

Yoakum Independent School District
Yoakum Annex School
2023-2024 Campus Improvement Plan

Mission Statement

Mission Statement

Yoakum Primary Annex faculty and staff believe that every student can take a right step into education by mastering the needed skills to become a productive, responsible person. Through a concerted effort of faculty, staff, parents and community, Yoakum Primary Annex will provide all students with a safe, supportive and productive environment.

Vision

At Yoakum Primary Annex our students will become productive citizens by achieving growth and success in a safe environment with committed staff and support from our families and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Yoakum Primary Annex School consists of Pre-K and Kindergarten classes with a total enrollment of 218 students. Ethnic breakdown is : 72% Hispanic, 16.9% White, 7.4% African American, .4% Asian and 3.2% Multiracial. Our faculty consist of 1 Principal, 1 Counselor, 6 PK teachers, 6 Kindergarten teachers, 1 1/2 RTI teachers, 1 PE teacher, 1 special education teacher, 14 Paraprofessionals. 2 office staff, 1 librarian (split between 3 campus'), 2.5 custodians and 1 Nurse.

Demographics Strengths

The strengths of our campus are:

- * small class sizes in PK
- * paraprofessional support in all PK rooms
- * paraprofessional support (half day) in Kinder rooms
- * extra RTI support for Kindergarten students TIER 2 and 3

Student Achievement

Student Achievement Summary

YPA has many supports to help our student be successful in Reading, Math, Social/Emotional skills and leaning the English language.

Yoakum Primary Annex is concentrating on Phonemic and Phonological Awareness for PreK and Kindergarten as well keeping a strong program in teaching Phonics. . This will give our students a solid foundation so they can be successful in reading. Our campus creates a positive learning environment for all students so they can make growth in all areas of learning. Our current needs are to increase parent involvement to help support student growth in reading and math.

Student Achievement Strengths

Yoakum Primary Annex have the following strengths in Student Achievement:

RTI tier system to show student progress and/ or needs.

RTI support for Tier 2 and Tier in Reading and Math for Kindergarten.

Parent Meetings throughout the year.

Smart/Interactive boards in classrooms.

Recognition of weekly STAR students.

BOY, MOY TXKEA testing for Kindergarten, BOY, MOY,EOY CLI testing for PK

TEMI math testing for Kindergarten.

Perfect Attendance awards for each six weeks.

GT program for Kindergarten

Weekly Guidance lessons by the counselor on Social/Emotional skills for PK and Kindergarten.

I station and technology daily for Kindergarten.

PM benchmark testing for Kindergarten students.

In partnership with Head Start for the PK program.

Weekly PLC grade level meetings in Kindergarten to support student success.

Perfect attendance awards each six weeks.

Certified Bilingual teachers in PK and Kindergarten.

School Culture and Climate

School Culture and Climate Summary

The climate of the Yoakum Primary Annex is positive and supportive. We have many strengths to help and support our students and teachers. We have a low turn over in staffing, most staff members have been here for many years. To keep class sizes low, We added 1 new PK and Kindergarten teacher. Each grade level has 2 lead teachers that guide and support each member of the team. The grade levels meet weekly to discuss lesson plans and share ideas.

School Culture and Climate Strengths

The Yoakum Primary Annex has improved the climate and culture of our campus in numerous ways. The following has been implemented:

Additional Para support in the classrooms.

Increase of Technology in the classroom. (I Pads & Interactive smart boards)

Campus morning pledge and announcements

Individual/group class rewards for good behavior

Attendance rewards every 6 weeks

Safety drills

Weekly grade level planning

Weekly STAR student awards

Counseling/Guidance classes each week.

Theme Days to celebrate- Drug awareness, Homecoming, Christmas

Student and Staff birthday acknowledgement

Parent/Student Thanksgiving lunch

Christmas program for parents

PK Visit to the nursing home at Halloween

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Yoakum ISD continues to be proactive in the recruitment and retention of qualified staff. Our campus ensures that all hired staff will be a good fit for our campus and students. We look for applicants who will invest in our campus and community. Although recruitment to our small community is becoming more challenging, it is important to be creative and find ways to entice educators to come here. . Analysis of the staff demographics show the need for employing minority teachers so that the district staff would more closely reflect the student demographics.

The district attends job fairs throughout the state when possible and contracts with Region III ESC for job placement services.

Staff Quality, Recruitment, and Retention Strengths

Yoakum Primary Annex have the following strengths to support our staff quality, their recruitment and retention with Yoakum ISD:

Staff are highly qualified or are a pathway to becoming highly qualified.

Incentives for community/school support (free passes to athletics events, reduced prices for drinks and meals at certain restaurants)

Stipends for Bilingual teachers' and staff with Master's degree.

Training for new teachers in the districts given by technology and curriculum coach (Aug.)

Positive activities for staff: luncheons, Secret Santa, Teacher appreciation week, Counselor Appreciation, Paraprofessional Appreciation, Bus Driver Appreciation, Christmas party, Jean Friday and Jean passes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Yoakum Primary Annex puts academic growth of all students as the top priority. We invest hours of purposeful planning with our instructional coach to make sure all TEKS are covered and taught throughout the year. Teachers receive training in the adopted curriculum and additional programs to provide a well rounded academic approach to instruction. Teachers are trained in our assessments given on campus to ensure that the results are accurate and valid to correctly reflect the progress of our students. Guided reading is taught in small group with targeted instruction and stations are used to provide a more individual approach to learning. The campus RTI Team is well organized and meets on a continuing basis throughout the school year to monitor the growth of our student's academic achievements.

Curriculum, Instruction, and Assessment Strengths

Yoakum Primary Annex engage in the following strengths for curriculum, instruction and assessments:

Weekly PLC grade level meeting in Kindergarten

BOY, MOY and EOY CLI test for PK

BOY, EOY test TXKea

Individual student reading levels taken each six weeks in Kindergarten

RTI meetings held every six weeks to monitor growth.

Reading Academy training

Computers daily for Kindergarten students

Classrooms are equipped Smart boards, projectors, I pads, desktops and laptops.

Scholastic Weekly Readers

Go Math , H and H reading, Saxon Phonics, Hagerty Phonemic Awareness (Kinder)

Frog Street (PK) Hagerty Phonemic awareness

Parent and Community Engagement

Parent and Community Engagement Summary

Yoakum Primary Annex continues to support activities to increase parent and community involvement. While maintaining safety precautions, we offer many different ways for parents to be involved on campus. Building relationships with our parents will increase communication between the school and the home and this will lead to academic success for our students. Our campus communicates with parents and the community through websites, letters, newspaper articles, and email. A special phone contact system for parents called Blackboard has been purchased and implemented.

Parent and community members participate on the District and Campus site-based planning committees.

Parents are encouraged to attend the Parental Involvement Conference in Victoria sponsored by Region III ESC.

Parent and Community Engagement Strengths

Yoakum Primary Annex currently engage the following strengths to encourage positive parent and community relationships:

Daily attendance calls using Blackboard Connect

Updated calendar of events on the YPA website

Consistent parent contact- Individual classroom Remind groups, weekly newsletters from teacher to parent, phone calls, email, parent conferences.

Thanksgiving Lunch for parents

Christmas program for parents

Family projects-pumpkin contest

Red ribbon week

Meet the teacher

Star Student lunch with parents

Nursing home visits at Halloween, Christmas and Easter

Visit to the Museum

PALS

Kinder graduation program

LIONs club spot vision screening

Fire station Visit during Fire prevention week

School Context and Organization

School Context and Organization Summary

Yoakum Primary School (grades 1-2) Yoakum Primary Annex (grades PreK - Kindergarten.) Yoakum ISD supports the campuses in the district by providing funds for implementing several special programs to meet the needs of the diverse population of students attending the district. These special programs include the following:

Dyslexia Program – This program is designed to enable students to master and retain the reading strategies necessary to manage the difficulties associated with Dyslexia. The District provides a Dyslexia Facilitator to aid the campuses. Campuses use the Reading Horizons Reading Program for identified dyslexic students.

Gifted/Talented Program – This State funded program is intended to offer enrichment opportunities to students who perform or show the potential to perform at a remarkably high level of accomplishment when compared to others of the same age. Students may be nominated for GT screening by parents, teachers, and/or community members. After being nominated, parents are notified and asked permission to allow the identification process to continue, following District GT guidelines. Students in grades K-5 are served by a pullout GT program. Students from grades 6 -12 will be served with the Pre-Ap, and AP classes

Pre-Kindergarten – Pre-Kindergarten education is a state program for students whose home environment or limited English might impede their success in school and in life. The Pre-Kindergarten program stresses intensive language development. It focuses on learning activities that prepare children for the language requirements of Kindergarten. The district has made Pre-K available for all students. Pre-K teachers coordinate with the Head Start Program. Head Start is a Federal program for economically disadvantaged preschool children. This cooperation allows students from the community a full day of school to address their developmental and academic needs before the high expectations of Kindergarten.

State Compensatory Intensive Accelerated Instruction – This program is designed to complement the Title I, Part A program by providing supplementary services that improve and enhance the regular educational program for students who meet one or more of the state’s criteria for being in an at-risk situation. Programs and services paid for with these funds must be limited to students who meet one or more of the state at-risk criteria and is supplemental to the regular education program. Funds are used for additional positions to lower pupil-teacher ratios and tutorials.

Response to Intervention- Yoakum Campuses RtI Teams meets throughout the year to identify and monitor the progress of students identified on each campus as needing interventions to the regular instruction at Tier II and/or Tier III. These students receive additional time during the regular school day with a highly qualified teacher/paraprofessional. Professional development has been held to assist teachers in differentiating instruction, inclusion strategies, and offering research-based strategies in the regular classroom at Tier I.

Title III ESL(Federal Funds) and State ESL - These ESL Programs are both supplemental and are designed to reach LEP (Limited English Proficient) students at their levels of English proficiency and rapidly build their ability to become competent in speaking, comprehending, reading, and writing English so they may achieve their best potential in and out of the classroom. Yoakum ISD participates in a shared services arrangement with Region III ESC.

Title I Part A – Improving Basic Programs Operated by Local Educational Agencies - Some of the services provided to students include extended year instruction, computer assisted instruction, instructional paraprofessionals/aides, and funds to increase parent involvement activities.

Special Education – This program is funded by local, state, and federal funds. It provides special services for students with disabilities. Programs available for students with disabilities include PPCD (Pre-school Program for Students with Disabilities) – for students 3 – 6 years, Resource, Life Skills, Behavior Adjustment, Inclusion, Speech Therapy, Diagnostic Services, and Counseling Services. In addition to these programs, Occupational/Physical Therapy and assistive devices for the visually impaired, auditory impaired and handicapped students are provided.

Recognizing that the district had an over representation of minorities in Special Education and a higher percentage of students being served in Special Education than the state average, Yoakum ISD has implemented several new initiatives and worked to strengthen initiatives that were already in place in the district during the last few years. All staff administering the TAKS ALT completed the required online training module prior to the testing window last year.

School Context and Organization Strengths

Over the years the RTI program has proved successful. Although, we are still over indentified in certain areas, we have seen an gradual decrease in the number of students in Special Education.

Technology

Technology Summary

The technology of the Yoakum Primary Annex School has improved greatly in the past two years. The use of Ipads has increased throughout Pre-K and Kinder grades. Teachers have access to many forms of online assessments to better aid in the evaluation of our students' needs. These include Istation Reading and Math both at school and at home. We have also added the use of Google Classroom.

Technology Strengths

All classrooms have at least 8 Ipads present in the classroom for use at all times. Each classroom utilizes an interactive TV that can be used in many ways. We also have I-Station for Kindergarten.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 1: By the Spring of 2024, Yoakum Primary Annex will maintain an attendance rate at or above 97% for all students





Evaluation Data Sources: Peims records reflecting increasing attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Contact parents of absent students on the third consecutive day, and document the cause of the absence Strategy's Expected Result/Impact: Increase attendance shown by attendance records Staff Responsible for Monitoring: PEIMS Secretaries, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reward perfect attendance during the year with special treats and certificates. Strategy's Expected Result/Impact: Attendance charts will reveal an attendance rate of 97%+ Staff Responsible for Monitoring: Principals Funding Sources: Attendance records, certificates - 199 General Fund - \$250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Perfect attendance students will be rewarded with gift cards and a certificate at the end of the year. Strategy's Expected Result/Impact: Peims attendance records Staff Responsible for Monitoring: Principals Funding Sources: Attendance records - 199 General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 2: By the Spring of 2024, Yoakum Primary Annex will increase its use of technology throughout the curriculum

Evaluation Data Sources: Technology use as seen through use of Newline in each Kindergarten room and I pads for each classroom. Computer class is offered daily for Kindergarten.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers regularly integrate technology into lessons to enrich instruction and address TEKS. Strategy's Expected Result/Impact: Evidence seen through walk-throughs and T-TESS Staff Responsible for Monitoring: Principals</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue Computer lab for K students. I-Station, Learning.com, and ABCya Strategy's Expected Result/Impact: Teacher observation and assessment Staff Responsible for Monitoring: Computer Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Computer lab, teachers, aides - 199 General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will assess reading progress through the use of I-pads. Strategy's Expected Result/Impact: Evidence seen by administration Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase new software and hardware programs as technology needs increase Strategy's Expected Result/Impact: Grants received, administrative approval Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 3: By the Spring of 2024, Yoakum Primary Annex will maintain or exceed objectives to meet the met standard status for all ESL/Bilingual students.

Evaluation Data Sources: TXKEA results, OLPT, and PM Benchmark (reading levels).





Strategy 1 Details	Reviews			
Strategy 1: Provide summer school classes for K-1 ESL students Strategy's Expected Result/Impact: TPRI, TEMI math, STAAR results Staff Responsible for Monitoring: ESL Teachers ESF Levers: Lever 5: Effective Instruction Funding Sources: Teachers, paraprofessional - ESL - \$1,000, - 199 General Fund - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a highly qualified group of ESL certified teachers, paraprofessionals, and continue with the process of moving teachers toward Bilingual certification as numbers require Strategy's Expected Result/Impact: Certification documentation Staff Responsible for Monitoring: Assistant Superintendent Funding Sources: Region III ESL training, ESL teachers - ESL - \$259,057, - 199 General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Attend professional development workshops to meet the needs of the ESL learner Strategy's Expected Result/Impact: TELPAS testing Staff Responsible for Monitoring: ESL Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ESL testing Strategy's Expected Result/Impact: Program Placement Staff Responsible for Monitoring: Counselors, ESL Teachers Funding Sources: IPT and TELPAS testing materials - 199 General Fund - \$200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide ESL strategies and vocabulary usage Strategy's Expected Result/Impact: TELPAS testing Staff Responsible for Monitoring: ESL Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 4: By the Spring of 2024, all students in at the Yoakum Primary Annex will participate in Drug Free Schools and Communities Program

Evaluation Data Sources: Student participation as documented by teacher and counselor





Strategy 1 Details	Reviews			
Strategy 1: Students and staff will participate in Red Ribbon Week Strategy's Expected Result/Impact: Documented student participation Staff Responsible for Monitoring: Counselors Funding Sources: Drug free materials - 199 General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize programs as available from community and schools (Com. Ctr. Programs, Mid-Coast Family Services) Strategy's Expected Result/Impact: Student participation Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Social and Emotional Guidance lessons to support mental health Strategy's Expected Result/Impact: Student participation as documented by counselor Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 5: By the Spring of 2024, Yoakum Primary Annex will continue to exercise the district code of conduct for the protection of all students and staff

Evaluation Data Sources: Documentation of completed drills and plans for continued safety for all students and staff





Strategy 1 Details	Reviews			
Strategy 1: Include Student Code of Conduct in Parent/Student Handbook or provide copy when asked Strategy's Expected Result/Impact: Decrease in number of discipline referrals Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Update and continue to utilize a crisis management team to provide safety and security for all students and staff. Strategy's Expected Result/Impact: Completed safety plan Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Update and utilize Remind for contacting staff and students Strategy's Expected Result/Impact: Documentation that all staff receiving a copy Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Prepare a field trip procedure to include copies of emergency care cards, any needed medication, and class lists. Strategy's Expected Result/Impact: Checklist of items on field trip procedure Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Post emergency phone numbers and procedures at each phone on campus Strategy's Expected Result/Impact: Documentation of posted numbers Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Continue to use the Standard Response Protocol (Hold, Secure, Lockdown, Evacuate, and Shelter) Strategy's Expected Result/Impact: Documentation of Drills Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 6: By the Spring of 2024, Yoakum Primary Annex will continue to extend and monitor the State Compensatory Education Program (SCE) for all eligible students

Evaluation Data Sources: Decline in Special Education referrals, CLI and TXKEA results





Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the RTI team and process to consider instructional strategies, modifications and support services to be used prior to Spec. Ed. referral Strategy's Expected Result/Impact: Decreased number of Spec. Ed. referrals Staff Responsible for Monitoring: Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development and training in the RTI strategies, modifications, and support services Strategy's Expected Result/Impact: Attendance sign-in sheets Staff Responsible for Monitoring: Principals Funding Sources: Region III, Spec. Ed. co-op, Spec. Ed. teachers - 199 General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Promote the acceptance of LRE, integrated curriculum, multiple intelligence's, technology, motivational strategies, modifications, and Spec. Ed. updates through campus-based staff development Strategy's Expected Result/Impact: STAAR results Staff Responsible for Monitoring: Special Ed. Teachers Funding Sources: Region III - 199 General Fund - \$250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide summer school classes for K-1 ESL students Strategy's Expected Result/Impact: Language Proficiency test, local assessments Staff Responsible for Monitoring: ESL Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 7: By the Spring of 2024, Yoakum Primary Annex will increase the involvement of parents, community, and business to support student achievement in the educational environment

Evaluation Data Sources: Increased parental involvement, student attendance, fewer discipline problems, and improvement of grades





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide orientation for families of students at Yoakum Primary Schools to discuss curriculum, discipline, attendance, and expectations (Orientation in English and Spanish)</p> <p>Strategy's Expected Result/Impact: Increased attendance, fewer discipline referrals, improvement of grades</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: Primary cafeteria and classrooms, announcements in newspaper, teacher newsletters - 199 General Fund - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Invite parents, senior citizens, and professionals from the community, and staff to read to children and to listen to children read</p> <p>Strategy's Expected Result/Impact: Improved TPRI and Star assessment scores. Improved comprehension and fluency</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Discuss student achievement and attendance with families at report card conferences at the end of the first six weeks and as needed at the end of the fourth six weeks. Spanish speaking staff members will be available as needed.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and improved grades</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue Family Involvement Program</p> <p>Strategy's Expected Result/Impact: High priority parents will be well represented at events</p> <p>Staff Responsible for Monitoring: Staff Parent Liaisons</p> <p>Funding Sources: Newsletters, meeting place, refreshments - State Comp Ed (SCE) - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Invite parents to attend the Book Fair at their respective campuses Strategy's Expected Result/Impact: Record of attendance and books purchased Staff Responsible for Monitoring: Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Invite Parents/Speakers to present programs to enhance multicultural awareness Strategy's Expected Result/Impact: Documentation of all volunteers Staff Responsible for Monitoring: Staff Parent Liaisons	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Kindergarten teachers and administration meet with parents and Head Start personnel to share ideas and provide materials to help prepare children for Kindergarten Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Principals Funding Sources: Handouts - 199 General Fund - \$150	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 8: The campus will continue to hire and keep highly qualified teachers





Evaluation Data Sources: All teachers and paraprofessionals are fully trained

Strategy 1 Details	Reviews			
<p>Strategy 1: Yoakum ISD will employ and retain "Highly Qualified" teachers and paraprofessionals.</p> <p>Strategy's Expected Result/Impact: 16 Full Time teachers employed and 14 paraprofessionals. All paraprofessionals trained through Region III ESC</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 9: By the Spring of 2024, all Yoakum Primary Annex students needing improvement in Literacy skills involving reading and math will be provided with instructional support through Title I School wide assistance





Evaluation Data Sources: Scores on Benchmarks, assessments, CLI and TXKEA results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teach reading strategies to target five components of reading Strategy's Expected Result/Impact: TXKEA and CLI test results, TEMI test Staff Responsible for Monitoring: RTI Reading Teachers</p> <p>Funding Sources: Paraprofessionals, guiding reading, V&V program, SRA materials, AR - Title 1 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide technology and equipment to RTI team to aid in reading and math intervention and testing Strategy's Expected Result/Impact: M-class, TPRI, and Star results Staff Responsible for Monitoring: RTI Reading Teachers</p> <p>Funding Sources: Softwar programs, Ipads, SRA online activities, computers, ipod shuffles, ear phones - 199 General Fund - \$1,800, - Title 1 - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development for RTI team in areas of reading and math, as well as collaboration opportunities with other professionals Strategy's Expected Result/Impact: Attendance sign in sheets and certificates Staff Responsible for Monitoring: Principals, Region III</p> <p>Funding Sources: Region III, co-op, conferences, RTI team - 199 General Fund - \$2,400</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By the end of the year 2024, The Yoakum Primary Annex will show academic growth/success by developing a shared understanding of student learning with all stakeholders.

Performance Objective 10: Yoakum Primary Annex will continue to provide and improve a wellness program for all students

Evaluation Data Sources: Follow all federal food guidelines, and decrease bullying incidents

Strategy 1 Details	Reviews			
<p>Strategy 1: Yoakum Primary Annex will employ a physical education teacher to offer physical education classes Strategy's Expected Result/Impact: Follow all federal food guidelines, health awareness Staff Responsible for Monitoring: Principals Funding Sources: Paula Berger, Michael Brooks - 199 General Fund - \$99,649</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Yoakum Primary Annex will provide a counseling program Strategy's Expected Result/Impact: Well adjusted students Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Yoakum Primary Annex will continue to reinforce the Bully Prevention curriculum through guidance lessons and counseling Strategy's Expected Result/Impact: School and class observations, decrease in bullying incidents Staff Responsible for Monitoring: Counselors Funding Sources: Bully prevention kit, workbook, stickers - 199 General Fund - \$700</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Jimenez	Paraprofessional	2nd Grade aide	
Jessica Helweg	Teacher	Dyslexia	
Kathy Berger	Paraprofessional	Pre-K aide	
Melissa McCord	Paraprofessional	Technology	
Priscilla Puentes	Paraprofessional	ESL Aide	
Stephanie Caka	Paraprofessional	1st grade aide	

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Attendance records, certificates		\$250.00
1	1	3	Attendance records		\$300.00
1	2	2	Computer lab, teachers, aides		\$500.00
1	3	1			\$2,500.00
1	3	2			\$300.00
1	3	4	IPT and TELPAS testing materials		\$200.00
1	4	1	Drug free materials		\$300.00
1	6	2	Region III, Spec. Ed. co-op, Spec. Ed. teachers		\$1,000.00
1	6	3	Region III		\$250.00
1	7	1	Primary cafeteria and classrooms, announcements in newspaper, teacher newsletters		\$250.00
1	7	7	Handouts		\$150.00
1	9	2	Softwar programs, Ipads, SRA online activities, computers, ipod shuffles, ear phones		\$1,800.00
1	9	3	Region III, co-op, conferences, RTI team		\$2,400.00
1	10	1	Paula Berger, Michael Brooks		\$99,649.00
1	10	3	Bully prevention kit, workbook, stickers		\$700.00
Sub-Total					\$110,549.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Paraprofessionals, guiding reading, V&V program, SRA materials, AR		\$4,000.00
1	9	2			\$8,000.00
Sub-Total					\$12,000.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	Newsletters, meeting place, refreshments		\$350.00
Sub-Total					\$350.00

ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Teachers, paraprofessional		\$1,000.00
1	3	2	Region III ESL training, ESL teachers		\$259,057.00
Sub-Total					\$260,057.00