ME: 15% MA: 10%	APP: 39% ME: 24% MA: 11%	APP: 44% ME: 29% MA: 16%
Math	APP: 37% ME: 12% MA: 1%	APP: 45% ME: 15% MA: 10%	APP: 41% ME: 22% MA: 14%	APP: 46% ME: 27% MA: 19%
Science	APP: 8% ME: 4% MA: 4%	APP: 20% ME: 15% MA: 10%	APP: 38% ME: 29% MA: 17%	APP: 43% ME: 34% MA: 22%
Social Studies	APP: 4% ME: 4% MA: 4%	APP: 20% ME: 15% MA: 10%	APP: 33% ME: 21% MA: 14%	APP: 38% ME: 26% MA: 15%



Raul H. Yzaguirre Middle School 2025 Accountability Summary

ECO Dis Performance Rates	RYMS 2024	Performance Target 2025	RYMS 2025	Goals 2026
Reading	APP: 64% ME: 41% MA: 18%	APP: 70% ME: 40% MA: 20%	APP: 69% ME: 44% MA: 20%	APP: 75% ME: 50% MA: 25%
Math	APP: 63% ME: 34% MA: 13%	APP: 70% ME: 40% MA: 20%	APP: 48% ME: 35% MA: 13%	APP: 60% ME: 40% MA: 20%
Science	APP: 51% ME: 32% MA: 12%	APP: 60% ME: 40% MA: 20%	APP: 68% ME: 45% MA: 16%	APP: 73% ME: 50% MA: 19%
Social Studies	APP: 45% ME: 21% MA: 7%	APP: 60% ME: 30% MA: 15%	APP: 47% ME: 26% MA: 13%	APP: 52% ME: 31% MA: 18%



Raul H. Yzaguirre Middle School 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 2024-25 is 27%, an increase of the previous year of 9%.
- In Mathematics, the achievement gap between SpEd and All students in 2024-2025 is 30%, an decrease of the previous year of 6%.

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 Root Cause Analysis

Emergent Bilingual Students (EBs):

The following sources from our campus were used to review the Emergent Bilingual student 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 2024-2025 is 6%, an increase from the previous year of 3%.
- In Mathematics, the achievement gap between EBs and All students in 2024-25 is 14%, a decrease from the previous year of 2%.
- In Science, the achievement gap between EBs and All students in 2023-2024 is 4%, a decrease from the previous year of 12% the previous year.
- In Social Studies, the achievement gap between EBs and All students in 2023-24 is 2%, a decrease from the previous year of 6% the previous year.
- Yzaguirre Middle School TELPAS Yearly Progress Indicator was 55% in 2024 and increased to 56% in 2025.

Annual Goal:

By June 2026, 44% of Emergent Bilingual students will increase at the composite level in TELPAS.

Strategy:

All Emergent Bilingual students 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 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 2024-2025 is 0%, a decrease from the previous year of 3%.
- In Mathematics, the achievement gap between Eco Dis and All students in 2024-2025 is 5%, an increase from the previous year of 2%.
- In Science, the achievement gap between Eco Dis and All students in 2024-2025 is 1%, an increase from the previous year of 0%.
- In Social Studies, the achievement gap between Eco Dis and All students in 2024-2025 is 1%. The gap remained the same as the previous year.

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.

Comprehensive Needs Assessment

AREA LEAD: Dr. Iris. Guajardo

Campus Goal Areas

Goal Area 1: Student Achievement at Meets Performance Level

Goal Area 2: Student Growth in RLA and Mathematics

Goal Area 3: Closing the Gaps (TELPAS, Special Education, Mathematics)

Goal Area 4: Student Attendance

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance at Meets Level****Strengths**

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in middle school.
- 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.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- STAAR Performance in Domain II Progress Measure increased from a 65 (D) in 2024 to a 75(C) in 2025.
- STAAR Performance in 8th grade Science increased 12% at the meets level and 5% at the masters level from the 2023-2024 to the 2024-2025 school year.
- STAAR Performance in the 8th grade Social Studies was an 9% increase at the meets level and 8% at the masters level from 2023-2024 to the 2024-2025 school year.
- RYMS received distinction designations in Academic Achievement in RLA, Academic Achievement in Social Studies, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Post-Secondary Readiness, Top 25% Comparative Closing the Gaps, Top 25% Comparative Academic Growth.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 44%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 38%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- 31% of 6th grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 34%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 22%.
- Reading, Mathematics, Science and Social Studies curriculums will be monitored for alignment and effectiveness.
- Maintain ongoing training for teachers on curriculum effectiveness.
- Grade 6 RLA & Math need continuous support and monitoring throughout the year.
- 63% of students scored a 0 on Social Studies SCR 2024 STAAR questions.
- 8th grade Social Studies teachers may struggle with teaching students how to write a short-constructed response. Alignment of SCR strategies in 6th and 7th grade.
- Monitor with fidelity effective instructional practices to Improve student learning outcomes in all core subjects.
- Monitor accelerated student's growth
- Address the needs of identified students to meet the progress measure in 2026-26 in Reading and Mathematics, specifically through accelerated courses.

Goal Area 1: Effective Teaching and Learning: Student Performance at Meets Level

Annual Goal 1 (RLA) : The percentage of all students that score meets grade level or above on Reading STAAR will increase from 44% in Reading in June 2026 to 50% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on RLA STAAR 6-8 subjects will increase by 10%.

Strategy 1: Teachers will have access to a standards-aligned guaranteed and viable curriculum, and intentional data driven student grouping. Curriculum writing initiatives with in-person learning for Reading Language Arts based on needs assessment using data and trends will be executed.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principals, Content teachers

Action Steps:

1. All teachers will assess, evaluate and analyze student data by using district local assessments and weekly teacher created and district created assessments to monitor student progress in Reading.
2. The leadership team will conduct walkthroughs with a focus on the instructional core and depth of Knowledge (DOK) questioning.
3. All teachers will integrate technology into the curriculum to provide effective learning with the use of the following Reading platforms: Study Sync, i-Ready, and IXL.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BM] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum through walkthroughs.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principals, Content Lead, CLL

Action Steps:

1. The campus leadership team will conduct learning walks with a specific focus on TEKS and Student task alignment.
2. The campus leadership team will provide feedback to teachers on effective and rigorous instructional reading strategies.
3. Teachers will disaggregate weekly instructional data to create a plan with detailed scheduled analysis on target intervention strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready	•Walkthrough documents	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the RLA curriculum through CLCs.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principal, Assistant Principals, CLL, Content Coordinator & Strategist

Action Steps:

1. Teachers will successfully utilize the most current data to develop instructional strategies and best practices to meet their students' learning needs.
2. Support technology integration within the ELAR/SLAR curriculum to enhance the learning lessons.
3. Teachers will increase academic performance by participating in effective planning dialogue that focuses on instructional strategies that work.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Power Up •I-Ready *IXL	•Training Agenda •Collaborative Learning Community Meetings	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •I-Ready

Annual Goal 1b: (Mathematics) - The percentage of all students that score meets grade level or above on the Mathematics STAAR exam will increase from 40% in June 2025 to 45% by June 2026.

Objective 1: By June 2026, increase the percentage of students achieving *Meets Grade Level* or above on the Mathematics STAAR exam from 40% to 45% by implementing data-driven interventions, intentional student grouping, and ongoing professional development focused on math proficiency.

Strategy 1a: Use data analysis to identify students who are performing just below the *Meets Grade Level* threshold or currently at *Meets*. Develop a strategic plan that includes intentional student grouping and rigorous, targeted instruction to help students move from *Approaches* to *Meets*, and support *Meets* students in maintaining or advancing to *Masters* performance level.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principals, Content teachers

Action Steps:

1. All teachers will assess, evaluate and analyze student data by using district local assessments and weekly teacher created and district created assessments, IXL to monitor student progress in Mathematics.
2. The leadership team will conduct walkthroughs with a focus on lesson internalization, CIF strategies, and student-centered learning.
3. All teachers will integrate technology into the curriculum to provide effective learning with the use of IXL to supplement student learning.
4. Students will have individualized plans to focus on individual student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •IXL •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student growth on BM scores to STAAR - Student Achievement gains on the STAAR •Overall increase of Meets performance level on Mathematics Benchmark scores.	•Formative assessments •Benchmarks [BM] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •IXL Diagnostic

Strategy 2: Campus administration and teachers will evaluate student data and group students intentionally in classes to maximize instruction based on their performance level.

Timeline: August 2025 - June 2026

Title I School Components: Title I, Title II, Title III, Special Ed.

Persons Responsible: Principal, Assistant Principals, Content teachers, Master Scheduler, Counselors

Action Steps:

1. College Prep courses will be created, and students will be placed accordingly to cohort students at the meets and master's level.
2. Teacher will provide student centered challenging curriculum for students at the approaches, meets and master's level.
3. Content Administrator and Campus Principal will monitor performance levels of students in the CP courses to ensure that students are growing or maintaining the meets performance level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •IXL •State and local student data • Master Schedule • 2024-2025 STAAR Performance Data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student growth on BM scores to STAAR - Student Achievement gains on the STAAR •Overall increase of Meets performance level on Mathematics Benchmark scores.	•Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •IXL Diagnostic

Strategy 3: Campus administrators, the Collaborative Learning Leader, and Collaborative Learning Facilitators will analyze student performance data to design a professional development roadmap that supports instructional growth. This roadmap will guide teacher support through Collaborative Learning Communities (CLCs) and strategic planning sessions.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed.

Persons Responsible: Principal, Assistant Principals, Content teachers, Collaborative Learning Leader, Collaborative Learning Facilitators

Action Steps:

1. Campus administrators, the Collaborative Learning Leader (CLL), and Collaborative Learning Facilitators (CLFs) will analyze STAAR-aligned assessment data, including benchmarks, unit tests, and common assessments—to identify instructional strengths and areas for growth, ensuring that the professional development roadmap is responsive to student performance trends and teacher needs.
2. Teachers will meet 3-4 times a week to plan collaboratively with their content colleagues discussing best instructional practices for students at the meets and master’s performance levels.
3. Collaborative Learning Facilitators (CLFs) and grade-level teams will use the professional development roadmap to guide collaborative planning sessions focused on lesson design, addressing student misconceptions, and developing effective reteach strategies, in order to ensure consistent implementation of best practices and foster a culture of continuous instructional improvement.
4. Teacher will provide student centered challenging curriculum for students at the approaches, meets and master’s level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •IXL •State and local student data • Master Schedule • 2024-2025 STAAR Performance Data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student growth on BM scores to STAAR - Student Achievement gains on the STAAR •Overall increase of Meets performance level on Mathematics Benchmark scores.	•Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •IXL Diagnostic

Annual Goal 1C: (Science) The percentage of all students that score meets grade level or above on Science STAAR will increase from 46% in science to 50% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on Science STAAR 6-8 subjects will increase by 4%.

Strategy 1: Enhanced Curriculum Alignment: Ensure the science curriculum maps directly to STAAR standards for grades 6-8 and incorporate hands-on labs, real-world applications, and technology tools to deepen engagement and understanding.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds

Persons Responsible: Principal, Assistant Principals, Collaborative Learning Leader, Content Teachers, Special Education Teachers and Special Ed. Paraprofessional, Liaison, Parents

Action Steps:

1. Conduct a curriculum audit to ensure full coverage of STAAR science standards in grades 6-8 during PLCs.
2. Incorporate regular hands-on lab activities and experiments that reinforce key concepts.
3. Integrate Gizmos technology tools (simulations, virtual labs) to deepen understanding and engagement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •State and local student data •District Materials List by Six Weeks •TFAR •“Teacher Made” (https://app.teachermade.com/accounts/login/) •Incentives	•District Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documentation •Lesson Internalization •Increased student engagement •Student work displayed	•Student Achievement gains on the STAAR •Teacher retention •DMAC Data •Increased student participation •Increased student attendance - Increased student grades	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •Progress Reports •Report Cards •E-School (for attendance)

Strategy 2: Targeted Intervention: Implement small-group and one-on-one interventions focused on students performing below grade level and use research-based strategies and resources to strengthen conceptual understanding and scientific inquiry skills.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds

Persons Responsible: Principal, Assistant Principals, Collaborative Learning Leader, Content Teachers, Special Education Teachers and Special Ed. Paraprofessional, Liaison, Parents

Action Steps:

1. Develop after-school tutoring sessions and/or academies focusing on students below “meets” grade level.
2. Create personalized learning plans addressing individual student weaknesses in science content.

- Use adaptive digital tools, like “Teacher Made”, that provide tailored practice and feedback in key science topics.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •State and local student data •District Materials List by Six Weeks •Gizmos •Summit K12 (Science) •TFAR • “Teacher Made” (https://app.teachermade.com/accounts/login/) •Incentives	•District Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documentation •Lesson Internalization •Increased student engagement •Student work displayed	•Student Achievement gains on the STAAR •Teacher retention •DMAC Data •Increased student participation •Increased student attendance - Increased student grades	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •Progress Reports •Report Cards •E-School (for attendance)

Strategy 3: Professional Development: Provide ongoing training for science teachers on effective STAAR-aligned instructional strategies and facilitate collaborative teacher planning focused on analyzing student work and sharing best practices.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds

Persons Responsible: Principal, Assistant Principals, Collaborative Learning Leader, Content Teachers, Special Education Teachers and Special Ed. Paraprofessional, Liaison, Parents

Action Steps:

- Schedule science workshops on inquiry-based science teaching and STAAR test strategies through Region 1, CLCs, or available opportunities.
- Analyze past STAAR Science results to identify common student misconceptions and skill gaps.
- Provide training on integrating data results to plan targeted instructional adjustments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •State and local student data •District Materials List by Six Weeks •Gizmos •Summit K12 (Science) •Region 1	•District Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documentation •Lesson Internalization •Increased student engagement	•Student Achievement gains on the STAAR •Teacher retention •DMAC Data •Increased student participation	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •Progress Reports

•UTRGV • CLCs/PLCs •Incentives	•Student work displayed	•Increased student attendance - Increased student grades	•Report Cards •E-School (for attendance)
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Annual Goal 1D: (Social Studies) The percentage of all students that score meets grade level or above on Social Studies STAAR will increase 8% from 27% in 2025 to 35% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on SS STAAR will increase by 10% after each benchmark.

Strategy 1: Teachers will improve student performance on the STAAR Social Studies exam by explicitly teaching and practicing short constructed response writing skills, using targeted instruction, exemplars, and feedback cycles to build students' ability to analyze, synthesize, and clearly communicate historical thinking.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principals, Social Studies teachers, CLL, District SS strategist

Action Steps:

1. Teachers will introduce and explain the STAAR SCR scoring rubric to students, using anchor papers and exemplars to illustrate what a score of 0, 1, and 2 looks like.
2. Teachers will model and guide students through the **RARA strategy** (Restate, Answer, Restate, Answer) during SCR writing sessions.
3. Teachers will collect and analyze student SCRs twice each six weeks to identify trends and misconceptions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •SS SCR Writing Prompts •Anchor charts	•Curriculum documents •Lesson plans •Student samples •Walkthrough documents •Lesson Internalization •Student Reflections and Self-Assessments •Teacher Observations and Feedback Logs	•Student Achievement gains on BMs and STAAR • Increase in Meets/Masters Performance on STAAR • Improved SCR Scores on Common Assessments • Growth in Writing Rubric Scores Over Time	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test

Strategy 2: Teachers will utilize intentional grouping throughout the year targeting student growth towards individual goals.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principals, Social Studies teachers, CLL, District SS Strategist

Action Steps:

1. Teachers will analyze formative and summative assessment data, student learning profiles, and individual goals to create flexible groups.
2. Teachers will plan differentiated tasks and scaffolds aligned to group needs, such as reteaching, enrichment, or skill-building.
3. Teachers will track group performance using progress monitoring tools (e.g., exit tickets, goal trackers, mini-assessments).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Student Performance Data (DMAC/Cambium) •Data Tracking Tools •Student goal sheets in SS wkbk •Differentiated instructional material •Technology tools for personal learning (Lowman)	•Group Rosters •Lesson plans •Student goal sheets •Walkthrough documents •Progress Monitoring Logs •Assessment Data •Student work samples	•Student Achievement gains on BMs and STAAR • Growth in individual student goals • Increased percentage of students meeting or exceeding grade-level expectations •Higher participation rates in small group activities	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test

Strategy 3: Teachers will increase student performance by intentionally focusing on content-specific vocabulary and teaching strategies for decoding excerpts, enabling students to better comprehend and respond to STAAR-style questions.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principals, Social Studies teachers, CLL, District SS Strategist

Action Steps:

1. Teachers will embed vocabulary instruction into daily lessons.
2. Teachers will teach and practice decoding strategies for excerpts.
3. Teachers will monitor vocabulary and comprehension growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Content specific word banks •Vocabulary graphic organizers •Word walls •Annotation guides & exemplars •Sentence stems and question prompts •STAAR aligned practice excerpts	•Lesson plans that include explicit vocabulary instruction and decoding strategies. •Visible word walls •Anchor charts or posters •Walkthrough documents •Annotated excerpts showing student use of decoding strategies. •Vocabulary quizzes or comprehension assessments aligned to STAAR-style questions	•Student Achievement gains on BMs and STAAR • Growth in individual student goals • Increased percentage of students meeting or exceeding grade-level expectations •Higher vocabulary retention	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test

GOAL AREA 2: STUDENT GROWTH**Areas Reviewed:** Student Growth in RLA and Mathematics (Domian II, Part A)**Strengths**

The campus demonstrated strong student growth in STAAR Reading and Mathematics, with a 10-point increase from the previous year. This progress was supported by the district's implementation of high-quality instructional materials (HQIM) in accelerated courses designed to target students who did not meet the Approaches Grade Level standard. In addition:

- Executive Officer and Curriculum team regularly meet with administrators and teachers in growth progress.
- Administrators have been trained in calculating growth and are in communication with teachers after each assessment to discuss progression/regression.
- District Data Specialist offers accurate progress data in a timely manner.
- Tutorials are offered regularly for students in need.
- Accelerated classes are in the master schedule to focus on students who did not meet standard in previous year's assessment.
- Teacher data was analyzed and students were strategically grouped with teachers who did well with their progress level.
- Teacher planning periods are utilized to target student needs & parent concerns.
- All departments and grade level teams utilize common planning time to be readily available to colleagues, students, and parents.
- Attendance during 2025 has steadily remained at approximately 95% .
- Collaborative Learning Communities with common planning periods allows focus to be on content specific needs.

Challenges

While the campus has shown improvement, challenges persist in sustaining consistent growth across all student groups, particularly in accelerating progress for students who are significantly below grade level and ensuring instructional rigor in intervention settings.

- Teachers have not relied on district-created accelerated instruction curriculum to address the needs of the students.
- Inconsistent implementation of Tier 1 instruction with appropriate rigor and differentiation.
- Maintain tracking of student progress after assessments.
- Lack of student ownership of learning, including goal-setting and self-monitoring.
- Limited time for reteaching and intervention during the school day and low student participation in after school tutorials.
- Teacher absences fluctuate throughout the year causing excessive need for substitutes. This results in loss of instruction.
- Teachers maintaining parent contact.
- Maintain and monitor specific Sub-group targets for remedial instruction: SPED, EB, & Migrant

Goal Area 2: Student Growth: Domain II STAAR Growth Measure

Annual Goal 2A (Math): The campus will improve in domain 2A student growth for Math from B to A as measured by the 2026 STAAR administration.

Objective 1: By June 2026, the percent of students that show growth in domain 2 part A will improve from a 76 % in 2024-2025 STAAR performance data, to an 85% in the 2025-2026 performance data.

Strategy 1: Students will be grouped and scheduled into their math course intentionally by teacher strength and student need based on 2024-2025 Staar Performance Data.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Administrators, Collaborative Learning Leaders, Collaborative Learning Facilitators and Content teachers

Action Steps:

1. College Prep courses will be created, and students will be placed accordingly to cohort students at the meets and master's level.
2. Teacher will provide student centered challenging curriculum for students at the approaches, meets and master's level.
3. Ensure that the majority of students who did not meet the standard in 2025 Math STAAR are given an accelerated class.
4. Campus administrators will monitor the implementation of designated accelerated curriculum through planning and walkthroughs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Accelerated Curriculum •Math IXL •Blended Learning •On-going Teacher PD	•Steady growth in each unit assessment and in BM. •Students will also show growth in IXL •Teacher Lesson plans •Student Engagement •Intentional Content Planning in CLCs	•Student Achievement gains on the STAAR •Teacher retention •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IXL Diagnostic

Strategy 2: Math teachers will organize in-school academies. Math teachers will utilize individualized learning plans.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Campus Administrators, Teachers, CLL, CLF

Action Steps:

1. Recognize teacher strengths in SEs and align student weakness needs Math.
2. Group students from all four classes by student need and plan teacher rotations with the 90-minute block.
3. Teachers will plan individualized learning plans for students so that students work on areas of their need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•DMAC/Cambium Reports •SE Analysis •Progress Monitoring Sheets •District Curriculum •IXL	•Student growth in each unit assessment and in benchmarks. •Teacher Lesson Plans •Grade level planning •Groupings •Planned Activities	•Increase student performance levels in both math	•Academy Lessons •Benchmarks •STAAR

Annual Goal 2B: (RLA) The campus will improve in domain 2A student growth for Math from B to A as measured by the 2026 STAAR administration.

Objective 1: By June 2026, the percent of students that show growth in domain 2-part A will improve from a 73 % in 2024-2025 STAAR performance data, to an 80% in the 2025-2026 performance data.

Strategy 1: RLA teachers will rely on accelerated course curriculum and supplement activities with district approved resources/applications when needed.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Assistant Principals, Master Scheduler, Content Teachers

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 the standard in 2024 RLA/Math STAAR are given an accelerated class.
3. Campus administrators will monitor the implementation of designated accelerated curriculum through planning and walkthroughs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Accelerated Curriculum •iReady (RLA) • IXL •Study Sync •Blended Learning •On-going Teacher PD •Writing McDonald PD	•Steady growth in each unit assessment and in BM. •Students will also show growth in iReady, IXL, or Lexile reading level. •Teacher Lesson plans •Student Engagement	•Student Achievement gains on the STAAR •Teacher retention •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •iReady Diagnostic

Strategy 2: RLA/Math teachers will organize in-school academies. RLA/Math teachers will utilize individualized learning plans.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Campus Administrators, Teachers, CLL, CLF

Action Steps:

1. Recognize teacher strengths in SEs and align student weakness needs (RLA and Math.)
2. Group students from all four classes by student need and plan teacher rotations with the 90-minute block.
3. Teachers will plan individualized learning plans for students so that students work on areas of their need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•DMAC/Cambium Reports •SE Analysis •Progress Monitoring Sheets •District Curriculum •iReady/IXL/Study Sync/Quill	•Student growth in each unit assessment and in benchmarks. •Teacher Lesson Plans •Grade level planning •Groupings •Planned Activities	•Increase student performance levels in both math and RLA.	•Academy Lessons •Benchmarks •STAAR

Goal Area 3: Closing the Gaps: Special Education Performance

Annual Goal 3A: By June 2026, there will be a 5% increase of SPED students in MEETS or above in Math from 24% in 2025 to 29% in 2026 and in RLA from 24% in 2024 to 29% in 2026 as measured by the 2026 STAAR Assessment.

Objective 1: The RYMS SPED department will implement and assist SPED students & all teachers with differentiated instruction by purposefully implementing the use of supplemental aids in general ed instruction.

Strategy 1: SPED dept and counselors will work collaboratively to provide regular PD sessions on how to implement content based supplemental aids throughout yearly instruction.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Dean of Instruction, Asst. Principals, CLL, SpEd Strategists, SpEd Teachers, Content Teachers, Diagnostician, Counselors

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 allowable and non-allowable.
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.
3. 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.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System • District HQIM/Study Sync/Bluebonnet •I-Ready/IXL •State and local student data, •Success Ed •Beanstack •Student laptops •DMAC/Cambium •After school/Sat. tutoring •Homebound Instruction •On-going teacher PD	•Campus performance review sessions with leadership team •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization •Progress monitoring reports	•Student Achievement gains on STAAR and TELPAS •Increased performance of SpEd/504/Rtl Subgroups •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: SPED teachers will plan daily with core teachers to modify and support instruction of SPED students in the general ed classroom.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Dean of Instruction, Asst. Principals, CLL, SpEd Strategists, SpEd Teachers, Content Teachers, Diagnostician, Counselors

Action Steps:

1. SpEd teachers will receive lesson plans of upcoming instruction, one week ahead to make needed modifications and provide necessary support for SPED student success.
2. SPED teachers will differentiate lesson plans and supplemental aids with Gen Ed teachers; provide more help at BOY and gradually remove help to ween students on the amount of help or prompts needed to be successful.
3. Gen-ed teachers will modify and plan for differentiated instruction of 504/RTI students that are aligned to student plans on a weekly basis.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STAAR released tests •District HQIM/Study Sync/Bluebonnet •Summit K12 •Success Ed, •iReady/IXL/Beanstack •Student laptops •DMAC/Cambium •After school/Saturday tutorials •Homebound Instruction •On-going teacher PD	•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	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •iReady Diagnostic

Goal Area 3: Closing the Gaps: Emergent Bilingual Students

Annual Goal 3B: By June 2026, there will be a 5-10% increase of growth in student composite from the current “what if” scenario of 32% to 44% as measured by the updated TEA standards for the 2026 TELPAS exam.

Objective 2: 44% of Emergent Bilingual students will advance by at least one composite level from June 2025 to June 2026.

Strategy 1: All Emergent Bilingual students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Dean of Instruction (TELPAS CTC), Asst. Principals, CLL, Teachers, Content Teachers

Action Steps

1. Create a bank of sentence stems for students to reference for their questioning and responses (targeting Speaking domain).

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Summit K12 Benchmark Tests •iReady •Bilingual Dictionaries •ELPS/PLDs •Question Sentence Stems •Common Instructional Framework •DMAC/Cambium •On-going teacher PD	•Walkthrough feedback •Summit K12 progress monitoring reports •DMAC Reports •ELPS/PLDs •Implementation of ELPS/SIOP •TELPAS Results	•Closing the achievement gap •Increase of EB student academic performance across all benchmarks	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •BOY/MOY/EOY Fluency Checks •Summit K12 BM data •Results Driven Accountability •TELPAS •I-Ready tests

Strategy 2: All teachers in grades 6-8 will receive SIOP training to effectively implement ELPS and best practices.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Dean of Instruction (TELPAS CTC), Asst. Principals, CLL, Teachers, Content Teachers

Action Steps:

1. Facilitate incorporation of ELPS and provide instructional feedback to plan and deliver effective lessons.
2. Monitor Emergent Bilingual 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.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TELPAS released exams •TELPAS practice activities •Summit K12 •ELPS/PLDs •Composite Rating Template •Linguistic Instructional Alignment Guide •EB Assessment Accommodations •ESL Certification Training •ESL Certification Practice Tests •Teams Speaker Progress	•Lesson Plans incorporating ELPS/PLDs •DMAC Data Reports •Summit K12 Reports •Walkthrough Feedback •Training Agendas •Teacher Certifications	•Closing the achievement gap •Increase of EB student academic performance across all benchmarks	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •BOY/MOY/EOY Fluency Checks •Summit K12 BM data •Results Driven Accountability •TELPAS •I-Ready tests

Strategy 3: Provide whole group TELPAS information session and one-to-one student conferencing on 2025 scores and goal setting specifically with students scoring at the advanced and advanced levels.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Dean of Instruction (TELPAS CTC), Asst. Principals, CLL, Teachers, Content Teachers

Action Steps:

1. TELPAS CTC will meet with EB students in classes and discuss overall 2025 data.
2. Provide each student with their 2025 scores as well as projected 2026 domain ratings to increase composite.
3. Students will set their 2026 goals.
4. Hold parent meeting to explain TELPAS exam and review campus goals and student data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TELPAS 2025 Data •Summit K12 •Student Laptops •Copies/paper •Student folders •Parent Meeting supplies	•Student goal sheets •Updated student goal and tracking after each benchmark •Parent agendas/sign in	•Students will show growth in individual domains as well as in composite level •Increase academic performance of EL pops in all BM	•Formative assessments •Benchmarks [BMs] •Results Driven Accountability •BOY/MOY/EOY Fluency Checks •TELPAS

GOAL AREA 4: STUDENT ATTENDANCE**Areas Reviewed:** Attendance Rates for Student Absences**Strengths**

The campus has maintained strong student and staff attendance, contributing to consistent instructional delivery and a stable learning environment that supports academic growth. Attendance has remained steadfast of an annual rate of at least a 95%, contributing significantly to the 7 TEA Campus Distinctions earned this year. In addition:

- MSCLASS grant will help support all teachers and give special focus to teachers with two or less years of experience.
- MSCLASS grant provides stipends to teacher leaders.
- New Teacher Institute (NTI) aids Campus Collaborative Learning Leader in supporting instruction and teacher, both instructionally and emotionally.
- Availability of technology resources for students and teachers and staff. New devices were given to all teachers last year.
- Decrease in number of teacher absences due to illness.
- District attendance incentive for campuses (\$250/6 weeks for MS attendance champs).
- Campus follows compulsory attendance laws in accordance with the Texas Educational Code.
- Campus incentives for students.
- Student Liaison maintains strong parental contact.
- Student Liaison conducts regular home visits.
- Campus behavior improvement plans as needed.
- Campus offers school-based community services based on need.

Challenges

The campus continues to face systemic and environmental challenges that impact student engagement, instructional continuity, and overall school climate, requiring targeted efforts to strengthen support structures, communication, and consistency in practices.

- Rising 6th graders who face anxiety about school and were not provided structure by the elementary liaison.
- Low-income based community (students lack proper necessities).
- Parent updated contact information.
- Proper attendance taking by all teachers.
- Teacher mentors for chronic absentee students.

Annual Goal 1: By June 2025, the campus will maintain student attendance of at least 97% as evidenced by 2025 rates.

Objective 1: RYMS staff will be proactive in attendance to decrease student absences.

Strategy 1: Monitor student attendance by grade level on a daily basis.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Administration, Attendance Clerk, Student Liaison, RYMS teachers, PEIMS Clerk, District Student Services

Action Steps:

1. Send teachers reminders to take daily attendance and ensure they are aware of TEA attendance guidelines and policies for students.
2. Train teachers on the various attendance tracking systems and software to monitor attendance and ensure teachers are making home contact for excessive absences. Discuss at parent grade level meetings.
3. Campus administrators and attendance recovery team will monitor the implementation of attendance tracking procedures through contact logs, dashboard, and PEIMS attendance reports, etc. Celebrate campus wins in attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Attendance Reports	•Campus Attendance reports •District Dashboard Attendance Reports •Call logs •Attendance Warning Letters •Participation in ARP Program	•Increase of student attendance •Increase of student's performance on weekly assessments and benchmarks	•Attendance report monitoring at the end of every six weeks.

Strategy 2: Administrative staff will identify chronic student attendance deficiencies and assign mentor teachers/administrators.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Administration, Attendance Clerk, Student Liaison, RYMS teachers, PEIMS Clerk, District Student Services

Action Steps:

1. Identify students who had 15 or more absences in the 2024-2025 school year.
2. Begin ARP no later than September 20, 2025.
3. Celebrate perfect attendance every six weeks and at the end of the semester. Raffle prizes and award grade level banner.
4. Educate parents through parent meetings about attendance policy and incentives.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Attendance Reports •Attendance Incentives (Target, Walmart, HEB, Oriental Trading, etc.) •Campus attendance banners	•Campus Attendance reports - District Dashboard Attendance Reports •Call logs •Attendance Warning Letters •Participation in ARP Program •Mentor Teacher Lists	•Increase of student attendance •Increase of student's performance on weekly assessments and benchmarks	•Attendance report monitoring at the end of every six weeks.

Strategy 3: Students in grades 6th-8th will be provided with guidance lessons that build on the social and emotional development of students.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Administration, RYMS teachers, Counselors

Action Steps:

1. Utilize comprehensive counseling and guidance curriculum during class periods.
2. Involve District Wrap Around Specialists when needed.
3. Provide opportunities for students to share their thoughts and feelings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Counseling & Guidance Curriculum	•Increased student attendance •Walkthrough & Class Observations of SEL curriculum in Acc courses •SEL Surveys •Counselor Class logs	•Improvement of campus culture among students •Increased student participation •Increased student achievement	•SEL surveys •Walkthrough Feedback

Strategy 4: Teachers will embed social emotional learning competencies into their content instruction, extra-curricular activities, and targeted specifically in the accelerated courses.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Administration, RYMS teachers, Counselors

Action Steps:

1. Teachers will align SEL competencies (e.g., self-awareness, responsible decision-making, relationship skills) with academic objectives in their daily lesson plans.
2. Organize targeted training sessions for teachers in accelerated courses to explore strategies for embedding SEL into high-level content.
3. Coaches, club sponsors, and academic team leaders will intentionally incorporate SEL practices such as goal-setting, empathy-building, and conflict

resolution.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Training & Support •Counseling & Guidance Accelerated Curriculum •CASEL Wheel	•Lesson Plans with SEL embedded components •Walkthrough & Class Observations of SEL curriculum in Acc courses •SEL Surveys •Increased Student Attendance	•Improvement of campus culture among students •Increased student participation •Increased student achievement	•SEL surveys •Walkthrough Feedback

Strategy 5: Campus Parent 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.

Timeline: Sept. 2025 - Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Administration, RYMS teachers, Counselors, Parent Educator

Action Steps:

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Parent Meetings •Parent Educator Topics •Materials needed for meetings	•Increased student academic performance on BMs, STAAR tested subjects & TEPAS •Decrease in student behavior reports •Parent meeting sign ins and agendas •Title I Meetings	•Improvement of campus culture among students •Increased student participation •Increased student achievement •Increased parental involvement	•SEL surveys •Parent participation

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including considering 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.