

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



Mission Statement

Yoakum High School is dedicated to helping all students master, to the best of their abilities, the knowledge, skill and competencies necessary to become productive citizens. We are dedicated to meeting the physical, social, and emotional needs of our students through a locally enriched essential knowledge curriculum and varied instructional techniques to assure student success.

Value Statement

D - Discipline

O - Optimism

G - Greatness

S - Spirit

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Serving students from a population of approximately 9,242, the Yoakum Independent School District encompasses 268 square miles in Dewitt and Lavaca counties and it is located at the heart of Austin-Houston-Corpus Christi - San Antonio diamond. It has a total enrollment of 1,600 students attending five different campuses. District offices are located in Yoakum, Texas. The campus has 41 teachers and is governed by a seven member Board of Trustees who serve staggered, three year terms. Yoakum ISD is fully accredited by the Texas Education Agency.

Demographics Strengths

According to PEIMS reports, student demographics on the campus have shifted over the last year.

The percent of African American students remained steady at 5% in 2022. The same report shows the percent of Hispanic students has slightly decreased from 64% in 2020 to 62% in 2022, and our anglo numbers have increased from 29% in 2020 to 32% in 2022. We have seen fairly larger increases in our economically disadvantaged and at-risk student groups. The percent of Economically Disadvantaged students at the campus has increased from 53.2% in 2013 to 66% in 2022. The percent of students identified as At Risk has increased from 36% in 2021 to 49% in 2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2022, our Hispanic demographic is being outperformed by the white demographic on all EOC test by 16% in the Approaches category, by 25% in the Meets category, and 17% in the Masters category. The performance gap appears to be growing. **Root Cause:** Our Hispanic demographic is growing at a rate that is faster than the campus' ability to train or hire teachers with strategies and materials to teach our growing ELL population, and the Hispanic sub group is now our largest demographic group.

Student Achievement

Student Achievement Summary

In 2022, the campus earned an overall rating of an 84 which resulted in a B rating.

Student Achievement Strengths

The campus was rated a B in 2022. The campus earned a rating of an 84.

Individual test performance from 2022 showed the largest campus improvement in Algebra I, with an increase of 18% in the number of students meeting the Approaches standard from 2021.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our sub populations of African American, Hispanic, and Economically Disadvantaged historically perform worse than other sub populations on state assessments. **Root Cause:** A lack of parental support, growing numbers in these sub groups, and the inability to recruit/retain quality teachers all could be causes for the poor performance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Yoakum High School continues to be proactive in the recruitment and retention of qualified staff. All teachers/paraprofessionals on the campus meet the highly qualified requirements. 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. The district also continues to stay in contact with the different alternative certification programs in the state.

Staff Quality, Recruitment, and Retention Strengths

Professional Development opportunities have been established at Yoakum High School for campus use in providing training opportunities in-house so staff will not have to travel to the Region III ESC in Victoria as much. It includes a computer, wifi, and NET3 capabilities for distance learning. The district also continues to strive to provide an above base pay to attract and retain quality teachers. The campus works with surrounding regional service centers and university prep programs to recruit quality teaching applicants.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Yoakum High School currently has great difficulty attracting quality teachers for open teaching positions. **Root Cause:** The profession is not attractive to young adults for various reasons. State regulations and lack of professional pay are also contributing factors.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has contracted with Region 3 ESC using TEKS Resource System. This service was purchased to help align instruction with state testing requirements.

To help with curriculum and instruction, the district is working to bring in reading and writing specialists and has received different trainings from Lead4ward.

Technology has been updated in the district with projectors in all instructional classrooms. Monies have been added to our campus budget where the needs assessment indicated. The district uses many programs to monitor students' growth such as TPRI, state-released assessments, and campus-developed assessments to monitor student progress. DMAC has been purchased to help with the disaggregation of data.

Student demographic groups including All Students, African American, Hispanics, White, Male, Female, Economically Disadvantaged, Special Education, At Risk, Deaf, ESL, GT, Migrant, Title I, and CATE were analyzed. Disaggregated data from assessment instruments including STAAR, TPRI, Teacher evaluations, EOCs, TELPAS, and report cards were reviewed. The campus needs to continue to strengthen and improve the implementation of RtI strategies. CTE courses need to be offered in sequential order. The campus will strive to maintain small class size and use differentiated classroom strategies to meet the needs of diverse learners.

Curriculum, Instruction, and Assessment Strengths

Student performance in the area of Algebra I and English II were the content area strengths of the campus for 2022. Campus staff in most content areas are experienced and highly qualified. Campus personnel work as a cohesive unit and are responsive to the challenges we are presented with. There is a system in place for developing local assessments and analyzing data from these assessments to guide school improvement. A review of the current data is done on a six weeks basis. Professional development opportunities are offered to all staff on the campus to keep them up-to-date in their content areas. Region III ESC offers workshops during the school year, online, by NET3, and during the summer. Stipends for summer attendance was offered by the district and by Region III ESC.

The district RtI Team is well organized and meets on a continuing basis throughout the school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Currently the campus is only able to offer STAAR remediation classes in the areas of English and Biology, although accelerated instruction is offered in all subject areas via morning tutorials. **Root Cause:** Do not have the staffing or the scheduling flexibility to offer any more STAAR remediation classes.

Parent and Community Engagement

Parent and Community Engagement Summary

Yoakum High School continues to support activities to increase parent and community involvement. Parents and community members are active in support of extracurricular activities of the campus. There is minimal parental support of student academic programs. The district communicates with parents and the community through websites, letters, newspaper articles, and email. A special phone contact system for parents, called Blackboard Connect, has been purchased and implemented for various campus communication needs.

Parent and community members participate in the campus site-based planning committee. We have various booster clubs run by community members and parents to support the endeavors of our students.

Parents are encouraged to attend the Parental Involvement Conference in Victoria sponsored by Region III ESC. The district pays for registration fees for the parents and offers transportation to the event.

Parent and Community Engagement Strengths

There are many parents in the community who support student activities and fewer that support student academic programs. Various booster clubs are active participants on campus. A majority of these are parents of students who consistently do well in academics and athletics. It is more difficult to get participation in the development, modifications, and evaluations of federal programs and to get parents and community members who are willing to actively participate on campus committees.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is currently an apparent lack of parental involvement for the students who are performing poorly academically. **Root Cause:** The language barrier and migrant status of a large number of our parents both serve as a substantial barrier to involvement.

Technology

Technology Summary

The level of technology is in the developmental stage. We have installed district-wide wifi. With this addition, there is a campus-wide push to gain access to personal technology devices (iPads) in all classes for all students. We currently have 4 computer lab facilities for student use. We currently have computer lab space to accommodate 75-80 students at a time.

Technology Strengths

There is currently a push to bring Yoakum High School "up to speed" in regards to technology in order to increase student learning and success. This push is supported by the board of trustees and upper level administration. This is evident through the needs assessment conducted by upper level administration and the approved budget for this school year. The campus is moving closer to have a class set of iPads for all classes. Core subject areas have access to two ipad carts per subject area for daily student use. The campus recently began using Newline interactive televisions in all ELA and Social Studies classes.

Problem Statements Identifying Technology Needs

Problem Statement 1: Currently Yoakum H.S. is unable to offer updated technology devices to all students in all classes for daily use. **Root Cause:** Funding and teachers' lack of strategies for incorporating technology into their lessons both serve as barriers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 1: This year's STAAR/EOC assessment data will reflect that special education students will meet or exceed the 38% passing threshold in English I, English II, Algebra I, Biology, and U.S. History.

Evaluation Data Sources: Special Education students meeting or surpassing the 38% threshold in English I, English II, Algebra I, Biology, and U.S. History as reported in state EOC data.

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate STAAR/EOC data for our special education students in the areas of English I & II, Algebra I, Biology, and U.S. History. Strategy's Expected Result/Impact: Meeting or exceeding the 38% threshold in the areas of English I & II, Algebra I, Biology, and U.S. History. Staff Responsible for Monitoring: Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), U.S. History Teacher(s)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assess level of understanding of addressed TEKS of all special education students periodically through six week tests and benchmarks in the areas of English I & II, Algebra I, Biology, and U.S. History. Strategy's Expected Result/Impact: Review of data from six weeks and/or benchmark tests for all special education students, and placement of unsuccessful students in "0 period" for remediation purposes. Passing the Spring administration of the EOC in these subject areas. Staff Responsible for Monitoring: Principal, Counselor, ELA teachers, Algebra I teacher(s), Biology teacher(s), and U.S. History teacher(s).	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide "0 period" tutorials for all special education students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of English I & II, Algebra I, Biology, and U.S. History. Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the areas of English I & II, Algebra I, Biology, and U.S. History. Staff Responsible for Monitoring: Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), and U.S. History Teacher(s)	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 2: This year's STAAR/EOC assessment data will reflect that the sub groups of African American, Hispanic, and economically disadvantaged will meet or exceed the 75% passing threshold in the areas of English I and II.

Evaluation Data Sources: The sub groups of African American, Hispanic, and economically disadvantaged students meeting or surpassing the 75% threshold in English I and II.

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate STAAR/EOC data for all student and the sub groups of Hispanics and economically disadvantaged students in the area of ELA. Strategy's Expected Result/Impact: Meeting or exceeding the 75% threshold in the areas English I and English II. Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assess level of understanding of addressed TEKS for all students and the sub groups of Hispanic and economically disadvantaged periodically through six week tests and benchmarks in the area of ELA. Strategy's Expected Result/Impact: Review of data from six weeks and/or benchmark tests for all students and the sub groups of Hispanic and economically disadvantaged, and placement of unsuccessful students in "0 period" for remediation purposes. Passing the Spring administration of the EOC in this subject area. Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide "0 period" tutorials for all students, including Hispanic and economically disadvantaged, who do not perform satisfactorily on a six weeks test or a benchmark in the area of ELA. Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks for English I and English II. Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue a practical writing remediation class to the schedule for any student not meeting the state standard on the English I or English II EOC. Proactive remediation will also be offered for freshmen who failed to meet the standard on their 8th grade STAAR Reading. Strategy's Expected Result/Impact: Addition of new staff to teach the writing remediation classes. Staff Responsible for Monitoring: Principal, Counselor, and upper level administration.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Bring in outside sources for the purpose of staff development in the area of improving writing instruction. Strategy's Expected Result/Impact: Improvement of instructional strategies as evidenced through improved six week tests, benchmark, and EOC tests scores. All sub groups achieving above the state threshold of 70% in the area of ELA. Staff Responsible for Monitoring: Upper level administration and the Principal.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 3: By Summer 2024, 75% of all students will meet the state standard for English I and English II EOC.

Evaluation Data Sources: Review data of spring administration for state mandated testing. Meet or exceed goal for both tests in the area of ELA.

Strategy 1 Details	Reviews			
Strategy 1: Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of ELA. Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and ELA teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (English I & II). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation. Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week tests. Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of ELA. Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of ELA. Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue a practical writing remediation class to the schedule for any student not meeting the state standard on either English EOC test. Strategy's Expected Result/Impact: Addition of new staff to teach the writing remediation classes. Staff Responsible for Monitoring: Principal, Counselor, and upper level administration.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Integrate ELA curriculum with Social Studies curriculum. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Principal, ELA teachers, and Social Studies teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Introduce SAT vocabulary words in all ELA courses. Strategy's Expected Result/Impact: Increased exposure to higher level vocabulary to help increase rigor. Staff Responsible for Monitoring: ELA teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 4: By Summer 2024, 87% of all students will meet the state standard for Algebra I EOC.

Evaluation Data Sources: Review data of spring administration for state mandated testing. Meet or exceed goal for both test in the area of math and Algebra I.

Strategy 1 Details	Reviews			
Strategy 1: Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of math and Algebra I. Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and Math teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (Algebra I). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation. Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week tests and Algebra I EOC. Staff Responsible for Monitoring: Principal, Counselor, and Math teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of Math. Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of Math. Staff Responsible for Monitoring: Principal, Counselor, and Math teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: When practical, assign all students who have been unsuccessful on a math state assessment to a remediation class for that area. Strategy's Expected Result/Impact: Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class. Staff Responsible for Monitoring: Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 5: By Summer 2024, 90% of all students will meet the state standard for Biology EOC.

Evaluation Data Sources: Review data of spring administration for state-mandated testing. Meet or exceed goal for both test in the area of science and Biology.

Strategy 1 Details	Reviews			
Strategy 1: Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of science and Biology. Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and Science teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (Biology). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation. Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week test and STAAR EOC. Staff Responsible for Monitoring: Principal, Counselor, and Science teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of Science. Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of science. Staff Responsible for Monitoring: Principal, Counselor, and Science teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: When practical, assign all students who have been unsuccessful on a science state assessment to a remediation class for that area. Strategy's Expected Result/Impact: Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class. Staff Responsible for Monitoring: Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 6: By Summer 2024, 92% of all students will meet the state standard for U.S. History EOC.

Evaluation Data Sources: Review data of spring administration for state mandated testing. Meet or exceed goal for both tests in the area of social studies and U.S. History.

Strategy 1 Details	Reviews			
Strategy 1: Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of social studies and U.S. History. Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and Social Studies teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (U.S. History). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation. Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week tests and STAAR EOC. Staff Responsible for Monitoring: Principal, Counselor, and Social Studies teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of Social Studies. Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of social studies. Staff Responsible for Monitoring: Principal, Counselor, and Social Studies teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: When practical, assign all students who have been unsuccessful on a social studies state assessment to a remediation class for that area. Strategy's Expected Result/Impact: Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class. Staff Responsible for Monitoring: Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 7: For the 2023-2024 school year, Yoakum High School will maintain an attendance rate at or above 97% for all student groups.

Evaluation Data Sources: Number of test exemptions and final state data on attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Continue mid-term and final exemption policy. Strategy's Expected Result/Impact: Number of students receiving test exemptions and formal data released from the state on attendance rate. Staff Responsible for Monitoring: Mrs. Giese and Mrs. Huck	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Home bound services provided for students in need. Strategy's Expected Result/Impact: Number of students receiving services. Staff Responsible for Monitoring: Mrs. Vahalik and Ms. Gutierrez. Funding Sources: - State Comp Ed (SCE) - \$36,312	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Saturday school will be provided for those students in attendance trouble to allow them an opportunity to maximize the amount of credit received for this school year. Strategy's Expected Result/Impact: Decrease in the number of students losing credit due to attendance. Staff Responsible for Monitoring: Assistant Principal, Staff Member to cover Saturday school	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to call daily the parents/guardians of those students who are absent. Strategy's Expected Result/Impact: Increase in daily attendance rate and number of test exemptions. Staff Responsible for Monitoring: Mrs. Huck and Mrs. Giese	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 8: By Summer 2024, 65% of graduates of Yoakum High School will either take the ACT or SAT, and 100% of those taking these test will score at or above the criterion.

Evaluation Data Sources: Increase in the number of students taking SAT/ACT test with a higher average test score.

Strategy 1 Details	Reviews			
Strategy 1: Attend College Board Workshops to discover the latest techniques for test prep. Strategy's Expected Result/Impact: Increase activities in the classrooms tied to SAT/ACT prep. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize students with outstanding ACT, SAT, PSAT, and PLAN test. Also recognize UIL academic achievement and the top 10% ranking students. Strategy's Expected Result/Impact: GPA Top 10%. High honors on tests and top places in UIL academic events. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administer college prep tests to 9-11 grades (9th-PLAN, 10th-PLAN/PSAT, 11th-THEA, PLAN, PSAT). Strategy's Expected Result/Impact: Number of students taking the various tests. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Communicate key dates and important information to Juniors and Seniors pertaining to these tests. Strategy's Expected Result/Impact: Number of parents and students receiving information. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide test prep seminars for students to improve SAT/ACT test scores. Strategy's Expected Result/Impact: Number of students taking the workshop. Staff Responsible for Monitoring: Counselor and Principal	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 9: Yoakum High School will continue to increase the technology throughout the curriculum to improve student achievement.

Evaluation Data Sources: New technology being used in each classroom as guided by the technology needs assessment.





Strategy 1 Details	Reviews			
Strategy 1: Offer technology related classes. Strategy's Expected Result/Impact: Number of technology related classes being offered on our campus. Staff Responsible for Monitoring: Principal and Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer Dual Enrollment (ITV and online) courses through Victoria College and UTPB. Strategy's Expected Result/Impact: Number of students enrolled in dual enrollment course. Staff Responsible for Monitoring: Principal and Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide staff development for technology applications. Strategy's Expected Result/Impact: Survey of staff development needs as it pertains to technology. Staff Responsible for Monitoring: Principal and Technology Director	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 10: By Summer 2024, all special populations will show improvement in all core areas on STAAR assessments.

Evaluation Data Sources: Improved performance by our special populations on all state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Continue providing services to identified special education students by: holding annual ARDs or as needed, holding ARDs for consecutive six week failures, hold parent information meetings, and providing a Victoria College trip. Strategy's Expected Result/Impact: Higher percentage of special education student taking and passing state assessments. Staff Responsible for Monitoring: Special Education Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold LPAC meetings to review student placement and progress of ESL students. Strategy's Expected Result/Impact: Increase number of students exited out of the program due to advanced scoring. Staff Responsible for Monitoring: ESL teacher, ESL support staff, and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Assign ESL students similar subjects to facilitate monitoring and tutoring. All core teachers trained in sheltered instruction. Strategy's Expected Result/Impact: Improved performance by ESL students in both classwork and state assessments. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Identify and serve students who meet Gifted and Talented requirements and provide instruction in honors classes (Honors, AP, and Distance Learning) Strategy's Expected Result/Impact: One hundred percent mastery on STAAR/EOC assessments. Staff Responsible for Monitoring: Counselors, all staff with honors classes	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Students in the 504 program are monitored and served. Strategy's Expected Result/Impact: Completion and passing rate of courses taken by 504 students. Improved EOC scores for all 504 students. Staff Responsible for Monitoring: 504 Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Evaluate new students entering YHS to determine migrant status of students. Strategy's Expected Result/Impact: Report to Region III ESC any migrant students to help improve their performance. Staff Responsible for Monitoring: Counselors and Counselor secretary	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 11: By Summer 2024, all students identified as At-Risk will show improvement in all areas on state assessments.

Evaluation Data Sources: Passing rate for at-risk students on state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Identify and provide tutorial services to meet the needs of at-risk students. Strategy's Expected Result/Impact: Six weeks grade improvement for at-risk students. Decrease in the number of at-risk students on the failure list. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Select at-risk students will attend program presentations at Victoria College and/or attend College Night. Strategy's Expected Result/Impact: Number of at-risk students attending these programs. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Design a personal Graduation Plans for all students who have not successfully mastered a state assessment and who are at-risk. Strategy's Expected Result/Impact: Student/Parent response to PGP on file. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 12: By the 2023-2024 school year, Yoakum High School students will be taught by highly qualified teachers and paraprofessionals.





Evaluation Data Sources: Maintain a 100% rate of highly qualified teachers and paraprofessionals on staff.

Strategy 1 Details	Reviews			
Strategy 1: YHS will employ and retain "highly qualified" staff through staff development. Strategy's Expected Result/Impact: Number of highly qualified teachers and paraprofessionals. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 13: By Summer 2024, Yoakum High School will continue to maintain a dropout rate at or below 1% for all student groups and a completion rate of 100% for all student groups.





Evaluation Data Sources: Data as collected and reported to us through the state.

Strategy 1 Details	Reviews			
Strategy 1: Personal Graduation Plan for all students who have not successfully mastered a state assessment or is at-risk. Strategy's Expected Result/Impact: Student and parent involvement in the PGP process. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counseling services from outside agencies to meet the needs of the students will include personal, family, drug/alcohol, truancy, pregnancy, and anger management issues. Strategy's Expected Result/Impact: Number of students receiving benefit from these services. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: When possible, provide flexible scheduling for students needing to hold a job while attending school. Strategy's Expected Result/Impact: Number of students holding jobs as a result of flexible scheduling. Staff Responsible for Monitoring: Counselors and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain a credit recovery program for struggling students (Odyssey). Strategy's Expected Result/Impact: Number of students earning credit through the credit recovery program. Staff Responsible for Monitoring: Odyssey teacher and Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 14: By the 2023-2024 school year, Yoakum High School will provide an enrichment curriculum for all students.

Evaluation Data Sources: Number of student receiving instruction in enrichment programs.

Strategy 1 Details	Reviews			
Strategy 1: Provide students the opportunity to excel in the area of fine arts. Strategy's Expected Result/Impact: Student enrollment in fine art classes. Staff Responsible for Monitoring: Band Director, Art teachers, Journalism teachers, and Drama teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Allow students the opportunity to learn a second language. Strategy's Expected Result/Impact: Student enrollment in foreign language classes. Staff Responsible for Monitoring: Foreign Language teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students have the opportunity to participate in UIL One Act Play. Strategy's Expected Result/Impact: Student participation in OAP. Staff Responsible for Monitoring: OAP Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Student have the opportunity to excel in the areas of agriculture and construction trades. Strategy's Expected Result/Impact: Student enrollment in ag. classes and construction trade classes. Staff Responsible for Monitoring: Ag teacher(s) and Construction Trades teacher(s)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Yoakum High School will provide facilities that are safe, drug-free, and conducive to learning for all students and staff, and free from bullying, sexual harassment, teen suicide, and sexual abuse.

Performance Objective 1: Yoakum High School will continue to promote a safe, positive learning environment.

Evaluation Data Sources: Prevention and response to instances that threaten the safety and culture of the campus.





Strategy 1 Details	Reviews			
Strategy 1: Continue to implement a Crisis Response Plan for various emergencies that the campus may encounter. Strategy's Expected Result/Impact: Safety meetings and response to drills. Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Decrease the number of discipline referrals with the use of behavior intervention strategies. Strategy's Expected Result/Impact: Implementation of behavior intervention strategies. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue drug testing policy for students participating in extracurricular activities and drivers of motor vehicles. Strategy's Expected Result/Impact: Decrease student usage of illegal drugs and alcohol as is evidenced by negative test results. Staff Responsible for Monitoring: Assistant Principal, Principal, Athletic Trainer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Use various strategies to increase participation in the YHS student council (signs, informational meetings, increase visibility on campus). Strategy's Expected Result/Impact: Increase in the number of students participating in the YHS student council. Staff Responsible for Monitoring: Student Council Sponsor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue canine searches on campus for drugs, alcohol, etc... Strategy's Expected Result/Impact: Reduce the number of students in possession of drugs, alcohol, etc... to zero. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide planning and decision making opportunities for all staff members through: CIP planning, department meetings, and faculty meetings. Strategy's Expected Result/Impact: Increased teacher input in the school decision making process. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue implementation of full day DAEP. Strategy's Expected Result/Impact: Decrease in the number of students assigned to DAEP. Staff Responsible for Monitoring: DAEP staff and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Continue the campus committee that is assigned to monitor students with diabetes in collaboration with the YISD nurses. The committee will attend a yearly update. Strategy's Expected Result/Impact: Provide assistance to diabetic students on campus and at school activities. Staff Responsible for Monitoring: YISD nurses and Principal.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Continue to provide training to staff and students on the issues of bullying, drug abuse, sexual harassment, sexual abuse, and teen suicide. Provide ongoing support for students in these areas. Strategy's Expected Result/Impact: Decrease in the number of instances. Staff Responsible for Monitoring: Counselors and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide counseling and various speakers for prevention of youth suicide, bullying, and sexual abuse awareness. Strategy's Expected Result/Impact: Decrease in the number of instances. Staff Responsible for Monitoring: Counselors and Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Yoakum High School will provide facilities that are safe, drug-free, and conducive to learning for all students and staff, and free from bullying, sexual harassment, teen suicide, and sexual abuse.

Performance Objective 2: By Summer 2024, Yoakum High School will continue a wellness program for all students.

Evaluation Data Sources: Improved health and wellness of all students.





Strategy 1 Details	Reviews			
Strategy 1: YHS will employ physical education teachers to offer physical education classes. Strategy's Expected Result/Impact: Student enrollment in physical education. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: YHS will offer foods of nutritional value through the food services department. Strategy's Expected Result/Impact: Follow all national food guidelines. Staff Responsible for Monitoring: Director of Food Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: YHS students will earn a semester of credit in health education. This education will cover CPR instruction. Strategy's Expected Result/Impact: Student enrollment in Health. Completion of CPR training. Staff Responsible for Monitoring: Health Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will be afforded the opportunity to enroll in a Home Economics and Food Nutrition class. Strategy's Expected Result/Impact: Student enrollment in the classes. Staff Responsible for Monitoring: Home Economics and Food Nutrition teacher(s)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Yoakum High School will be proactive in encouraging parental and community involvement in their schools to enhance the quality and stimulate the effectiveness of educational and extracurricular programs.

Performance Objective 1: Yoakum High School will increase the involvement of parents, community, and businesses to support achievement in the educational environment.

Evaluation Data Sources: Number of programs and projects provided by community members and groups the support student achievement.

Strategy 1 Details	Reviews			
Strategy 1: Continue working with community groups and booster clubs which support students. Attend various meetings of these groups to present campus information. Strategy's Expected Result/Impact: Number of parents and community members participating in the booster clubs and community groups that support the school. Staff Responsible for Monitoring: Band Director, Athletic Director, FFA Sponsor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to elicit parental involvement on major projects such as Prom, One Act Play, Stock Show, Awards Assembly, Fundraisers, and numerous others. Strategy's Expected Result/Impact: Number of parents involved in the various events and projects across all grade levels. Staff Responsible for Monitoring: Class Sponsors, Program Directors, Counselors, and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Honored students attend civic meetings as invited for achievement. Strategy's Expected Result/Impact: Number of students invited to attend civic meetings for school achievements. Staff Responsible for Monitoring: Senior Sponsors, Counselors, and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Freshmen orientation night for students and parents. Strategy's Expected Result/Impact: Number of students and parents attending the orientation as evidenced by the sign-in sheet. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue to have the Financial Aid night for parents. Strategy's Expected Result/Impact: Number of parents attending the session. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue the Lunch with the Bulldogs program between YHS and the 2nd grade students at the Primary Campus. Strategy's Expected Result/Impact: Number of students participating in the program. Staff Responsible for Monitoring: Athletic Director and Primary Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

State Compensatory

Personnel for Yoakum High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adriana Bridges	Teacher	NaN
Amanda Hargrove	Teacher	NaN
Anita Pesek	Teacher	NaN
Austin Barton	Teacher	1
Carrie Bogard	Teacher	1
Courtney Zinke	Counselor	NaN
Daryl Kloesel	Assistant Principal	0
Debra Vahalik	Teacher	NaN
Dena Baros	Teacher	1
Dena Baros	Teacher	NaN
Dennis Muehlstein	Teacher	NaN
Dewayne Arkadie	Teacher	NaN
Gary Garvin	Teacher	NaN
Jacoby Jones	Teacher	NaN
Jennifer Voges	Teacher	NaN
John Taylor	Teacher	NaN
Karl Saenz	Teacher	NaN
Kathy Hagan	Teacher	NaN
Kayla Guelker	Teacher	NaN
Kayla Natho	Teacher	NaN
Kaylynn Bressler	Teacher	NaN
Kelly Stansberry	Teacher	NaN
Kristin Hagan	Teacher	NaN
Kyle Foster	Teacher	NaN
Laura Barron	Teacher	NaN
Laura Johnson	Teacher	NaN

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Hrncir	Aide	NaN
Margarita Martinez	Teacher	NaN
Melissa Williams	Teacher	NaN
Mike Rempe	Teacher	NaN
Pam Anthony	Teacher	NaN
Rick Owens	Teacher	NaN
Timothy Blakeney	Teacher	NaN

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Daryl Kloesel	Assistant Principal
Administrator	Maci McDonald	Principal
Classroom Teacher	Kaylynn Bressler	teacher
Classroom Teacher	Laura Johnson	Ag. teacher
Classroom Teacher	Spencer Brandt	Science teacher
Classroom Teacher	Kristin Hagan	S.S. teacher
Classroom Teacher	Laura Barron	ELA teacher
Parent	Shannon Giese	parent
Classroom Teacher	Carrie Bogard	Teacher

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2			\$36,312.00
Sub-Total					\$36,312.00