



Campus Improvement Plan

Raul H. Yzaguirre Middle School

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

At Raul H. Yzaguirre Middle School, we work collaboratively with all stakeholders towards a common mission. By providing learner-centered instruction, effective 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 developing a lifelong 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 all students will possess college ready skills to be marketable productive citizens of society.

District Strategic Direction



Campus Executive Summary

Demographics:

Campus Name serves students from San Juan, Texas who come from similar backgrounds and way of life.

The student body at Raul H. Yzaguirre Middle School is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Mirant	ECD	GT	At-Risk
Count	700	351	349	132	266	22	613	81	458
Percent		50.1%	49.9%	19%	38%	3%	95%	12%	65%

With the district's proximity to Mexico, 38 % of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Raul H. Yzaguirre Middle School received a "B" rating under the 2026 Texas Accountability System, with an overall score of 88. In Domain I: Student Achievement, the campus earned a score of 77 based on STAAR performance. In Domain II: School Progress, the campus earned a score of 90, with an Academic Growth score of 80 and a Relative Performance score of 90, while serving a student population that is 95.4% economically disadvantaged. In Domain III: Closing the Gaps, the campus earned a score of 88.

The overall 2026 Accountability Rating for Raul H. Yzaguirre Middle School was a score of 88. In grades 6-8th, all tested STAAR subjects, 1,895 tests were administered with 99.9% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Raul H. Yzaguirre 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 H. Yzaguirre Middle School offer high school and dual language credits to eligible students. Students attending Raul H 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:

Our campus goals establish a clear direction for continuous improvement and reflect our commitment to ensuring success for every student. Through intentional planning, high-quality instruction, and ongoing monitoring of student outcomes, we will focus our efforts on **student growth, academic achievement, language development, and instructional excellence**.

- **TELPAS:** Increase the percentage of students demonstrating TELPAS growth from **27% to 37%**, a **10-percentage-point increase** from last year. This will be a priority as we work to accelerate English language development across all content areas.
- **Math Growth:** By May 2026, RYMS will achieve a 74 % raw score or 85 scale growth in Academic Growth Domain II Part A.
- **Reading Growth:** By the end of the 2026-2027 school year, RYMS will increase its Academic Growth Domain II, Part A performance to at least a scale score of 85 (74 raw), reflecting improved student progress in Reading Language Arts.
- **Attendance:** Maintain and/or improve our **97.8% attendance rate** from the 2025-2026 school year. We recognize that attendance drives instruction; consistent student attendance is essential to ensuring students have access to daily Tier 1 instruction, intervention, and opportunities for academic growth.
- **Meets-Level Achievement:** By May 2027, RYMS will increase the percentage from a 45% to 50% average for all contents in the "Meets Level" on all state assessments, across all tested subjects. Campus instructional planning will focus on increasing rigor, strengthening student mastery of TEKS, fidelity to blended learning, differentiation, and providing intentional opportunities for students to demonstrate grade-level understanding, all through lesson internalization.

Campus Performance Objectives Council

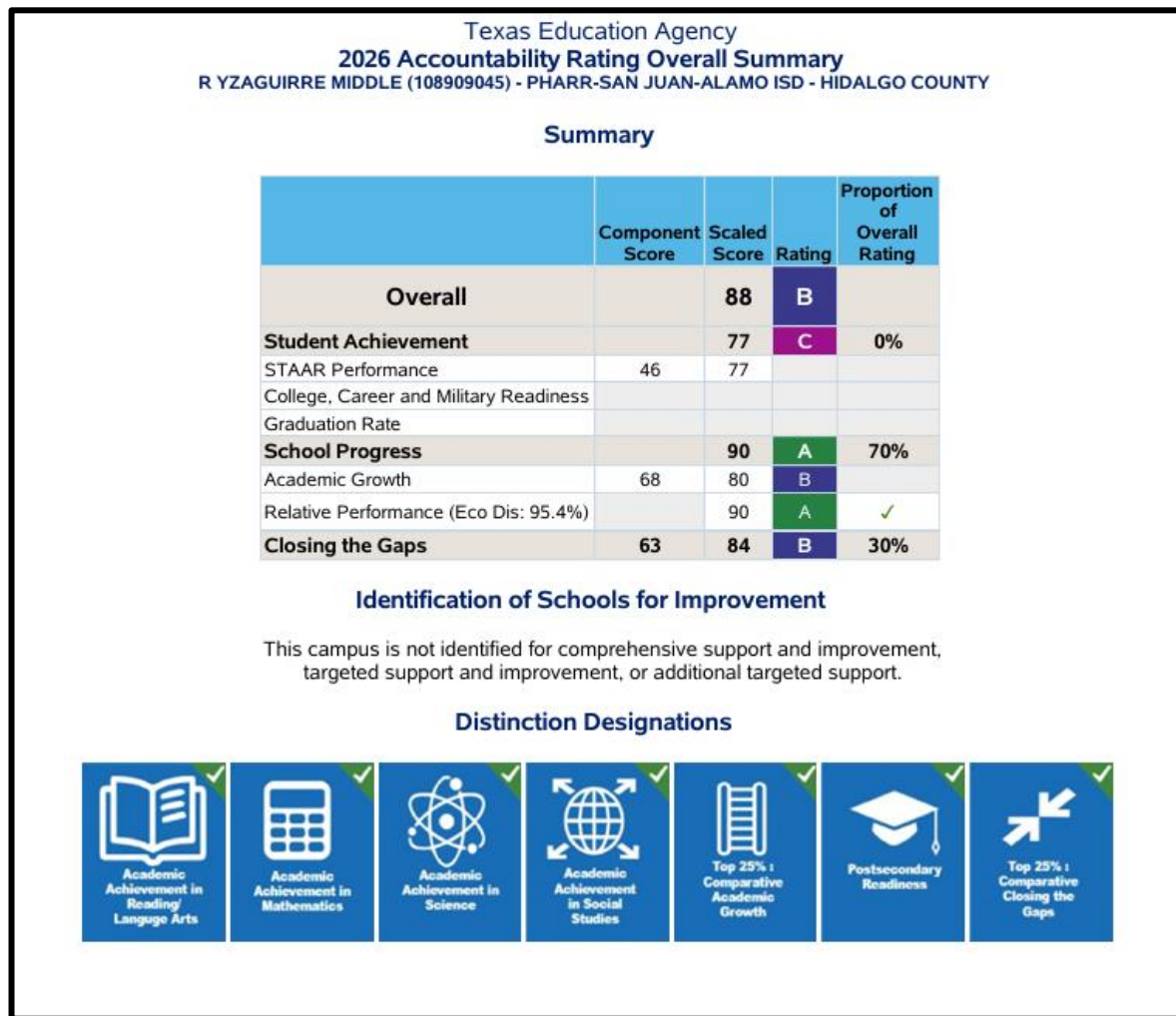
Focus Area 1: Effective Teaching & Learning	
Name	Role
Claudia Cortazar-Colunga	Principal
Carolina Castillo	Dean of Instruction
Monica Cantu	Reading Lang. Arts Dept. Head
Martin Robles	Mathematics Dept. Head
Alejandra Castillo	Science Dept. Head
Abigail Castillo	Social Studies Dept. Head
Rachel Ramirez	Electives Dept. Head
Focus Area 2: Student Supports	
Name	Role
Dr. Martha Alvarado	Assistant Principal
Patricia Villareal	Counselor
Krystal Garcia	Spec. Ed. Teacher
Jeanna Ramirez	Community Member
Jesse Ramirez	Community Member

Focus Area 3: Leadership Growth	
Name	Role
Claudia Colunga	Principal
Carolina Castillo	Dean of Instruction
Priscilla Aparicio	Collaborative Learning Leader
Martha Cortazar	Business Partner
Jesus Aguirre	Business Partner
Focus Area 4: Family & Community Empowerment	
Name	Role
Claudia Colunga	Principal
Efren Araiza	Asst Principal
Dora Melendez	Parent Educator
Narda Lugo	Librarian
Olga Calvillo	Parent
Mirna Maldonado	Parent

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2025 TELPAS Performance
6. 2026 TELPAS Performance
7. Discipline Referrals
8. PEIMS Demographics
9. Walkthroughs Data
10. Parental Involvement Data
11. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Retrieved on August 27, 2026 from [TEA](#).

Identification of School Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 R YZAGUIRRE MIDDLE (108909045) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	0	1
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	3	1
2025	-	3	-	-	-	-	-	3	3	3	3	3
2026	-	3	-	-	-	-	-	3	3	3	3	3
Academic Achievement Status: Mathematics												
2024	-	2	-	-	-	-	-	3	3	3	0	2
2025	-	3	-	-	-	-	-	3	3	3	4	1
2026	-	3	-	-	-	-	-	3	3	3	4	1
Academic Growth Status: RLA												
2024	-	1	-	-	-	-	-	2	0	0	3	2
2025	-	3	-	-	-	-	-	3	3	3	3	2
2026	-	3	-	-	-	-	-	3	3	3	0	3
Academic Growth Status: Mathematics												
2024	-	1	-	-	-	-	-	1	2	3	0	1
2025	-	3	-	-	-	-	-	3	3	3	4	2
2026	-	3	-	-	-	-	-	3	3	3	3	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	1	-	-	-	-	-	3	3	3	2	1
2025	-	3	-	-	-	-	-	3	3	3	3	1
2026	-	3	-	-	-	-	-	3	3	3	3	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									0			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 R YZAGUIRRE MIDDLE (108909045) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	699	698	249	249	1,895	
Approaches GL or Above	525	490	183	130	1,328	70%
Meets GL or Above	335	315	120	75	845	45%
Masters GL	174	128	67	43	412	22%
Total Percentage Points						137%
Component Score						46

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	70%	69%	88%	98%	52%	63%	44%	80%	71%	63%	54%	*	*	52%
At Meets GL Standard or Above	45%	44%	65%	93%	24%	38%	24%	70%	45%	41%	20%	*	*	18%
At Masters GL Standard	22%	21%	36%	71%	7%	17%	13%	30%	22%	18%	5%	*	*	4%
Number of Tests														
At Approaches GL Standard or Above	1,328	1,254	74	242	371	606	162	24	1,153	175	30	*	*	26
At Meets GL Standard or Above	845	790	55	230	168	361	87	21	731	114	11	*	*	9
At Masters GL Standard	412	382	30	175	49	161	49	9	361	51	3	*	*	2
Total Tests	1,895	1,811	84	246	707	955	388	30	1,617	278	56	*	*	50
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	75%	74%	88%	99%	57%	67%	45%	80%	77%	65%	59%	*	*	60%
At Meets GL Standard or Above	48%	47%	67%	98%	23%	39%	22%	60%	49%	43%	32%	*	*	30%
At Masters GL Standard	25%	24%	48%	84%	6%	18%	13%	20%	26%	19%	14%	*	*	10%
Number of Tests														
At Approaches GL Standard or Above	525	498	29	90	152	239	60	8	457	68	13	*	*	12
At Meets GL Standard or Above	335	313	22	89	61	139	30	6	290	45	7	*	*	6
At Masters GL Standard	174	158	16	76	15	64	18	2	154	20	3	*	*	2
Total Tests	699	666	33	91	269	357	134	10	594	105	22	*	*	20
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	70%	69%	88%	99%	57%	66%	48%	90%	72%	63%	59%	*	*	55%
At Meets GL Standard or Above	45%	44%	70%	97%	27%	40%	25%	90%	46%	40%	9%	*	*	5%
At Masters GL Standard	18%	18%	30%	63%	6%	15%	14%	20%	19%	13%	0%	*	*	0%
Number of Tests														
At Approaches GL Standard or Above	490	461	29	90	153	236	64	9	424	66	13	*	*	11
At Meets GL Standard or Above	315	292	23	88	73	141	33	9	273	42	2	*	*	1
At Masters GL Standard	128	118	10	57	16	53	19	2	114	14	0	*	*	0
Total Tests	698	665	33	91	268	356	134	10	593	105	22	*	*	20
Science														
Percent of Tests														
At Approaches GL Standard or Above	73%	73%	100%	100%	51%	64%	42%	80%	73%	74%	67%	*	-	60%
At Meets GL Standard or Above	48%	48%	56%	91%	27%	43%	28%	60%	47%	53%	33%	*	-	40%
At Masters GL Standard	27%	27%	22%	81%	13%	22%	14%	40%	27%	29%	0%	*	-	0%
Number of Tests														
At Approaches GL Standard or Above	183	174	9	32	43	78	21	4	158	25	4	*	-	3
At Meets GL Standard or Above	120	115	5	29	23	52	14	3	102	18	2	*	-	2
At Masters GL Standard	67	65	2	26	11	27	7	2	57	10	0	*	-	0
Total Tests	249	240	9	32	85	121	50	5	215	34	6	*	-	5
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	52%	51%	78%	94%	27%	44%	34%	60%	53%	47%	0%	*	-	0%
At Meets GL Standard or Above	30%	29%	56%	75%	13%	24%	20%	60%	31%	26%	0%	*	-	0%
At Masters GL Standard	17%	17%	22%	50%	8%	14%	10%	60%	17%	21%	0%	*	-	0%
Number of Tests														
At Approaches GL Standard or Above	130	123	7	30	23	53	17	3	114	16	0	*	-	0
At Meets GL Standard or Above	75	70	5	24	11	29	10	3	66	9	0	*	-	0
At Masters GL Standard	43	41	2	16	7	17	5	3	36	7	0	*	-	0
Total Tests	249	240	9	32	85	121	50	5	215	34	6	*	-	5

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth
 R YZAGUIRRE MIDDLE (108909045) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	886.0	1	886.00
Accelerated Learning Points Earned	169	0.25	42.25
Sum of Annual Growth plus Accelerated Learning Points			928.25
Total Tests Evaluated			1,366
Academic Growth Score			68

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance

R YZAGUIRRE MIDDLE (108909045) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	95.4%	46	90
College, Career, and Military Readiness			
Relative Performance			90

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps
 R YZAGUIRRE MIDDLE (108909045) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	16	24	66.7	30.0%	20.0
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	7	12	58.3	10.0%	5.8
Closing the Gaps Score					63

School Progress: Closing the Gaps Continuation

Additional Groups															
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant	
Academic Achievement Status															
Reading/Language Arts (RLA) 2026 Target	44%	31%	n/a	n/a	n/a	28%	19%	38%	45%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	n/a	n/a	n/a	40%	33%	48%	54%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	72%	66%	n/a	n/a	n/a	64%	60%	69%	73%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3	3	3						
2026 % at Meets GL Standard or Above	48%	47%	67%	98%	23%	39%	22%	60%	49%	43%	32%	*	*	30%	
2026 # at Meets GL Standard or Above	335	313	22	89	61	139	30	6	290	45	7	*	*	6	
2026 Total Tests (Adjusted)	699	666	33	91	269	357	134	10	594	105	22	*	*	20	
2025 % at Meets GL Standard or Above	44%	44%	43%	89%	32%	38%	25%	--	45%	42%	29%	-	-	29%	
Mathematics 2026 Target	47%	35%	n/a	n/a	n/a	36%	22%	44%	49%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	46%	n/a	n/a	n/a	47%	34%	53%	58%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	74%	68%	n/a	n/a	n/a	68%	61%	72%	75%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	1	3				3	3	4	1						
2026 % at Meets GL Standard or Above	45%	44%	70%	97%	27%	40%	25%	90%	46%	40%	9%	*	*	5%	
2026 # at Meets GL Standard or Above	315	292	23	88	73	141	33	9	273	42	2	*	*	1	
2026 Total Tests (Adjusted)	698	665	33	91	268	356	134	10	593	105	22	*	*	20	
2025 % at Meets GL Standard or Above	40%	39%	53%	88%	31%	37%	23%	--	42%	29%	13%	-	-	13%	
Additional Groups															
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant	
Academic Growth Status															
RLA 2026 Target	63%	58%	n/a	n/a	n/a	57%	43%	61%	64%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	n/a	n/a	n/a	67%	53%	71%	74%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	93%	88%	n/a	n/a	n/a	87%	73%	91%	94%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3	0	3						
2026 Academic Growth Score	67%	67%	74%	92%	54%	61%	51%	60%	67%	68%	65%	*	*	61%	
2026 Growth Points	466.00	441.50	24.50	84.00	142.75	213.75	68.00	6.00	397.25	68.75	14.25	*	*	12.25	
2026 Total Tests	693	660	33	91	265	352	134	10	592	101	22	*	*	20	
2025 Academic Growth Score	62%	62%	67%	79%	56%	60%	44%	--	63%	56%	43%	-	-	43%	
Mathematics 2026 Target	67%	62%	n/a	n/a	n/a	62%	50%	66%	67%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	n/a	n/a	n/a	72%	60%	76%	76%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	95%	92%	n/a	n/a	n/a	92%	80%	95%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3	3	3						
2026 Academic Growth Score	69%	68%	76%	85%	65%	68%	68%	90%	69%	67%	45%	*	*	44%	
2026 Growth Points	462.25	438.00	24.25	67.00	171.00	232.00	90.25	9.00	396.75	65.50	10.00	*	*	8.75	
2026 Total Tests	673	641	32	79	262	342	132	10	575	98	22	*	*	20	
2025 Academic Growth Score	65%	65%	73%	85%	59%	62%	52%	--	66%	61%	59%	-	-	59%	

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					30%									
Next Interim Target (2027-28 through 2031-32)					32%									
Long Term Target (2037-38)					36%									
Points Evaluated for Federal School Improvement					0									
2026 TELPAS Progress Rate					27%									
2026 TELPAS Progress					73									
2026 TELPAS Total					267									
2025 TELPAS Progress Rate					37%									

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	1	3				3	3	3	1					
2026 STAAR Component Score	46	45	63	87	28	39	27	60	46	41	26	*	*	25
2026 % at Approaches GL Standard or Above	70%	69%	88%	98%	52%	63%	44%	80%	71%	63%	54%	*	*	52%
2026 % at Meets GL Standard or Above	45%	44%	65%	93%	24%	38%	24%	70%	45%	41%	20%	*	*	18%
2026 % at Masters GL Standard	22%	21%	36%	71%	7%	17%	13%	30%	22%	18%	5%	*	*	4%
2026 Total Tests	1,895	1,811	84	246	707	955	368	30	1,617	278	56	*	*	50
2025 STAAR Component Score	42	41	53	83	33	38	26	33	42	38	29	-	-	29

Comprehensive Needs Assessment

AREA LEAD: Dr. Iris Guajardo



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

Raul H. Yzaguirre Middle School provides the teachers 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 with 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 grades 6th - 8th, middle and high 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 curriculum 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.

Challenges

The 2026 STAAR Performance data indicate continued academic challenges in **reading comprehension, mathematics, and the performance of identified student groups**, particularly at the Meets and Masters levels.

- **Reading Achievement at Meets and Masters**
 - Grade 8 Reading demonstrates one of the largest gaps when compared to the state. While 85% of students achieved Approaches, only 48% achieved Meets compared to 61% statewide, a 13-point gap, and 21% achieved Masters compared to 33% statewide, a 12-point gap.
 - Grade 6 Reading also remains below the state, with 49% at Meets compared to 56% statewide.
- **Mathematics Performance**
 - Grade 6 Mathematics remains an area of need, with only 64% achieving Approaches compared to 74% statewide and 33% achieving Meets compared to 40% statewide.
 - Grade 6 Mathematics also declined from 69% to 64% at Approaches from 2025 to 2026.
- **Special Education Achievement Gaps**
 - SPED students continue to demonstrate significant achievement gaps. Across all subjects, only 44% of SPED students achieved Approaches, 24% achieved Meets, and 13% achieved Masters.
 - Grade 6 Reading showed notable year-to-year declines among SPED students, including a decrease from 41% to 31% at Approaches, 29% to 20% at Meets, and 17% to 11% at Masters.
- **Emergent Bilingual Achievement Gaps**
 - EB students continue to perform below overall campus levels, particularly at the higher performance levels, with 38% achieving Meets and 17% achieving Masters across all subjects.
- **Need for Higher Levels of Student Mastery**
 - Although the campus demonstrated growth in several grade levels and content areas, the data indicate a continued need to move more students from Approaches to Meets and Masters, with particular attention to reading comprehension, mathematics, SPED students, and EB students.
- **TELPAS Performance**
 - English language development remains an area of concern. The TELPAS composite score decreased from 37 in 2025 to 27 in 2026, representing a significant 10-point decline.
 - The campus did not meet the TELPAS Domain 3 target, indicating a need for increased focus on accelerating English language acquisition and supporting EB students in demonstrating annual language growth.

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

By the end of the current academic year, student academic achievement will improve from an average score of 77 (a C grade) to 82, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, with targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and aligned with our mission of raising academic standards.

OBJECTIVE 1: RYMS will increase overall student achievement from 46% to 51% or above at the STAAR Meets level by May 2027, with focused interventions in Science (target: 53%), Social Studies (target: 35%), Math (target: 50%), and RLA (target: 53%).

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation in order to provide differentiated instruction for students.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Establish Weekly Lesson Internalization Sessions:**
 - Develop and implement a consistent weekly schedule for lesson internalization during teacher planning, with a focused review of standards, learning objectives, success criteria, and aligned instructional tasks in RLA, Math, and Science.
- **Use Student Data to Plan Differentiated Instruction:**
 - During lesson internalization, teachers will analyze formative assessment and student performance data to anticipate misconceptions, identify students needing additional support or enrichment, and collaboratively plan differentiated activities and targeted interventions designed to increase performance at the STAAR Meets level and above.
- **Align Formative Assessments & Monitor Effectiveness:**
 - Teachers will collaboratively develop and review formative assessments aligned to the rigor of the standard and learning objective. Results will be used to determine student mastery, adjust upcoming instruction, and identify students requiring reteach, intervention, or enrichment.
- **Implement LIFT Grant Coaching & Feedback Cycles:**
 - Through the LIFT Grant, administrators will conduct lesson internalization alongside teachers, observe implementation in the classroom, and provide targeted coaching, support, and feedback to strengthen instructional practices and ensure planned strategies are effectively implemented.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • i-Ready • State and local student data • Campus based progress monitoring system • PD facilitated by external experts/Region 1 supports	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • i-Ready Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**
Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.
- **Use a Standardized Walkthrough Tool:**
Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.
- **Debrief and Provide Timely Feedback:**
After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans/Lesson internalization •Calibration training for Administration	•Walkthrough documents •Feedback forms	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •i-Ready Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 3: Providing tier 1, 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- Train and Support Intervention Staff

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 •IXL •Power Up •I-Ready •Read Works •Lead4ward training	•Training Agenda •Collaborative Learning Community Meetings •Tutorial lesson plans •Attendance sheets •Master Schedule/Class Rosters	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC, IXL, i-Ready, Mathia	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 85% of 6-8th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**
Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.
- **Tiered Intervention Implementation:**
All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.
- **Ongoing Teacher Collaboration and Planning:**
Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction, blended learning, accelerated classes, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Enrichment vocabulary of content • Targeted School Day Academies by content	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Tutorials Sign-in sheet	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**
 - Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs, through blended learning.
- **Tiered Intervention Implementation:**
 - All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.
- **Ongoing Teacher Collaboration and Planning:**
 - Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.
- **Data Driven Master Schedule:**
 - Monitor student progress weekly in Reading and Math and utilize an intentional master schedule to group students based on identified academic needs, providing targeted instruction, intervention, and enrichment to accelerate student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Master Schedule	• 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 [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • i-Ready Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and adjust learning strategies.
- Hold admin-student conferences to discuss growth, goals, and provide support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• 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 [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS: Dr. Iris Guajardo



GOAL AREA 2: Student Supports**Areas Reviewed: Student Performance****Strengths**

Raul H. Yzaguirre Middle School provides the teachers 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 grades 6th - 8th.
- 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.

Challenges

The 2026 STAAR Performance data indicate continued academic challenges in **reading comprehension, mathematics, and the performance of identified student groups**, particularly at the Meets and Masters levels.

- **Reading Achievement at Meets and Masters**
 - Grade 8 Reading demonstrates one of the largest gaps when compared to the state. While 85% of students achieved Approaches, only 48% achieved Meets compared to 61% statewide, a 13-point gap, and 21% achieved Masters compared to 33% statewide, a 12-point gap.
 - Grade 6 Reading also remains below the state, with 49% at Meets compared to 56% statewide.
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 - Grade 6 Mathematics remains an area of need, with only 64% achieving Approaches compared to 74% statewide and 33% achieving Meets compared to 40% statewide.
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 - Although the campus demonstrated growth in several grade levels and content areas, the data indicate a continued need to move more students from Approaches to Meets and Masters, with particular attention to reading comprehension, mathematics, SPED students, and EB students.
- **TELPAS Performance**
 - English language development remains an area of concern. The TELPAS composite score decreased from 37 in 2025 to 27 in 2026, representing a significant 10-point decline.
 - The campus did not meet the TELPAS Domain 3 target, indicating a need for increased focus on accelerating English language acquisition and supporting EB students in demonstrating annual language growth.

Goal Area 2: Student Supports

Annual Goal 2: School Progress: By May 2027, Raul Yzaguirre Middle School will increase School Progress performance from 90% to 93% by improving overall student progress, with a targeted focus on growth among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language across all contents.

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, TELPAS Committee

Action Steps:

- **Collaborate & Review Artifacts Through CLCs:**
 - The CLL will lead the initiative through Collaborative Learning Communities (CLCs), where teachers will collaborate, discuss implementation, and bring back and review student work and instructional artifacts to share successes, identify needs, and determine next steps.
- **Embed Academic Language Supports:**
 - Teachers will incorporate sentence stems into daily content objectives, instructional tasks, and structured partner/group discussions to strengthen academic discourse and support speaking and writing across content areas.
- **Monitor Implementation & Provide Feedback:**
 - Campus administration will monitor implementation through classroom walkthroughs and CLCs to ensure consistent use of sentence stems, language walls/toolkits, and structured academic conversations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts • Graphic Organizer Booklets for writing supports of students	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists • Student Artifacts	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**
Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.
- **Use Realia and Hands-On Materials During Instruction:**
Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).
- **Create Visual Word Walls or Interactive Vocabulary Journals:**
Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ___ is used to ___.”)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Summitk12 • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • IXL

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations through literacy groups, Socratic Circles, and CIF strategies****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Establish Collaborative Conversation Norms & Roles:**
 - Explicitly teach and consistently reinforce discussion norms such as active listening, taking turns, asking questions, responding to peers, and building on others' ideas. Assign purposeful roles such as *Speaker, Listener, Questioner, Researcher, and Recorder* to ensure all students actively participate.
- **Use Sentence Stems & Structured Collaborative Conversations:**
 - Provide sentence stems and conversation prompts and embed consistent routines such as Think-Pair-Share, Socratic Circles, peer questioning, turn-and-talk, and collaborative discussions to help students explain their thinking, justify responses, ask follow-up questions, and build on peer responses.
- **Implement Listening & Speaking Stations and Classroom Podcasts:**
 - Incorporate listening and speaking stations and classroom podcasts that require students to listen for understanding and then engage in collaborative conversations. Students will summarize what they heard, discuss key ideas, ask and answer questions, make connections, and respond to or build upon their peers' perspectives using academic vocabulary and sentence stems.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program • Recorders for Podcasts • Microphones • Headphones	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content & Special Education teachers, CLL

Action Steps:

- **Progress Monitor & Adjust Instruction:**
 - Teachers will conduct ongoing progress monitoring through the analysis of formative assessment data from benchmarks, Reading by Design, IXL, MATHia, and i-Ready, aligned to students’ individual IEP goals.
 - Data will be reviewed regularly to identify skill gaps, monitor student growth, adjust instruction and interventions, and determine targeted next steps toward meeting interim IEP goals.
- **Implement Text-to-Speech & Accommodations:**
 - Provide teacher training on accommodations like Text-to-Speech (TTS) or any additional testing accommodations, so teachers can explicitly train students to independently and appropriately use the accommodation.
 - Students with TTS accommodations will be provided weekly opportunities to practice and use TTS during classroom instruction and assignments to build familiarity and independence.
- **Increase Targeted SPED/EB Support:**
 - Increase in-class support from 30 to 45 minutes in reading and math to provide additional targeted instruction and intervention.
 - Provide additional tutorials for EB/SPED students focused on identified areas of need to accelerate academic and language growth and improve STAAR and TELPAS performance.
- **Increase In-Class SPED Support in Science and Social Studies:**
 - Provide additional in-class support for SPED students in Science and Social Studies as needed, based on student needs, to increase access to targeted instructional support within the general education classroom.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • i-Ready , IXL, Mathia • State and local student data • Campus based progress monitoring system • Reading by Design	•Curriculum documents •Lesson plans/Lesson Internalization •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Master Schedule •IEP •Formative assessment data	•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 •i-Ready Diagnostic

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 - May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content & Special Education teachers, CLL**Action Steps:**

- **Conduct Quarterly Data Review Meetings:**
 - Schedule quarterly meetings with Special Education teachers, general education teachers, interventionists, and administrators to collaboratively review student performance, progress-monitoring data, IEP goal progress, and classroom/formative assessment data.
- **Analyze Data & Develop Targeted Action Plans:**
 - Use a consistent data-review process to identify students making progress, students not meeting expected growth, and specific skill gaps. Teams will determine targeted instructional adjustments, interventions, responsibilities, and timelines based on the findings.
- **Use Data to Adjust the Targeted Improvement Plan:**
 - Use findings and trends identified during quarterly data reviews to monitor and adjust the Campus Targeted Improvement Plan (TIP), ensuring strategies and action steps remain responsive to identified student needs and progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready , IXL, Mathia • Reading by Design • TXRL • monitoring system • State and local student data • Campus based progress monitoring system • Targeted Improvement Plan	•Curriculum documents •Lesson plans •Data Review Session Agendas • Targeted Improvement Plan •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •i-Ready Diagnostic

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2026 - May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content & Special Education teachers, CLL**Action Steps:**

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**
Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.
- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**
Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, reading by design, manipulatives for math, calculator skills, text-to-speech, usage of supplemental aids)
- **Track Student Participation and Progress After Each Session:**
Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready, IXL, Mathia • State and local student data • Campus based progress monitoring system • Reading by Design • SuccessEd program • professional development on tier 2/3 instructions	• 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 [BMs] • STAAR & STAAR ALT • TELPAS & TELPAS ALT • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS:



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

R. Yzaguirre Middle School provides the teachers 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 grades 6th - 8th.
- 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.

Challenges

The 2026 STAAR Performance data indicate continued academic challenges in **reading comprehension, mathematics, and the performance of identified student groups**, particularly at the Meets and Masters levels.

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 - EB students continue to perform below overall campus levels, particularly at the higher performance levels, with 38% achieving Meets and 17% achieving Masters across all subjects.
- **Need for Higher Levels of Student Mastery**
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- **TELPAS Performance**
 - English language development remains an area of concern. The TELPAS composite score decreased from 37 in 2025 to 27 in 2026, representing a significant 10-point decline.
 - The campus did not meet the TELPAS Domain 3 target, indicating a need for increased focus on accelerating English language acquisition and supporting EB students in demonstrating annual language growth.

Goal Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will participate in a lesson internalization session during planning that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Implement Weekly Lesson Internalization:**
 - During weekly planning, 100% of teachers will participate in structured lesson internalization focused on standards, clear learning objectives, differentiated activities, student engagement, and aligned formative assessments.
- **Differentiate & Adjust Instruction:**
 - Teachers will use student data and formative assessments to anticipate misconceptions, differentiate instruction, and plan reteach, intervention, or enrichment based on student needs.
- **Provide Support & Monitor Implementation:**
 - Campus administration and the CLL will provide training, modeling, and ongoing support, while monitoring implementation through classroom walkthroughs and CLCs and providing timely coaching and feedback to strengthen instructional delivery.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • i-Ready • State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans • Lesson Internalization Guide	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization Guide • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • i-Ready Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Establish Consistent Collaborative Planning:**
 - Teachers will meet three times per week for collaborative lesson planning and one day per week for CLCs, with guidance and support from the content administrator and CLL.
- **Strengthen Instructional Planning:**
 - During planning sessions, teachers will collaborate to align pacing, standards, learning objectives, instructional strategies, differentiation, and formative assessments based on student needs.
- **Use CLCs for Data & Instructional Adjustments:**
 - During weekly CLCs, teachers will analyze student data, discuss instructional practices and student progress, and determine targeted adjustments and next steps, with ongoing feedback and support from the content administrator and CLL.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans • annotated lesson plans using technology • CLC weekly calendar • annotated lesson plans using technology	•Walkthrough documents • sign ins/agendas • data analysis • lesson internalization and artifacts	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •i-Ready Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Monitor Instruction Through Walkthroughs:**
 - Campus administration and CLLs will conduct regular classroom walkthroughs to monitor lesson implementation, student engagement, differentiation, and alignment to standards and learning objectives.
- **Provide Timely & Actionable Feedback:**
 - Teachers will receive timely feedback both in person and through the District Walkthrough Portal, highlighting instructional strengths, identifying areas for improvement, and providing clear, actionable next steps.
- **Provide Follow-Up Support & Interventions:**
 - Walkthrough trends and identified instructional needs will be addressed through PLCs/CLCs, targeted coaching, and modeling. Teachers will participate in interventions to observe effective instructional practices in peer classrooms, collaborate and reflect on strategies, and apply observed practices to strengthen classroom instruction.

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 • i-Ready reports, IXL, Mathia • District walk-through portal	• 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 • Results Driven Accountability • i-Ready

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2026.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Analyze Evaluation Data & Identify Areas of Support:**
 - Campus administration will review T-TESS data, walkthrough trends, and instructional evidence to identify individual and campus-wide strengths and areas for professional growth.
- **Provide Differentiated Coaching & Mentoring:**
 - CLLs and campus administrators will provide targeted support based on teacher need, will, and skill, including mentoring, coaching cycles, collaborative planning, modeling, co-teaching, and timely feedback.
- **Provide Opportunities for Growth & Monitor Progress:**
 - Teachers will participate in intervisitations, peer observations, and targeted professional development based on identified needs. CLLs and administrators will monitor progress and adjust support to promote continued teacher growth and instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds • Will/Skill matrix with list of teachers needing coaching/support	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations • teacher coaching calendar	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Identify High-Quality Teacher Competencies:**
 - Use T-TESS trends, walkthrough data, and campus instructional expectations to identify the key skills and characteristics demonstrated by effective teachers and use them to guide candidate selection.
- **Strengthen the Interview & Selection Process:**
 - Develop consistent, targeted interview questions and performance-based scenarios that assess candidates' instructional knowledge, classroom management, collaboration, data-driven decision-making, and commitment to student growth.
- **Use Collaborative Hiring Teams:**
 - Include campus administrators, CLLs, and high-performing teachers, as appropriate, in the interview and selection process to provide multiple perspectives and support the recruitment of candidates who demonstrate strong instructional practices and fit campus needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development • Hiring Committee	• Walkthrough documents • peer to peer observations • Summative evaluations	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • i-Ready Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 - May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Recognize & Celebrate Excellence:**
 - Regularly recognize teachers for instructional excellence, professional growth, student achievement, and contributions to campus success through staff shout-outs, awards, celebrations, and other campus recognition opportunities.
- **Provide Leadership & Growth Opportunities:**
 - Provide high-performing teachers opportunities to serve as mentor teachers, PLC/CLC leaders, model classrooms, peer support teachers, and campus instructional leaders, including stipends when available.
- **Strengthen Staff Retention & Campus Culture:**
 - Conduct staff check-ins, surveys, and recognition activities to celebrate accomplishments, identify areas where teachers need additional support, and create opportunities for staff voice, professional growth, and leadership to increase job satisfaction and retention.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year-at-a-Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • i-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• 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 • Results Driven Accountability • I-Ready

AREA LEADS:



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

R. Yzaguirre Middle School provides the teachers 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 grades 6th - 8th.
- 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.

Challenges

The 2026 STAAR Performance data indicate continued academic challenges in **reading comprehension, mathematics, and the performance of identified student groups**, particularly at the Meets and Masters levels.

- **Reading Achievement at Meets and Masters**
 - Grade 8 Reading demonstrates one of the largest gaps when compared to the state. While 85% of students achieved Approaches, only 48% achieved Meets compared to 61% statewide, a 13-point gap, and 21% achieved Masters compared to 33% statewide, a 12-point gap.
 - Grade 6 Reading also remains below the state, with 49% at Meets compared to 56% statewide.
- **Mathematics Performance**
 - Grade 6 Mathematics remains an area of need, with only 64% achieving Approaches compared to 74% statewide and 33% achieving Meets compared to 40% statewide.
 - Grade 6 Mathematics also declined from 69% to 64% at Approaches from 2025 to 2026.
- **Special Education Achievement Gaps**
 - SPED students continue to demonstrate significant achievement gaps. Across all subjects, only 44% of SPED students achieved Approaches, 24% achieved Meets, and 13% achieved Masters.
 - Grade 6 Reading showed notable year-to-year declines among SPED students, including a decrease from 41% to 31% at Approaches, 29% to 20% at Meets, and 17% to 11% at Masters.
- **Emergent Bilingual Achievement Gaps**
 - EB students continue to perform below overall campus levels, particularly at the higher performance levels, with 38% achieving Meets and 17% achieving Masters across all subjects.
- **Need for Higher Levels of Student Mastery**
 - Although the campus demonstrated growth in several grade levels and content areas, the data indicate a continued need to move more students from Approaches to Meets and Masters, with particular attention to reading comprehension, mathematics, SPED students, and EB students.
- **TELPAS Performance**
 - English language development remains an area of concern. The TELPAS composite score decreased from 37 in 2025 to 27 in 2026, representing a significant 10-point decline.
 - The campus did not meet the TELPAS Domain 3 target, indicating a need for increased focus on accelerating English language acquisition and supporting EB students in demonstrating annual language growth.

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026 - May 2027

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

Persons Responsible: School administration, Content teachers, Counselors, Liaison, Parental educator, Community engagement recruiters

Action Steps:

- **Design a monthly calendar:**
Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Counselor's Cafe, Telpas Night, Meet the Bears)
- **Collaboration with Staff and Community Partners:**
Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- **Promote Events and Encourage Participation:**
Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Educator • Administrators • Counselors • Content Teachers • Liaison	• Monthly Calendar • Sign-in sheets • Agendas • Increased parental involvement • Power Point • Invites • Photos of meetings	• Increased student engagement • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2026 - May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Liaison, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Key Workshop Topics for Counselor's Cafe:**
Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.
- **Schedule and Promote Monthly Counselor's Cafe:**
Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.
- **Send Home Resources for Continued Support:**
After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Educator • Administrators • Counselors • Liaison • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Increased Parental Involvement • Power Point • Invites • Photos of meetings	• Increased student engagement • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026 - May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Liaison, Parental educator, Community engagement recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Christmas Concerts**, and **Sports Events**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parent Educator • Administrators • Counselor • Content Teacher • Liaison	• Monthly Calendar • Sign-in sheets • Agendas • Increased parental involvement • Power Point • Invites • Photos of meetings	• Increased student engagement • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 school year, the campus will increase and maintain an average daily student attendance rate of 95% or higher, supported by targeted family outreach, community partnerships, and student engagement strategies, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2026 - May 2027

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

Persons Responsible: School administration, Content teachers, Counselors, Liaison, Parental educator, Community engagement recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**

Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.

- **Implement an Early Intervention & Support System**

Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.

- **Celebrate and Recognize Attendance Milestones**

Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Attendance Raffles • Attendance Incentives • Certificates • ARP program	• Parent contact • Social media posts/pictures • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026 - May 2027

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

Persons Responsible: School administration, Content teachers, Counselors, Liaison, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**
Host family nights through sports events like football tailgates, parent's night, homecoming, etc. to build on attendance habits and routines to increase awareness of how attendance impacts academic achievement.
- **Communication Plan:**
Include announcements and invites through social media, texts, phone calls to keep parents informed and engaged.
- **Attendance Ambassadors program:**
This program will include staff, families, and community volunteers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Attendance Raffles • Attendance Incentives • Certificates • ARP program	• Parent contact • Social media posts/pictures • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 - May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Liaison, Parental educator, Community engagement recruiters

Action Steps:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Attendance raffles • Attendance Incentives • Certificates • ARP program	• Parent contact • Increased student attendance • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation/engagement • Performance

Title 1, Part A School Wide 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, pupils 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) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble 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.

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Raul H. Yzaguirre Middle School is committed to our 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. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that

	essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. • Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).

Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Meet the Bears (September 2026) • Football Game Tailgates (Football Season) • Bears Homecoming Parade (October 2026) • Pack the House (October 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • Helmets, Poms and Heels (8th Grade parents, October 2026) • Spanish AP Parent Information Session (November 2026) • Fall Festival (November 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • Holiday Luncheons for Parent Volunteers (September 2026-May 2027) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Parental Recognition Celebration (May 2027) • Understanding Assessment Meetings (January 2027) • 6th Grade recruitment expo (May 2027)
Curriculum	R. Yzaguirre Middle School utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12

	• Mathia • Lead4Ward • IXL • Beanstack • MackinVia • Microsoft Speaker Progress • McGraw Hill Study Sync • Gizmos • Savvas • i-Ready • Blended Learning • Bluebonnet • Quill • Lowman's (Social Studies)
Forms of Academic Assessments	R. Yzaguirre Middle School ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards R. Yzaguirre Middle School tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	R. Yzaguirre Middle School values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. R. Yzaguirre Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	R. Yzaguirre Middle School values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent-Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks

Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

This policy is also available in Spanish. (Esta política también está disponible en español.)

2025-2026 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	R. Yzaguirre Middle School está comprometida con nuestra visión: (ESCRIBA AQUÍ LA VISIÓN DE SU ESCUELA). Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la

	importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela • Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche de Conocer al Maestro/“Open House” en los Planteles de Secundaria (septiembre 2026 y marzo 2027) • Conferencias de Padres y Maestros (todos los niveles de grado — agosto 2026–mayo 2027)

	• Conoce a los Bears (septiembre 2026) • Eventos previos al partido de fútbol (temporada de fútbol) • Desfile de Homecoming de los Bears (octubre 2026) • “Pack the House” evento (octubre 2026) • Noche Familiar de Trunk/Treat de Halloween (octubre 2026) • Desfile de la Cinta Roja (Red Ribbon) (octubre 2026) • Exhibición de la Conferencia del Distrito (octubre 2026) • Cascos, Pompones y Tacones (padres de 8.º grado, octubre 2026) • Sesión informativa para padres de AP Español (noviembre 2026) • Festival de Otoño (noviembre 2026) • Día Nacional de Participación de los Padres (noviembre 2026) • Reuniones del Comité Asesor de Salud Escolar (noviembre 2026, marzo 2027, mayo 2027) • Conferencia para Padres de Educación Especial (septiembre 2026) • Sesiones de Café con los Consejeros (septiembre 2026–mayo 2027) • Posada Navideña — Evento Familiar (diciembre 2026) • Almuerzos festivos para voluntarios padres (septiembre 2026–mayo 2027) • Reuniones de Oficiales del Consejo Asesor del Distrito para todos los Oficiales de Padres de todos los Planteles (octubre 2026, diciembre 2026 y marzo 2027) • Reuniones de Campus de Título I (septiembre 2026) • Reuniones de Políticas del Plantel (noviembre 2026) • Reuniones del Compromiso del Plantel (febrero 2027) • Reuniones de Retroalimentación del Plan del Plantel (abril 2027) • Reuniones de Asistencia (octubre 2026) • Celebración de Reconocimiento a los Padres (mayo 2027) • Reuniones para Comprender las Evaluaciones (enero 2027) • Expo de reclutamiento para 6.º grado (mayo 2027)
Currículo	R. Yzaguirre Middle School utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Mathia • Lead4Ward • IXL • Beanstack • MackinVia • Microsoft Speaker Progress

	• McGraw Hill Study Sync • Gizmos • Savvas • i-Ready • Blended Learning • Bluebonnet • Quill • Lowman's (Social Studies)			
Formas de Evaluación Académica	R. Yzaguirre Middle School Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards R. Yzaguirre Middle School da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.			
Formas de solicitar reuniones periódicas	R. Yzaguirre Middle School da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. R. Yzaguirre Middle School valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.			
Apoyo Adicional para los Padres y las Familias	R. Yzaguirre Middle School reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	-Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la	-Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante:

	- Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	- tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	- Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
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Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA!

Esta política también está disponible en inglés.