

**Yoakum Independent School
District**

Yoakum Annex School

**2025-2026
Campus
Improvement Plan**

Mission Statement

Mission Statement

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

Vision

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

Yoakum Primary Annex School consists of Pre-K and Kindergarten classes with a total enrollment of 171 students. Ethnic breakdown is : 68% Hispanic, 19% White, 8% African American, .1% Asian and 5% Multiracial. Our faculty consist of 1 Principal, 1 Counselor, 5 PK teachers, 5 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.

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

Summary

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

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, EOY CIRCLE testing for Kindergarten, BOY, MOY,EOY CLI-CIRCLE 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 reading level testing for Kindergarten students.

In partnership with Head Start for the PK program.

Bi-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

Root Cause

1

Increase parent involvement at home to help student achievement.

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

 = Priority

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. We have small class sizes and 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 bi- weekly to discuss lesson plans and share ideas. We celebrate each others successes and encourage each other as needed.

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, Patriot day,

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 and birthday treats

New staff meeting with principal

Jean passes for teachers

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.

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

Salary increases (state and local)

Implementing the TIA grant

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.

Curriculum, Instruction, and Assessment

Summary

Yoakum Primary Annex puts academic growth of all students as the top priority. We invest hours of purposeful planning 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.

Strengths

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

Bi-Weekly PLC grade level meetings

BOY, MOY and EOY CLI test for PK

BOY, EOY test TXKea (CIRCLE)

Progress monitoring every 6 weeks

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 (Reading)

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

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

Root Cause

1

Continue encouragement for all general education teachers to implement stations in their classrooms during guided reading and math.

Move away from teacher-centered instruction to more student-centered.

 = Priority

Family 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, classroom newsletters, 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.

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 Parent reading/activity night

Christmas program for parents

Family projects-pumpkin contest

Get Fit week

Meet the teacher at the beginning of the year

Parent/Teacher conferences in Sept. and Feb.

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 Family and Community Engagement Needs

Problem Statement	Root Cause
1 Continue to offer family engagement activities throughout the year.	Increase participation of reluctant families.

 = Priority

School 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.

Strengths

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

Technology

Summary

The technology of the Yoakum Primary Annex School has improved greatly in the past two years. The use of Ipads and computer classes have 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.

Strengths

All classrooms have at least 2-3 iPads in the classroom for use in stations . We purchased a set of 20 new iPad for teachers to check out for whole class activities. Each classroom utilizes an interactive TV that can be used in many ways.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade 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
- 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



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

YPA will show academic growth/success in reading and math on the state assessment instruments including CIRCLE, CLI, TEMI and in social and emotional skills.

Evaluation Data Source: BOY/MOY/EOY testing data

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: Principal and teachers

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Continue to use different reading and math strategies, small group instruction and the RTI program to monitor and implement 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 content.

Staff Responsible for Monitoring: Principal, teachers and RTI teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

Recruit and retain highly qualified teachers and staff.

Strategy's Expected Result/Impact: Positive academic growth for students.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 4

Continue to use technology to enrich instruction and address TEKS.

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

Staff Responsible for Monitoring: Teachers and computer TA

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 2

By the Spring of 2026, YPA will maintain or exceed objectives to meet the standard for all ESL/Bilingual students.

Evaluation Data Source: CIRCLE results, OLPT and benchmark (reading levels)

Strategy 1

Provide summer school classes for K-1 ESL students.

Strategy's Expected Result/Impact: Increase academic growth in the ESL students.

Staff Responsible for Monitoring: ESL teachers and Primary principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

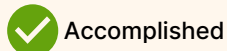
Strategy 2

Maintain a high qualified staff of ESL and Bilingual certified teachers that will implement the ELP's into lesson plans.

Strategy's Expected Result/Impact: To increase academic growth in language skills and meet the needs of EB students.

Staff Responsible for Monitoring: Principal

Formative Reviews



Accomplished

November

January

March

June

Performance Objective 3

By the Spring of 2026, YPA will continue to extend and monitor the State Compensatory Education Program for all eligible students.

Evaluation Data Source: Decline in Special Education referrals, RTI data

Strategy 1

Continue to utilize the RTI team and process to consider instructional strategies, interventions and support services to be used prior to a Sp. ED. referral.

Strategy's Expected Result/Impact: Decreased number of referrals

Staff Responsible for Monitoring: Principal, RTI teachers, counselor

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2

Increase school-wide knowledge and acceptance of inclusion.

Strategy's Expected Result/Impact: Positive approach regarding Special Ed. and inclusion program.

Staff Responsible for Monitoring: Special Ed teacher, teachers and principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 4

Yoakum Primary Annex will maintain a attendance rate of 97% or above for all students.

Evaluation Data Source: Increase attendance

Strategy 1

Reward perfect attendance every 6 weeks during the year with special treats and rewards.

Strategy's Expected Result/Impact: Increased attendance in school will promote higher levels of academic growth.

Staff Responsible for Monitoring: PEIMS sec. and Principal

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2

Truancy plan will continue to address student absences that are over the allotted amount of time to be absent.

Strategy's Expected Result/Impact: To increase attendance rate.

Staff Responsible for Monitoring: PEIMS and Principal

Formative Reviews

Moderate Progress

November

January

March

June

Goal 2 Yoakum Primary Annex will provide a supportive and positive climate for all students and staff.

Performance Objective 1

Continue to support staff and students by providing training to understand behavior and how to support students.

Evaluation Data Source: Decrease negative behaviors and support student growth.

Strategy 1

In house training for 504, special education, ADHD and behavioral trainings for all staff to better support students in academic and behavioral growth.

Strategy's Expected Result/Impact: Positive behavior will increase academic growth.

Staff Responsible for Monitoring: Principal, teachers, counselor

Formative Reviews

No Progress
November

January

March

June

Strategy 2

Continue using discipline techniques (color charts, campus motto, Star Student, positive behavior awards) in the classrooms to help students make good choices.

Strategy's Expected Result/Impact: Increase positive behaviors

Staff Responsible for Monitoring: teachers, principal and counselor

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 3

Continue to participate in bi-weekly grade level PLC meetings to encourage discussions on student progress, lesson plans, teaching strategies and delivery.

Strategy's Expected Result/Impact: Fostering a community of growth to support student achievement.

Staff Responsible for Monitoring: Teachers, principal, RTI

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 4

Provide field trips that focus on community involvement and academic and behavioral success.

Strategy's Expected Result/Impact: To promote a sense of community and reinforce positive behaviors.

Staff Responsible for Monitoring: Teachers ,principal, counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 2

YPA will continue to provide and promote a wellness and safety program for students and staff.

Evaluation Data Source: Counselor and principal referrals, Raptor system

Strategy 1

Plan and implement safety drills and abide by district protocols.

Strategy's Expected Result/Impact: To ensure all staff and students feel safe by knowing what to do in emergency situations.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2

YPA will provide lessons in social skills, character development, teeth brushing, handwashing, nutrition and drug free programs.

Strategy's Expected Result/Impact: Well adjusted students

Staff Responsible for Monitoring: Counselor, nurse

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 3

Continue to foster a positive environment by acknowledgment of staff birthdays with jean passes, theme dress up days and lunches.

Strategy's Expected Result/Impact: To help staff feel supported and appreciated.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

January

March

June

Goal 3 Yoakum Primary Annex will improve internal and external communication efforts.

Performance Objective 1

Increase parent communication at the campus level

Evaluation Data Source: Posting on the website, blackboard and social media

Strategy 1


Teachers will send weekly newsletters to parents keeping them informed of concepts taught and events taking place.

Strategy's Expected Result/Impact: Increase of parent involvement.

Staff Responsible for Monitoring: teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

November

January

March

June

Performance Objective 2

Continue internal communication with staff.

Evaluation Data Source: weekly newsletter to staff and monthly events calendar.

Strategy 1

Administration will send a weekly newsletter to the staff.

Strategy's Expected Result/Impact: Share important information, events, instructional strategies and celebrations.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 3

Increase family engagement activities to include instructional nights.

Evaluation Data Source: Sign in sheets, informational flyers

Strategy 1

YPA will host an evening of reading and math activities to engage parents and expose them to our instructional expectations.

Strategy's Expected Result/Impact: Parents will know the expectations of PK and Kinder.

Staff Responsible for Monitoring: Teachers, Principal, parent liaison, counselor

Formative Reviews

Considerable Progress

November

January

March

June

Goal 4 Yoakum Primary Annex will provide equitable instructional strategies for student success.

Performance Objective 1

YPA will set high expectations of learning using the selected campus curriculum and assessments with validity.

Evaluation Data Source: This will be monitored by TTESS, walkthroughs, PLC's and YAG planning.

Strategy 1

Implement the new Saxon Phonics Foundations program in Kindergarten.

Strategy's Expected Result/Impact: Increase phonemic awareness and phonics skills.

Staff Responsible for Monitoring: Teachers and principal

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2

Continue to use adopted curriculum to master ELAR and Math TEKS (Go Math, HMH, Hagerty, Scholastics and Frog Street).

Strategy's Expected Result/Impact: Continue success on mastery of TEKS

Staff Responsible for Monitoring: Principal and teachers

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

November

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March

June

Strategy 3

Implement Learning.com to teach keyboarding skills and support technology TEKS

Strategy's Expected Result/Impact: Students will become familiar with computers and prepare them for future online testing.

Staff Responsible for Monitoring: Computer teacher

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 4

Implement Academic vocabulary in ELAR to develop word knowledge and comprehension.

Strategy's Expected Result/Impact: Increase student success in reading and comprehension

Staff Responsible for Monitoring: Principal and teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 2

YPA will provide engaging activities for students while supporting Tier 1 interventions.

Evaluation Data Source: 6 weeks test, PM benchmarks

Strategy 1

Implement math stations and center activities during math and intervention times.

Strategy's Expected Result/Impact: Increased academic growth

Staff Responsible for Monitoring: Teachers and principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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June

Strategy 2

Ensure the library and reading program offers books of high interest.

Strategy's Expected Result/Impact: Encourage learners to love reading.

Staff Responsible for Monitoring: Librarian

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 3

Continue to identify and meet GT students needs.

Strategy's Expected Result/Impact: GT will provide challenging instruction to enhance learning.

Staff Responsible for Monitoring: GT teacher, principal

Formative Reviews

Moderate Progress

November

January

March

June

Goal 5 Yoakum Primary Annex will encourage and provide regular opportunities for parent/community involvement.

Performance Objective 1

YPA will encourage a positive working relationship with parents and the community.

Evaluation Data Source: Student attendance, fewer discipline referrals and improve student academic growth.

Strategy 1

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

Strategy's Expected Result/Impact: Increase parent involvement.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress

November

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March

June

Strategy 2

YPA will hold parent/teacher conferences at the end of the 1st and 4th six week grading period and teachers will communicate with parents regularly using REMIND.

Strategy's Expected Result/Impact: Increase communication with the parents.

Staff Responsible for Monitoring: Principal, teachers, counselor

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 3

YPA will continue to invite parents to have lunch with their child and host a family night in the Fall and Spring.

Strategy's Expected Result/Impact: Increase parent awareness and participation in their child's learning.

Staff Responsible for Monitoring: Principal, teachers, counselor

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 2

YPA will foster a positive working relationship with community partners.

Evaluation Data Source: To expose our students to local opportunities.

Strategy 1

Students will engage in community involvement by visiting the Public Library, Heritage Museum, Dairy Queen, Stevens Nursing and Rehab and the Grand Theater.

Strategy's Expected Result/Impact: To expose our students to local opportunities.

Staff Responsible for Monitoring: Teachers, Principal

Formative Reviews

Considerable Progress

November

January

March

June