

# **Yoakum Independent School District**

## **Yoakum Annex School**

### **2024-2025 Improvement Plan**

**Accountability Rating: B**

# Mission Statement

## Mission Statement

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

## Vision

### Vision

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

## Campus Motto

At Yoakum Primary Annex:

We are respectful

We are responsible

We are kind

We are safe

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Yoakum Primary Annex School consists of Pre-K and Kindergarten classes with a total enrollment of 174 students. Ethnic breakdown is : 68% Hispanic, 19% White, 8% African American, .1% Asian and 5% Multiracial. Our faculty consist of 1 Principal, 1 Counselor, 6 PK teachers, 6 Kindergarten teachers, 1 1/2 RTI teachers, 1 PE teacher, 1 special education teacher, 13 Paraprofessionals. 2 office staff, 1 librarian (split between 3 campus'), 2.5 custodians and 1 Nurse.

### Demographics Strengths

The strengths of our campus are:

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

# Student Achievement

## Student Achievement Summary

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

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

## Student Achievement Strengths

Yoakum Primary Annex have the following strengths in Student Achievement:

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

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

Parent Meetings throughout the year.

Smart/Interactive boards in classrooms.

Recognition of weekly STAR students.

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

TEMI math testing for Kindergarten.

Perfect Attendance awards for each six weeks.

GT program for Kindergarten

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

Technology daily for Kindergarten and weekly for PK.

PM benchmark testing for Kindergarten students.

In partnership with Head Start for the PK program.

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

Certified Bilingual teachers in PK and Kindergarten.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Increase parent involvement at home to help student achievement. **Root Cause:** Parent availability: parents have jobs that require them to work after school hours, lack of support at home.

# School Culture and Climate

## School Culture and Climate Summary

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

## School Culture and Climate Strengths

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

Additional Para support in the classrooms.

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

Campus morning pledge and announcements

Individual/group class rewards for good behavior

Attendance rewards every 6 weeks

Safety drills

Weekly grade level planning

Weekly STAR student awards

Counseling/Guidance classes each week.

Theme Days to celebrate- Drug awareness, Homecoming, Christmas

Student and Staff birthday acknowledgement

Parent/Student Thanksgiving lunch

Christmas program for parents

Play performances for students by professional organizations

Students visit the nursing home at Halloween, Christmas and Easter

Periodic staff luncheons

New staff meeting with principal

Jean passes for teachers



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Yoakum ISD continues to be proactive in the recruitment and retention of qualified staff. Our campus ensures that all hired staff will be a good fit for our campus and students. We look for applicants who will invest in our campus and community. Although recruitment to our small community is becoming more challenging, it is important to be creative and find ways to entice educators to come here.

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

## Staff Quality, Recruitment, and Retention Strengths

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

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

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

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

Training for new teachers in the districts given by technology and principal

T TESS data using DMAC

Stipends for ESL certifications, yearbook, parent liaison.

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

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** In need of better promotion of job openings. **Root Cause:** Knowing other places to look for job openings.

**Problem Statement 2:** More uncertified staff coming to the profession.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

## Curriculum, Instruction, and Assessment Strengths

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

Weekly PLC grade level meetings

BOY, MOY and EOY CLI test for PK

BOY, EOY test TXKea

Individual student reading levels taken each six weeks in Kindergarten

RTI meetings held every six weeks to monitor growth.

Reading Academy training

Computers daily for Kindergarten students and weekly for PK (learning.com)

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

Scholastic Weekly Readers

HMH curriculum

Go Math , Saxon Phonics, Hagerty Phonemic Awareness (Kinder)

Frog Street (PK) Hagerty Phonemic awareness

A-Z readers used in class and sent home

GT program for Kinder students

Counselor program-individual counseling, group counseling, social and emotional lessons taught weekly.

Physical Fitness daily to all students

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Continue encouragement for all general education teachers to implement stations in their classrooms during guided reading and math. **Root Cause:** Allows for differentiated instruction and for teachers to better meet student needs.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

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

## Parent and Community Engagement Strengths

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

Daily attendance calls using Blackboard Connect

Updated calendar of events on the YPA website

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

Thanksgiving Lunch for parents

Christmas program for parents

Family projects-pumpkin contest

Red ribbon week

Meet the teacher at the beginning of the year

Lunch with parents

Nursing home visits at Halloween, Christmas and Easter

Visit to the Museum

PALS

Kinder graduation program

LIONs club spot vision screening

Fire station Visit during Fire prevention week

Spring Book Fair

Visit to public library

Local newspaper article/announcements

Spanish staff to help with translation to meet parent needs

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Continue with more family engagement activities throughout the year. **Root Cause:** Increase participation of parents/guardians supporting their students.

# School Context and Organization

## School Context and Organization Summary

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

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

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

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

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

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

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

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

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

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

## School Context and Organization Strengths

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

# Technology

## Technology Summary

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

## Technology Strengths

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



# Priority Problem Statements

**Problem Statement 1:** Increase parent involvement at home to help student achievement.

**Root Cause 1:** Parent availability: parents have jobs that require them to work after school hours, lack of support at home.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Continue encouragement for all general education teachers to implement stations in their classrooms during guided reading and math.

**Root Cause 2:** Allows for differentiated instruction and for teachers to better meet student needs.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

## Student Data: Assessments

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

## Student Data: Student Groups

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

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Goal 1:** Yoakum Primary Annex will show student academic growth by developing a shared understanding of student learning with all stakeholders.

**Performance Objective 1:** Yoakum Primary Annex will show academic growth/success in reading and math on the state assessment instruments including TXKEA, CLI and in social and emotional skills.

**Evaluation Data Sources:** Continual monitoring of student progress, parent involvement and teacher feedback.

## Strategy 1 Details

**Strategy 1:** Teachers will document TEKS/PK guidelines mastery of grade level area for monitoring and assessment of all learners

**Strategy's Expected Result/Impact:** Increase academic growth in all students

**Staff Responsible for Monitoring:** teachers and pricipal

## Strategy 2 Details

**Strategy 2:** Continue to use different reading/ math strategies, small group instruction and the RTI program to monitor and implement targeted differentiated instruction based on student data, 6 weeks test, reading levels and TEMI test.

**Strategy's Expected Result/Impact:** To see growth and mastery of the content.

**Staff Responsible for Monitoring:** Principal, teachers, RTI teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Funding Sources:** - Title 1

## Strategy 3 Details

**Strategy 3:** Continue to use technology to enrich instruction and address TEKS

**Strategy's Expected Result/Impact:** To increase student knowledge of computers and academic growth

**Staff Responsible for Monitoring:** Principal and teachers

**ESF Levers:**

Lever 5: Effective Instruction

**Goal 1:** Yoakum Primary Annex will show student academic growth by developing a shared understanding of student learning with all stakeholders.

**Performance Objective 2:** By the Spring of 2025, Yoakum Primary Annex will maintain or exceed objectives to meet the met standard status for all ESL/Bilingual students.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Provide summer school classes for K-1 ESL students</p> <p><b>Strategy's Expected Result/Impact:</b> CLI, TEMI math, OLPT results</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Teachers, paraprofessional - ESL - \$1,000, - 199 General Fund - \$2,500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Maintain a highly qualified group of ESL certified teachers, paraprofessionals, and continue with the process of moving teachers toward Bilingual certification as numbers require</p> <p><b>Strategy's Expected Result/Impact:</b> Certification documentation</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> - ESL</p>

**Goal 1:** Yoakum Primary Annex will show student academic growth by developing a shared understanding of student learning with all stakeholders.

**Performance Objective 3:** By the Spring of 2025, Yoakum Primary Annex will continue to extend and monitor the State Compensatory Education Program (SCE) for all eligible students

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

Strategy 1 Details
<p><b>Strategy 1:</b> Continue to utilize the RTI team and process to consider instructional strategies, modifications and support services to be used prior to Spec. Ed. referral</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of Spec. Ed. referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Increase school-wide knowledge and acceptance of inclusion.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive comments regarding Special Ed. successful inclusion program.</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed teacher/principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Special Education</p>

**Goal 1:** Yoakum Primary Annex will show student academic growth by developing a shared understanding of student learning with all stakeholders.

**Performance Objective 4:** YPA will maintain a attendance rate of 97% or above for all students

**Evaluation Data Sources:** Increase student attendance rate.

Strategy 1 Details
<p><b>Strategy 1:</b> Reward perfect attendance during the year with special treats and rewards</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance charts will reveal an attendance rate of 97%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Truancy plan will be implemented with those students who have exceeded the allotted amount of time to be absent from school.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase student attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>

**Goal 2: School Climate and Culture**

**Performance Objective 1:** Continue to support all staff and students by providing training to understand behavior and how to support students.

**Evaluation Data Sources:** Decrease negative behaviors and support student growth.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> In house training for 504, Special Education, ADHD and behavioral trainings for all staff to better support students in academic and behavioral growth, <b>Strategy's Expected Result/Impact:</b> Better support our diverse population <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Paraprofessionals  <b>Funding Sources:</b> - 199 General Fund</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Discipline techniques will include classroom color charts, campus motto, Star Student where a student is recognized each week for excellent behavior and positive behavior reward system in all classrooms. <b>Strategy's Expected Result/Impact:</b> Increase positive student behavior <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Continue to participate in bi-weekly grade level PLC meetings to encourage discussions on student progress, lesson plans, assessment progress, teaching strategies and delivery. <b>Strategy's Expected Result/Impact:</b> Fostering a community of growth to support student growth. <b>Staff Responsible for Monitoring:</b> Teachers, Principals, RTI teachers, Sp ED teacher  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>



### Strategy 4 Details

**Strategy 4:** Provide field trips that focus on community involvement and academic success

**Strategy's Expected Result/Impact:** Foster a sense of community and reinforce positive behavior and academic skills.

**Staff Responsible for Monitoring:** Principal, teachers, counselor

**ESF Levers:**

Lever 3: Positive School Culture

**Goal 2: School Climate and Culture**

**Performance Objective 2:** YPA will continue to provide and improve a wellness and safety programs for students.

**Evaluation Data Sources:** Promote student health, wellness and safety

Strategy 1 Details
<p><b>Strategy 1:</b> Routinely plan and implement safety drills and abide by district protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure all staff and students feel safe on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal ,staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> YPA will provide a lessons in social skills , character development, teeth brushing, handwashing, drug free programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Well adjusted students</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, nurse</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 3:** Staff Quality, Recruitment and Retention

**Performance Objective 1:** YPA will continue to hire highly qualified teachers and find alternative ways to advertise job openings so we can increase our number of applicants. We will continue to promote a positive environment with all staff having a growth mind set.

**Evaluation Data Sources:** Find different ways to promote our campus and advertise job openings.

**Strategy 1 Details**

**Strategy 1:** We will attend job fairs, and reach out to local colleges to recruit new staff members when needed.

**Strategy's Expected Result/Impact:** To get the most qualified applicants for the open positions.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 2 Details**

**Strategy 2:** Continue to create a positive environment that is supportive and encourages high expectations for all stakeholders. YPA will have a growth mind set and be open to change as needed.

**Strategy's Expected Result/Impact:** To have a positive campus culture than ensures stability of our staff.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Strategy 3 Details**

**Strategy 3:** Provided opportunities for teacher to do learning walks on our campus as well as other campus' in the area.

**Strategy's Expected Result/Impact:** Increase observations of different teaching styles and promote collaboration.

**Staff Responsible for Monitoring:** Principal and teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

#### Strategy 4 Details

**Strategy 4:** YPA staff will be encouraged to attend professional development according to their needs.

**Strategy's Expected Result/Impact:** To increase knowledge and skills used in the classroom.

**Staff Responsible for Monitoring:** Principal and teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

#### Strategy 5 Details

**Strategy 5:** All staff will be required to annually complete trainings in the following areas: Child Abuse, Suicide Prevention, Sexual Harassment, Cybersecurity . Bullying, David's Law, Active Shooter, Title IX, Human Trafficking's. Mental Health .FERPA, Trauma Care, Improper Student Relationships,

**Strategy's Expected Result/Impact:** Increase knowledge to help keep students safe

**Staff Responsible for Monitoring:** Admin

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Strategy 6 Details

**Strategy 6:** New teachers will continue to be trained in campus procedures, programs and curriculum.

**Strategy's Expected Result/Impact:** Increase staff retention by appropriately preparing our staff to meet student needs.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Goal 4:** Curriculum, Instruction and Assessment

**Performance Objective 1:** YPA teachers will set high expectations of learning using the selected campus curriculum and assessments with validity. Teachers will continue to be encouraged to implement stations during guided reading and math in order for teachers to meet individual needs. As a campus, we will continue to assess our current and future needs of the students to help them be successful.

**Evaluation Data Sources:** This will be monitored by TTESS, walkthroughs, PLC's, lesson plans, and YAG planning

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Implement Leaning.com to teach keyboarding skills and support technology TEKS. <b>Strategy's Expected Result/Impact:</b> Students will become familiar with computers which will help them prepare for future online testing. <b>Staff Responsible for Monitoring:</b> Computer teacher and principal</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - 199 General Fund</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> YPA will continue to use the adopted curriculum to master ELAR and Math TEKS. (Go Math, HMH, Hagerty for Phonemic awareness and Saxon Phonics.) <b>Strategy's Expected Result/Impact:</b> Continued success on mastery of TEKS and reading levels <b>Staff Responsible for Monitoring:</b> Classroom teachers and principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - 199 General Fund</p>

### Strategy 3 Details

**Strategy 3:** Continue identifying students who are at risk of falling behind in Reading or Math and offer small group interventions at Tier 2 and Tier 3.

**Strategy's Expected Result/Impact:** Increase student success in Reading and Math

**Staff Responsible for Monitoring:** Classroom teachers, RTI teachers and Admin

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Funding Sources:** - 199 General Fund

### Strategy 4 Details

**Strategy 4:** Continue Bi weekly grade level planning to focus on strategies, student progress and data.

**Strategy's Expected Result/Impact:** Continued effective instruction that is data driven

**Staff Responsible for Monitoring:** Teachers, principal

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

### Strategy 5 Details

**Strategy 5:** Continue character education that includes weekly guidance class with the counselor, bullying lessons, small group and individual counseling sessions.

**Strategy's Expected Result/Impact:** Support for SEL development

**Staff Responsible for Monitoring:** Counselor, Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** - 199 General Fund

### Strategy 6 Details

**Strategy 6:** Ensure that the library and reading program offers books of high interest, level appropriate and is incorporated into the ELAR curriculum.

**Strategy's Expected Result/Impact:** Encourage learners to be love reading and become fluent readers.

**Staff Responsible for Monitoring:** Admin, Librarian, teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - 199 General Fund

### Strategy 7 Details

**Strategy 7:** Teachers will continue to incorporate Fine Arts curriculum in the area of Art throughout different topics of the curriculum and music for the Christmas program.

**Strategy's Expected Result/Impact:** Increase student participation in Art that include different techniques.

**Staff Responsible for Monitoring:** Teachers, Admin

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - 199 General Fund

### Strategy 8 Details

**Strategy 8:** Continue to increase and update technology use in the classrooms to enhance learning.

**Strategy's Expected Result/Impact:** Technology available to teach students in a variety of ways.

**Staff Responsible for Monitoring:** Admin, teachers, teach dept

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - 199 General Fund

### Strategy 9 Details

**Strategy 9:** Continue to identify and meet with GT students weekly to enhance their academic needs.

**Strategy's Expected Result/Impact:** GT students will be provided challenging instruction to enhance learning.

**Staff Responsible for Monitoring:** GT teacher, principal

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - Gifted and Talented

### Strategy 10 Details

**Strategy 10:** Emergent Bilingual students will continue to receive classroom supports in order with their requisition of the English language.

**Strategy's Expected Result/Impact:** Students will be supported in the classroom to help them gain the use and context of the English language.

**Staff Responsible for Monitoring:** Classroom teachers and principal

**ESF Levers:**

Lever 5: Effective Instruction

**Funding Sources:** - ESL

**Goal 5:** YPA will encourage and provide regular opportunities for parent/community involvement.

**Performance Objective 1:** All parents/stakeholders will be encouraged to participate and be involved in their children's education at YPA.

**Evaluation Data Sources:** Increased parent involvement, student attendance, fewer discipline referrals and student growth.

**Strategy 1 Details**

**Strategy 1:** Provide orientation for families of students at YPA to discuss curriculum, discipline, attendance, procedures and expectations in both English and Spanish.

**Strategy's Expected Result/Impact:** Increase attendance rates, have fewer discipline referrals and improve student academic growth.

**Staff Responsible for Monitoring:** Principal

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Funding Sources:** - 199 General Fund

**Strategy 2 Details**

**Strategy 2:** YPA will continue to communicate with parents/guardians regarding school events and programs through weekly newsletters from teacher, monthly letter from admin, daily attendance calls, updated information on the YPA website, class Reminds

**Strategy's Expected Result/Impact:** Increase communication for parents.

**Staff Responsible for Monitoring:** principal, teachers, PIEMS sec.

**ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** - 199 General Fund

**Strategy 3 Details**

**Strategy 3:** YPA will hold parent/teacher conferences at the end of the 1st and 4th six week grading periods.

**Strategy's Expected Result/Impact:** Increase parent involvement of their child's education

**Staff Responsible for Monitoring:** Classroom teachers, counselor, principal

**ESF Levers:**

Lever 3: Positive School Culture



### Strategy 4 Details

**Strategy 4:** YPA will host a family night in the Fall and Spring.

A Book Fair will be offered during the Spring for parents to support their child's reading skills.

**Strategy's Expected Result/Impact:** Increase parent participation of their child's learning.

**Staff Responsible for Monitoring:** Librarian, teachers, principal

**ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** - 199 General Fund

**Goal 5:** YPA will encourage and provide regular opportunities for parent/community involvement.

**Performance Objective 2:** YPA will foster a positive working relationship with community partners.

**Evaluation Data Sources:** Increase support of positive community involvement.

Strategy 1 Details
<p><b>Strategy 1:</b> Students will engage community involvement to encourage future opportunities by visiting the Yoakum Public Library, Heritage Museum, Dairy Queen, Stevens Nursing and Rehab, and movie theater.</p> <p><b>Strategy's Expected Result/Impact:</b> To expose our students to local opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Funding Sources:</b> - 199 General Fund</p>
Strategy 2 Details
<p><b>Strategy 2:</b> YPA will continue to invite parents and community members to programs/events. For example, Thanksgiving lunch, Christmas Program, Student lunch</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support of parent and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
RTI	Peggy Malinovsky	RTI teacher
Para	San Juana Pinon	Para
Classroom teacher	Amy Pekar	Teacher
Classroom teacher	Maria Quilpas	Teacher
Non-classroom professional	Mary Gail Henneke	Counselor
Principal	Janice Schacherl	Principal