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 dataStudy of best practicesAction research results

- Other additional data

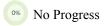
Goals

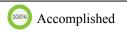
Goal 1: By the year 2024, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

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,		Formative		Summative	
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. Stoff Responsible for Manitoring: Principal Counseler ELA Teachers, Algebra I Teacher(s), Biology Teacher(s)	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), U.S. History Teacher(s)		<u> </u>			
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.		Formative			
	Nov	Jan	Mar	June	
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).					
Strategy 3 Details		Rev	riews		
Strategy 3: Provide "0 period" tutorials for all special education students who do not perform satisfactorily on a six weeks		Formative		Summative	
test or a benchmark in the areas of English I & II, Algebra I, Biology, and U.S. History.	Nov	Jan	Mar	June	
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)					









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		Rev	views		
Strategy 1: Disaggregate STAAR/EOC data for all student and the sub groups of Hispanics and economically		Formative		Summative	
disadvantaged students in the area of ELA.	Nov	Jan	Mar	June	
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.					
Strategy 2 Details		Rev	views		
Strategy 2: Assess level of understanding of addressed TEKS for all students and the sub groups of Hispanic and		Formative			
economically disadvantaged periodically through six week tests and benchmarks in the area of ELA.	Nov	Jan	Mar	June	
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.					
S F S F - - - - - - - - - -					
Strategy 3 Details		Rev	views	•	
				Summative	
Strategy 3: Provide "0 period" tutorials for all students, including Hispanic and economically disadvantaged, who do not		1 of matrice			
perform satisfactorily on a six weeks test or a benchmark in the area of ELA.	Nov	Jan	Mar	June	
	Nov	1	Mar	June	
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	Nov	1	Mar	June	
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.	Nov	Jan	Mar	June	
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.	Nov	Jan		June Summative	
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. Strategy 4 Details	Nov	Jan Rev			
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. Strategy 4 Details 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		Jan Rev Formative	riews	Summative	
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. Strategy 4 Details 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.		Jan Rev Formative	riews	Summativ	

Strategy 5 Details		Reviews			
Strategy 5: Bring in outside sources for the purpose of staff development in the area of improving writing instruction.	Formative			Summative	
Strategy's Expected Result/Impact: Improvement of instructional strategies as evidenced through improved six week	Nov	Jan	Mar	June	
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.					
No Progress Accomplished — Continue/Modify	X Discontinue				

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.

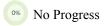
Strategy 1 Details		Reviews								
Strategy 1: Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in		Formative		Summative						
the area of ELA.	Nov	Jan	Mar	June						
Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and ELA teachers.										
Strategy 2 Details		Rev	views	•						
ategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (English I & II). DMAC	Formative		Formative							
will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation.	Nov	Jan	Mar	June						
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.										
Strategy 3 Details		Rev	views							
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a		Formative		Summative						
benchmark in the areas of ELA.	Nov	Jan	Mar	June						
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.										
Strategy 4 Details	Reviews									
Strategy 4: Continue a practical writing remediation class to the schedule for any student not meeting the state standard on	Formative		Formative		Formative		on Formati		Formative	
either English EOC test.	Nov	Jan	Mar	June						
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.										

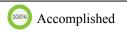
Strategy 5 Details		Rev	riews		
Strategy 5: Integrate ELA curriculum with Social Studies curriculum.		Formative			
Strategy's Expected Result/Impact: Lesson plans	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: Principal, ELA teachers, and Social Studies teachers					
Strategy 6 Details		I			
Strategy 6: Introduce SAT vocabulary words in all ELA courses.		Formative		Summative	
Strategy's Expected Result/Impact: Increased exposure to higher level vocabulary to help increase rigor.	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: ELA teachers					
No Progress Continue/Modify	X Discon	ntinue		1	

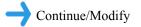
Performance Objective 4: By Summer 2024, 87% of all students will meet the state standard for Algebra I EOC.

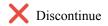
Evaluation Data Sources: Review data of spring administration for state mandated testing. Meet or exceed goal for both test in the area of math and Algebra I.

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





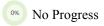


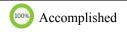


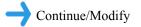
Performance Objective 5: By Summer 2024, 90% of all students will meet the state standard for Biology EOC.

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	Formative			Summative		
the area of science and Biology.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and Science teachers						
Strategy 2 Details		Rev	views	•		
ategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (Biology). DMAC will be	Formative			Summative		
used to identify and address weak areas. "0 period" tutorials will be utilized for remediation.	Nov	Jan	Mar	June		
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.						
Strategy 3 Details		Rev	views	•		
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a		Formative		Summative		
benchmark in the areas of Science.	Nov	Jan	Mar	June		
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.						
Strategy 4 Details		Rev	views	•		
Strategy 4: When practical, assign all students who have been unsuccessful on a science state assessment to a remediation		Summative				
class for that area.	Nov	Jan	Mar	June		
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						





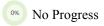


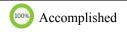


Performance Objective 6: By Summer 2024, 92% of all students will meet the state standard for U.S. History EOC.

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		Formative		Summative	
the area of social studies and U.S. History.	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data. Staff Responsible for Monitoring: Principal and Social Studies teachers					
Strategy 2 Details		Rev	riews		
Strategy 2: Students will take a six weeks test and a benchmark in all EOC tested subject areas (U.S. History). DMAC will	Formative 5				Summative
be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation.	Nov	Jan	Mar	June	
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.					
Strategy 3 Details		Rev	riews		
	Formative St			Summative	
Strategy 3: Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a		Formative		Summative	
benchmark in the areas of Social Studies.	Nov	Formative Jan	Mar	Summative June	
	Nov		Mar		
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.	Nov	Jan	Mar		
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. Strategy 4 Details Strategy 4: When practical, assign all students who have been unsuccessful on a social studies state assessment to a	Nov	Jan			
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. Strategy 4 Details	Nov	Jan Rev		June	
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.	Nov	Jan			









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.

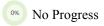
Evaluation Data Sources: Number of test exemptions and final state data on attendance rate.

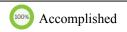
Strategy 1 Details	Reviews			
Strategy 1: Continue mid-term and final exemption policy.		Formative		Summative
Strategy's Expected Result/Impact: Number of students receiving test exemptions and formal data released from the state on attendance rate.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: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

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.

Reviews				
	Formative		Summative	
Nov	Jan	Mar	June	
	Rev	views		
	Formative			
Nov	Jan	Mar	June	
Reviews				
	Formative	ative Si	Summative	
Nov	Jan	Mar	June	
	Rev	iews		
	Formative		Summative	
Nov	Jan	Mar	June	
Reviews				
	Formative			
Nov	Jan	Mar	June	
	Nov	Formative Nov Jan Rev Formative Nov Jan Rev Formative Nov Jan Rev Formative Nov Jan Rev Formative Nov Jan	Formative Nov Jan Mar Reviews Formative Nov Jan Mar	









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

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,	Formative			Summative
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	Nov Jan		Mar	June
assessments. Staff Responsible for Monitoring: Special Education Staff				
Strategy 2 Details		Rev	views	
Strategy 2: Hold LPAC meetings to review student placement and progress of ESL students.		Formative		Summative
Strategy's Expected Result/Impact: Increase number of students exited out of the program due to advanced scoring.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: ESL teacher, ESL support staff, and Principal				
Strategy 3 Details		Reviews		
Strategy 3: Assign ESL students similar subjects to facilitate monitoring and tutoring. All core teachers trained in sheltered	Formative S			Summative
instruction. Strategy's Expected Result/Impact: Improved performance by ESL students in both classwork and state	Nov	Jan	Mar	June
assessments.				
Staff Responsible for Monitoring: Counselors				
Strategy 4 Details		Rev	views	
Strategy 4: Identify and serve students who meet Gifted and Talented requirements and provide instruction in honors	Formative Summ			Summative
classes (Honors, AP, and Distance Learning)	Nov Jan Mar		Mar	June
Strategy's Expected Result/Impact: One hundred percent mastery on STAAR/EOC assessments. Staff Responsible for Monitoring: Counselors, all staff with honors classes				
Start responsible for Monitoring. Counsciors, an start with honors classes				

Strategy 5 Details	Reviews			
Strategy 5: Students in the 504 program are monitored and served.	Formative			Summative
Strategy's Expected Result/Impact: Completion and passing rate of courses taken by 504 students. Improved EOC scores for all 504 students.	Nov Jan Mar			June
Staff Responsible for Monitoring: 504 Director				
Strategy 6 Details		Rev	iews	•
Strategy 6: Evaluate new students entering YHS to determine migrant status of students.	Formative			Summative
Strategy's Expected Result/Impact: Report to Region III ESC any migrant students to help improve their performance.	Nov Jan Mar		Mar	June
Staff Responsible for Monitoring: Counselors and Counselor secretary				
No Progress Continue/Modify	X Discon	ntinue		1

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.	Formative Sun			Summative
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.	Nov	Nov Jan		June
Staff Responsible for Monitoring: Assistant Principal				
Strategy 2 Details		Rev	iews	
Strategy 2: Select at-risk students will attend program presentations at Victoria College and/or attend College Night.		Formative		Summative
Strategy's Expected Result/Impact: Number of at-risk students attending these programs.	Nov Jan Mar		Mar	June
Staff Responsible for Monitoring: Counselors				
Strategy 3 Details	Reviews			•
Strategy 3: Design a personal Graduation Plans for all students who have not successfully mastered a state assessment and		Formative		Summative
who are at-risk. Strategy's Expected Result/Impact: Student/Parent response to PGP on file. Staff Responsible for Monitoring: Counselors	Nov	Jan	Mar	June
No Progress Continue/Modify	X Discon	tinue		

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.	Formative			Summative
Strategy's Expected Result/Impact: Number of highly qualified teachers and paraprofessionals.	Nov Jan Mar			June
Staff Responsible for Monitoring: Principal				
No Progress Accomplished — Continue/Modify	X Discontinue			

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.	Formative S			Summative
Strategy's Expected Result/Impact: Student and parent involvement in the PGP process.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselors				
Strategy 2 Details		Rev	iews	
trategy 2:		Formative		Summative
Counseling services from outside agencies to meet the needs of the students will include personal, family, drug/alcohol, truancy, pregnancy, and anger management issues.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Number of students receiving benefit from these services.				
Staff Responsible for Monitoring: Counselors				
Strategy 3 Details		Reviews		
Strategy 3: When possible, provide flexible scheduling for students needing to hold a job while attending school.		Formative		Summative
Strategy's Expected Result/Impact: Number of students holding jobs as a result of flexible scheduling.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselors and Principal				
Strategy 4 Details		Rev	views	
Strategy 4: Maintain a credit recovery program for struggling students (Odyssey).		Formative		Summative
Strategy's Expected Result/Impact: Number of students earning credit through the credit recovery program.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Odyssey teacher and Principal				
No Progress Continue/Modify	X Discor	itinue	1	

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

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.

Formative Jan	Mar	Summative
Jan	Mar	T .
		June
Rev	views	
Formative		Summative
Jan	Mar	June
Reviews		
Formative		Summative
Jan	Mar	June
Reviews		
Formative		Summative
Jan	Mar	June
Reviews		
Formative		Summative
Jan	Mar	June
	Formative Jan Rev Formative Jan Rev Formative Formative	Reviews Formative Jan Mar Reviews Formative Jan Mar Reviews Formative Formative

Strategy 6 Details		Rev	views	
Strategy 6: Provide planning and decision making opportunities for all staff members through: CIP planning, department		Formative		Summative
meetings, and faculty meetings. Strategy's Expected Result/Impact: Increased teacher input in the school decision making process. Staff Responsible for Monitoring: Principal	Nov	Jan	Mar	June
Strategy 7 Details		Rev	views	1
Strategy 7: Continue implementation of full day DAEP.		Formative		Summative
Strategy's Expected Result/Impact: Decrease in the number of students assigned to DAEP. Staff Responsible for Monitoring: DAEP staff and Assistant Principal	Nov	Jan	Mar	June
Strategy 8 Details		Rev	views	•
Strategy 8: Continue the campus committee that is assigned to monitor students with diabetes in collaboration with the	Formative S			Summative
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.	Nov	Jan	Mar	June
Strategy 9 Details		Rev	views	•
Strategy 9: Continue to provide training to staff and students on the issues of bullying, drug abuse, sexual harassment,		Formative		Summative
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	Nov	Jan	Mar	June
Strategy 10 Details		Rev	views	•
Strategy 10: Provide counseling and various speakers for prevention of youth suicide, bullying, and sexual abuse awareness.				Summative
Strategy's Expected Result/Impact: Decrease in the number of instances. Staff Responsible for Monitoring: Counselors and Principal	Nov	Jan	Mar	June
No Progress Accomplished — Continue/Modify	X Discon	itinue		

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

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	Formative			Summative
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	Nov	Jan	Mar	June
Strategy 2 Details		Rev	views	
Strategy 2: Continue to elicit parental involvement on major projects such as Prom, One Act Play, Stock Show, Awards		Formative		Summative
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	Nov	Jan	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: Honored students attend civic meetings as invited for achievement.		Formative		Summative
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	Nov	Jan	Mar	June
Strategy 4 Details		Reviews		
Strategy 4: Freshmen orientation night for students and parents.		Formative Sumn		
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	Nov			June

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

State Compensatory

Personnel for Yoakum High School

<u>Name</u>	<u>Position</u>	FTE
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
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<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		