

**Yoakum Independent School  
District**

**Yoakum Primary School**

**2025-2026  
Campus  
Improvement Plan**

# Mission Statement

The Yoakum Primary School has a strong foundation of supporting staff and students. We believe that we need to teach students in a way that provides a safe learning environment, equip our students to become strong readers with healthy math skills and with confidence that prepares them for the future. As a campus, we strive to create a nurturing and respectful learning environment. We believe our goal is to support the whole child; social, academic, mental and behavioral support.

# Vision

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# Comprehensive Needs Assessment

# Demographics

## Summary

Yoakum Primary School consist of 1st and 2nd grade students. The student population is approx. 210 students. Our student body currently consist of 81% Hispanic, 2.8% Multi-racial, 12.4% Caucasian, and 3.8% African American. Our faculty currently consist of 5-1st grade teachers, 6-2nd grade teachers, 2 special education teachers, 1 Rtl teachers, 7 Classroom aids, 1 PE Coach, 2 office staff, librarian (split between 3 campus'), 2 custodians, 1 counselor and 1 principal. Currently, our Special education population is 20.5% of our total population and our EB student population is 33.3% of our total population.

## Strengths

Yoakum Primary consists of a diverse community of students and staff.

# Student Achievement

## Summary

Yoakum Primary Schools have many supports built into our schedule to help our students that are struggling either with academics, disciplinary referrals, need English language supports or are in need of counseling. Our campus creates an environment for our students to gain the strength and confidence they need to be successful. Our current needs are increased parent involvement to help support students to become stronger readers.

## Strengths

Yoakum Primary Schools have the following strengths in Student Achievement:

- Rtl tier system to show student progress and/or needs based on TEKS
- 2 scheduled Parent Meetings throughout school year
- Campus traditions
- Smart/interactive boards in each classroom
- Campus Discipline Plan implemented across the campus
- AR Rewards for reading progress in 1st and 2nd grade
- Recognition of weekly STAR students
- BOY, MOY, EOY TPRI testing with Dyslexia Committee to discuss results
- BOY, MOY and EOY STAR Reading and Math testing
- End of Year awards for students
- Weekly PLC grade level meetings to support student success and analyze assessment data
- G/T Teacher/Program
- Annual Dyslexia Screening
- Reading by Design Trained Dyslexia teacher
- Counseling program: Class guidance, individual counseling, group counseling
- UIL
- Campus Spelling Bee
- Student reading levels sent home at the end of each six weeks to show progress
- Each classroom has individual, group and classroom behavior incentives
- Parent survey sent home each December and May
- TEKS - based weekly assessments
- All certified teachers required to become ESL certified

# Problem Statements Identifying Student Achievement Needs

## Problem Statement

## Root Cause

1

Increase parent involvement at home to help student success during school



Parent availability due to job, supportive home environment

 = Priority

# School Culture and Climate

## Summary

Yoakum Primary School has many strengths to help support our students and our staff. While we do see a lower number of applicants coming into the teaching profession, we will continue to build a supportive environment for our staff in order for them to perform the best they can. This in turn will only continue to build growth and support for our students.

## Strengths

To create positive and productive school culture and climate, the following is implemented:

- Campus pledge during morning announcements
- Principal Mail sent home to recognize student excellence
- Individual/group/whole class reward system
- Attendance reports and incentives for students given each 6 weeks
- Discipline reports
- Staff Survey
- Safety Drill Reports
- Clean, orderly and well-maintained campus
- Weekly grade level meetings to ensure good communication and planning time for successful instruction
- Rewards each 6 weeks for students to earn
- Weekly STAR Student
- Counseling program
- Theme Dress up Days
- Student and Staff Birthday acknowledgment
- Periodic staff luncheon
- Rtl meetings during each grading period to support staff and students
- Texas Fair and Chili Cook-off during Texas Public Schools Week
- Reading incentives for students
- Mileage Club for PE students
- Bulldog Lunch and Lunch Bunch with the counselor
- Guys with Ties to promote leadership
- New staff meetings with campus Principal each month
- Book Study for uncertified teachers on classroom management

# Staff Quality, Recruitment, and Retention

## Summary

Yoakum Primary Schools currently ensures that all staff hired is a good fit and highly qualified for our campus and our students. We want to ensure that all staff hired are people to not just fill a position, but ones who we are invested in being an important part of our campus for the future. We are located in a small town and recruitment of staff is becoming a harder issue each year. While we are not the only districts we are seeing this same trend, it is important that we stay ahead and branch out to find other ways to recruit teachers and staff.

## Strengths

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

- Staff are highly qualified or are on the pathway to becoming highly qualified
- Incentives for community/school support
- Stipends for Bilingual teachers, staff with a Master's degree, Special Education teachers
- All paraprofessionals attend a 3 day training that focuses on supporting students in the classroom at Region 3
- Positive activities for staff:
  - Boo Gifts
  - Secret Santa
  - Teacher Appreciation Week
  - Counselor Appreciation
  - Paraprofessional Appreciation
  - Bus Driver Appreciation
  - Christmas Party
  - Jean Friday
  - Monthly staff appreciation
  - Bosses Day
  - Administrative Assistants Day
- Stipends for UIL coaches, ESL certified teachers, Guardian members
- T-TESS data using DMAC

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

Problem Statement	Root Cause
<b>1</b> In need for better promotion of the job availability options on campus.	Knowing other places to look for and announce job openings.
<b>2</b> Competitive salary with neighboring school districts	
<b>3</b> We are seeing more and more of a trend of uncertified staff coming into the teaching profession.	

 = Priority

# Curriculum, Instruction, and Assessment

## Summary

Yoakum Primary Schools has invested a lot of time and purposeful additions to our curriculum to encourage all students to see growth in their academics. Teachers are well trained in the curriculum. 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. We must continue to place this process of high value to ensure that programs and curriculum are used to their full potential.

## Strengths

Yoakum Primary Schools engage in the following strengths for curriculum, instruction and assessment:

- Weekly PLC grade level meetings for each grade level
- Weekly grade level lunch meetings
- BOY, MOY and EOY TPRI
- Individual student reading levels taken each six weeks
- Student sight word checks completed for 1st and 2nd grade
- 4 Rtl meetings per semester
- STAR reading and math
- Keyboarding without Tears
- TEKS based lessons
- IXL - math
- Reading Academy
- Computer Lab available
- All classrooms are equipped with Smart boards, projector, document camera, iPads, and teacher laptop.
- GT Program
- Scholastic Weekly Readers
- Dyslexia ID and pullout
- Go Math and Sharon Wells Math curriculum
- Sharon Wells training each six weeks for new teachers and Rtl math teacher
- learning.com
- Saxon phonics
- Bilingual supports for EB students
- HMH curriculum
- Counselor program - individual counseling, group counseling, Guys with Ties, Lunch Bunch and Bulldog Lunch
- Heggerty Phonemic awareness
- Physical Fitness given to all students 5 days a week

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<p><b>1</b> Continued training and support for teachers implementing curriculum and conducting assessments.</p>	<p>To maintain validity and quality of testing</p>
<p><b>2</b> ★ Continue encouragement for all general education teachers to implement centers in their class time during guided reading.</p>	<p>This allows for differentiated instruction with small groups and for teachers to have a better understanding of how to help support our students.</p>

★ = Priority

# Family and Community Engagement

## Summary

Yoakum Primary Schools are encouraging parent involvement in a variety of ways. While maintaining safety precautions, we are offering many different ways for our parents to be involved with their students on our campus. We know that by increasing parent involvement, we are building better relationships with our parents and students. This will allow for more support within our community. It is important that we recognize the need for all of our parents/guardians to have the opportunity to be involved. By recognizing the need for our information to also be in Spanish, allows for our Spanish speaking parents to be involved as well.

## Strengths

Yoakum Primary Schools currently engage in the following strengths to encourage positive parent and community engagement:

- Daily attendance calls using Blackboard Connect
- Updated calendar of events on YPS website
- Consistent parent contact - Individual classroom Remind groups, phone calls, email, individual classroom weekly newsletters, campus monthly newsletter, school messenger, Parent conferences
- Thanksgiving Lunch
- Christmas Program
- Family Projects - Puzzle piece, turkey and computer projects
- Red Ribbon Week
- Open house, Meet the teacher and Book Tasting
- Fall and Spring Book Fair
- Star Student and student birthday lunches with parents/guardians
- Bulldog lunch
- Visit to public library
- Visit to Heritage Museum
- Muffin Morning
- PALS
- Parent survey December and May
- Parent sign in sheets for: Christmas Program, Muffin Morning, Open House, End of Year Awards, Thanksgiving Lunch, Parent conferences in October and January
- Monthly campus calendar, Principal newsletter, cafeteria menu and Parenting newsletter sent home at the beginning of each month
- Local Yoakum Newspaper articles/announcements pertaining to YPS
- Spanish speaking staff to help with translation to meet parents needs
- Community members asked to read during Dr. Suess Week

# Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1 ★	Translation of all information sent home to parents in Spanish.	An increasing amount of our parents are primarily Spanish speaking.
2	Continue with more family engagement projects throughout the school year.	Increase participation of parents/guardians supporting their student.

★ = Priority



# Priority Problem Statements

# Problem Statements Identifying Student Achievement Needs

## Problem Statement

## Root Cause

1



Increase parent involvement at home to help student success during school

Parent availability due to job, supportive home environment

 = Priority

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

## Problem Statement

## Root Cause

1  
★

Continue encouragement for all general education teachers to implement centers in their class time during guided reading.

This allows for differentiated instruction with small groups and for teachers to have a better understanding of how to help support our students.

★ = Priority

# Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 317 846 380">Translation of all information sent home to parents in Spanish.</p>	<p data-bbox="906 317 1463 380">An increasing amount of our parents are primarily Spanish speaking.</p>

★ = Priority



# 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
- 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

- 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
- Student failure and/or retention rates
- 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
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Staff surveys and/or other feedback
- 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 Student Achievement

## Performance Objective 1

With staff and families working together, students at the Yoakum Primary Campus will be taught and encouraged to be strong readers, successful at school in math, reading, language arts and phonics and spelling, stronger confidence in themselves and social skills that all together create a student prepared for their future.

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

### Strategy 1

Continue to encourage and engage parents/guardian support of the content being taught at school by creating more opportunities for parents to become involved in their students growth.

**Strategy's Expected Result/Impact:** Increased parent and family support of the activities and content taught on our campus will only result positive relationships and growth.

**Staff Responsible for Monitoring:** Classroom teachers, office staff, Principal, Counselor

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### Strategy 2

Development and implementation of a Campus Disciplinary Plan to be carried out by all campus staff to create a uniform discipline policy for student accountability.

**Strategy's Expected Result/Impact:** Help support an environment of accountability and consistency across the campus .

**Staff Responsible for Monitoring:** Classroom teachers, Principal, Classroom aids, Counselor

**Funding Sources:** 199 General Fund,

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### Strategy 3

Continued use of the Rtl program to monitor and implement targeted TEKS specific differentiated instruction based on student data student needs in the classroom, benchmark scores, TPRI scores, six weeks grades and teacher input.

**Strategy's Expected Result/Impact:** Continue to see progress in students success in the classroom as they master the content.

**Staff Responsible for Monitoring:** Principal, classroom teachers, Rtl teachers

**Funding Sources:** Title 1,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 4

We will continue to implement the TPRI (dyslexia screener) and STAR Reading and Math assessments at the beginning of the year, middle of the year, and end of the year to monitor student progress. As well as continually ensure teachers are testing students to the validity of the assessments.

**Strategy's Expected Result/Impact:** Accurate results from the TPRI assessment to correct measure student progress.

**Staff Responsible for Monitoring:** Principal, certified teacher, instructional coach

**Funding Sources:** 199 General Fund,

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

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### Strategy 5

Continue to implement the counseling program in which our counseling program continues with the following : Lunch Bunch groups with targeted social skills and student needs, individual student counseling, weekly whole group guidance classes, Backpack program and Bulldog Lunch.

**Strategy's Expected Result/Impact:** Continued student support based on student needs.

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

**Funding Sources:** 199 General Fund,

**ESF Levers:** Lever 3: Positive School Culture

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**Strategy 6**

Yoakum Primary will continue the organization of UIL participation of interested 2nd grade students.

**Strategy's Expected Result/Impact:** Student involvement in academic competitions.

**Staff Responsible for Monitoring:** Administration, Counselor and Teachers

**Funding Sources:** 199 General Fund,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

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**Strategy 7**

Support transition among grade levels and different campuses by having the kindergarten students at the Primary Annex come to visit the Primary campus and having the 2nd grade students go to visit the Intermediate campus for the upcoming year.

**Strategy's Expected Result/Impact:** Promote student success by looking forward to the upcoming school year.

**Staff Responsible for Monitoring:** Administration, counselor and teachers.

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 8

Grade level parent/guardian meetings at beginning of the year and mid-year for all students to ensure communication with parent/guardian and their student's success/progress.

**Strategy's Expected Result/Impact:** Increase parent/guardian participation in their student's progress.

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

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

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## Strategy 9

Implement End of Year Awards by recognizing student progress in academic areas, sportsmanship and athletic abilities, UIL participation, perfect attendance and citizenship.

**Strategy's Expected Result/Impact:** Celebrate student success.

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 199 General Fund,

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## Strategy 10

Continue to plan and organize Summer Academy for students who need extra support to build a strong reading foundation, including EB students.

**Strategy's Expected Result/Impact:** Extra support for students to become better prepared for the upcoming school year.

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

**Funding Sources:** Title 1, , ESL,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 11

Truancy Prevention Plan will be implemented throughout the school year for those students who have exceeded the allotted amount of time to be absent from school.

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

**Staff Responsible for Monitoring:** Administration

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### Strategy 12

Continue differentiated reading strategies and supports to promote student success in reading. (Epic, AR, Guided Reading)

**Strategy's Expected Result/Impact:** Increase student reading levels and fluency rates.

**Staff Responsible for Monitoring:** Administration and Teachers

**Funding Sources:** 199 General Fund,

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### Strategy 13

Continue with AR reading incentives for 1st and 2nd grade students who gain progress with AR comprehension scale.

**Strategy's Expected Result/Impact:** Increase student reading achievement.

**Staff Responsible for Monitoring:** Administration and Teachers

**Funding Sources:** 199 General Fund,

## Formative Reviews

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### Strategy 14

Integrate higher-order thinking skills with purposeful questioning to increase student math and reading comprehension achievement.

**Strategy's Expected Result/Impact:** Increased student comprehension.

**Staff Responsible for Monitoring:** Administration, Teachers.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 15

All students will participate in daily oral reading practice during small group guided reading time during WIN TIME.

**Strategy's Expected Result/Impact:** Increased student achievement in reading and comprehension using strategies taught.

**Staff Responsible for Monitoring:** Administration and Teachers.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 16 Targeted Support Strategy

Yoakum Primary will continue to identify student needs (ADHD, Special Education, GT and Rtl) with various tools and techniques (interventions, Connors etc.)

**Strategy's Expected Result/Impact:** Students will be appropriately identified and provided intervention strategies to help them be successful.

**Staff Responsible for Monitoring:** Rebecca Fitch

**Funding Sources:** 199 General Fund,

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**Strategy 17**

Continue to create and provide a safe, productive and interactive playground/play area for our students.

**Strategy's Expected Result/Impact:** Increased social skills and physical activity

**Staff Responsible for Monitoring:** Principal and leadership team

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# Goal 2 School Culture and Climate

## Performance Objective 1

Continue to support and staff and students by providing training to not only teachers, but also classroom aids to better support all of our students by understanding behavior and how to effectively support our students.

**Evaluation Data Source:** Understanding the needs that are present on our campus, all staff will be provided training to effectively support student growth.

### Strategy 1

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

**Strategy's Expected Result/Impact:** Better support our student diverse population.

**Staff Responsible for Monitoring:** Classroom teachers, Counselors, Classroom Aids

**Funding Sources:** 199 General Fund,

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### Strategy 2

Continue to initiate and participate weekly grade level PLC meetings to encourage discussions on student progress, lesson plans, assessment progress, teaching strategies and content delivery.

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

**Staff Responsible for Monitoring:** Principal, Classroom teachers, RtI teachers, Special education teachers and Instructional coach.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 3

Continue to foster an environment of staff support by continuing the staff birthday acknowledgment with staff lunches, Staff Shout Out board, jean passes and jean Fridays, theme dress up days, and hard work acknowledgment.

**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

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### Strategy 4

Routinely plan and implement safety drills (i love you guys curriculum) and abide by all safety protocols by the district.

**Strategy's Expected Result/Impact:** Continuing a safe campus to ensure that all staff and students feel safe on campus.

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

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### Strategy 5

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

**Strategy's Expected Result/Impact:** Fostering a sense of community and reinforcing academic content.

**Staff Responsible for Monitoring:** Administration, Teachers, Counselors and Paraprofessionals.

**ESF Levers:** Lever 3: Positive School Culture

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**Strategy 6**

Programs will be implemented that teaches appropriate teeth brushing techniques, handwashing, healthy living, making healthy choices and vaping.

**Strategy's Expected Result/Impact:** Increase student awareness of self-care.

**Staff Responsible for Monitoring:** Administration, Counselor and Nurse.

**ESF Levers:** Lever 3: Positive School Culture

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**Strategy 7**

Campus will host a 1st and 2nd grade Christmas Program to incorporate student singing, performing, reading and community involvement.

**Strategy's Expected Result/Impact:** Increase student awareness of community involvement.

**Staff Responsible for Monitoring:** Administration, Teachers, all Staff.

**ESF Levers:** Lever 3: Positive School Culture

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**Strategy 8**

Positive behavior will be encouraged by techniques that will include classroom color charts, campus pledge, 6 week reward, class rewards, Star Student, in which a student is recognized each week for excellent behavior and recognition of good behavior with each classroom having a reward system.

**Strategy's Expected Result/Impact:** Increased excellence in student behavior.

**Staff Responsible for Monitoring:** Administration, Teachers.

**Funding Sources:** 199 General Fund,

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

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**Strategy 9**

Personal/Mental needs of students will be addressed by staff to ensure timely early intervention and support.

**Strategy's Expected Result/Impact:** Increased academic achievement by meeting student physical and mental needs.

**Staff Responsible for Monitoring:** Administration, Teachers, Counselors.

**ESF Levers:** Lever 3: Positive School Culture

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# Goal 3 Staff Quality, Recruitment and Retention

## Performance Objective 1

The staff we currently have on the Yoakum Primary Campus is highly qualified or is in the process of becoming highly qualified. As a campus, we need to find alternative ways to post our job availability to increase the number of applicants to ensure we are hiring the best qualified applicant for our students. We will continue to pursue a campus environment that projects positively, growth and success within our teachers.

**Evaluation Data Source:** We will monitor different places in order for us to notify the public of hiring opportunities.

### Strategy 1

Continue to seek out new opportunities to recruit new staff members when needed. For example, job fairs, student teachers, local colleges.

**Strategy's Expected Result/Impact:** Create more of a window of opportunity to find applicants when positions are open.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

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### Strategy 2

Continue to create an environment that is supportive, growth and reflective in nature and of high professional expectations. This campus will strive to have a growth mindset in helping and supporting each other when needed.

**Strategy's Expected Result/Impact:** Creating an environment that encourages staff to want to stay on the YPS campus, invest in their community and become the best education that they can become.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

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

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### Strategy 3

All new teachers will be assigned a mentor to aid in adjusting to a new district/new position.

**Strategy's Expected Result/Impact:** Increased new teacher support.

**Staff Responsible for Monitoring:** Administration.

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

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### Strategy 4

Use of a Pineapple Chart provides opportunities for all staff to observe each other during classroom instruction starting the 2nd six weeks of the school year. Each teacher will choose a different teacher each six weeks to observe and complete questionnaire.

**Strategy's Expected Result/Impact:** Increased observation of teaching techniques, and increased collaboration among staff.

**Staff Responsible for Monitoring:** Administration and Teachers

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

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### Strategy 5

All staff will be given the opportunity to choose from a wide range of professional development that fits their current needs.

**Strategy's Expected Result/Impact:** Increased staff knowledge and techniques to be used in the classroom.

**Staff Responsible for Monitoring:** Administration, Teachers.

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## **Strategy 6**

All necessary staff will stay current on trainings that include: CRT, G/T. As well as all general education teachers to become ESL certified.

**Strategy's Expected Result/Impact:** Staff are current and trained to provide necessary needs for all students.

**Staff Responsible for Monitoring:** Administration and Teachers

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## **Strategy 7**

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

**Strategy's Expected Result/Impact:** Increased knowledge among faculty regarding student needs.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

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

## Formative Reviews

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### Strategy 8

New teachers joining the district and staff who would like to attend, will attend a summer training that covers: classroom management, reading levels, fluency, phonics, behavior incentives.

**Strategy's Expected Result/Impact:** Increased accuracy and reporting of student levels each six weeks.

**Staff Responsible for Monitoring:** Administration, Reading Coach, Teachers

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

November

January

March

June

### Strategy 9

New teachers will continuedly be trained in campus procedures, programs and curriculum.

**Strategy's Expected Result/Impact:** Increased staff retention by appropriately preparing our staff to teach students.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

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# Goal 4 Curriculum, Instruction and Assessment

## Performance Objective 1

Classroom teachers will continue to provide valuable instruction by implementing the selected campus curriculum, assessments with validity and continue implementing engaging center time during guided reading in order for teachers to deliver differentiated instruction to specific academic student groups. As a campus, we will continue to look at the current and future needs of our students in order to establish programs and use of curriculum that will allow them to be successful now and in the future. As a campus, we will continue to identify students on their specific needs.

**Evaluation Data Source:** This will be monitored by walk-throughs, lesson plans, T-TESS evaluations, PLC discussions and YAG discussions.

### Strategy 1

Implementation of Keyboarding without Tears to help support students in learning the keyboard and how to type to help when students are taking the TELPAS and upcoming online STAAR test in the 3rd grade and beyond.

**Strategy's Expected Result/Impact:** Students will be more prepared for upcoming online assessments that will require open ended responses.

**Staff Responsible for Monitoring:** Classroom teachers, classroom computer aid, Principal

**Funding Sources:** 199 General Fund,

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

#### Formative Reviews

November

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### Strategy 2

Continuation of identifying and meeting with GT students weekly to provide enhanced classroom instruction.

**Strategy's Expected Result/Impact:** GT students will be challenged weekly to enhance their general classroom instruction.

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

**Funding Sources:** Gifted and Talented,

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

## Formative Reviews

November

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### Strategy 3

Possible dyslexia students will continue to be screened through TPRI assessments (3 times a year), recommended for FIE if needed and placed in the Dyslexia pull out program in order to support them in the classroom.

**Strategy's Expected Result/Impact:** Dyslexia students will be identified early in their education and given supports in order for those students to most successful.

**Staff Responsible for Monitoring:** Principal, Classroom teachers, Dyslexia teacher

**Funding Sources:** 199 General Fund,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

November

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### Strategy 4

Emergent Bilingual students will continue to receive classroom supports in order with their acquisition of the English language.

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

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

**Funding Sources:** ESL,

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 5

Yoakum Primary School will continue to use the following curriculums in order to create strong readers, master math TEKS and prepare them for the upcoming STAAR exam in the 3rd grade. (Sharon Wells, Accelerated Reader, Go Math, HMH and Heggerty Phonemic)

**Strategy's Expected Result/Impact:** Students will continue to be successful in mastering the TEKS while implementing the curriculum.

**Staff Responsible for Monitoring:** Principals, Instructional Coach, Classroom Teachers

**Funding Sources:** 199 General Fund,

**TEA Priorities:** Build a foundation of reading and math

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

### **Formative Reviews**

**November**

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## **Strategy 6**

Teachers will continue to produce lesson plans during the PLC planning period that are TEKS based and entered into PlanBook.

**Strategy's Expected Result/Impact:** Student content alignment with State standards.

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 199 General Fund,

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

### **Formative Reviews**

**November**

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## **Strategy 7**

Continue providing training for teachers for Reading Academy, Sharon Wells math curriculum, ESL certification and Goal Book for Special Education teachers.

**Strategy's Expected Result/Impact:** Continue support for staff using the programs chosen for student success.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### **Formative Reviews**

**November**

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## **Strategy 8**

Continue character education that includes but not limited to the following: Weekly guidance class with the counselor, bullying lessons, small group and individual counseling sessions etc. .

**Strategy's Expected Result/Impact:** Continued support of the SEL development of our students.

**Staff Responsible for Monitoring:** Administration, Counselor, Teachers

**Funding Sources:** 199 General Fund,

**ESF Levers:** Lever 3: Positive School Culture

### **Formative Reviews**

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## **Strategy 9**

Ensure that the Physical Education program offers a well rounded program that teaches students physical fitness, social skills, different types of sports and sportsmanship.

**Strategy's Expected Result/Impact:** Teach students how to become good sportsman and the importance of physical activity.

**Staff Responsible for Monitoring:** Administration and PE Coach.

**Funding Sources:** 199 General Fund,

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

### **Formative Reviews**

**November**

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## Strategy 10

Ensure that the library and reading program offers books that are high interest, level appropriate and is incorporated into the current ELAR curriculum.

**Strategy's Expected Result/Impact:** Encourage strong readers and increase student desire to read.

**Staff Responsible for Monitoring:** Administration, Librarian.

**Funding Sources:** 199 General Fund,

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

### Formative Reviews

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## Strategy 11

Teachers will continue to incorporate a 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:** Administration, Teachers

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

### Formative Reviews

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## Strategy 12

Continue to update and increase classroom/student/teacher technology to enhance instruction.

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

**Staff Responsible for Monitoring:** Administration, Teachers, Technology Dept.

**Funding Sources:** 199 General Fund,

**TEA Priorities:** Build a foundation of reading and math

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

## Formative Reviews

November

January

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## Strategy 13

Yoakum Primary will continue to provide/implement computer programs (IXL, learning.com and AR) to provide additional academic support for all students.

**Strategy's Expected Result/Impact:** Growth in math, computer knowledge, and reading comprehension skills.

**Staff Responsible for Monitoring:** Rebecca Fitch

**Funding Sources:** 199 General Fund,

## Formative Reviews

November

January

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June

# Goal 5 Parent and Community Engagement

## Performance Objective 1

Yoakum Primary currently provides many different forms of programs, activities and outreach to communicate with our families to engage them to participate in the growth of their student. 33.3% of our parents speak Spanish primarily in the home, our communication with our parents must be available for them as well.

**Evaluation Data Source:** Ensuring that all newsletters, announcements etc. are available in Spanish and in English.

### Strategy 1

Yoakum Primary Campus will continue to engage our students in community involvement to encourage future options for our students. We will continue to do the following: Heritage Museum, Victoria, Yoakum Public Library and the local movie theater.

**Strategy's Expected Result/Impact:** To expose our student body to different aspects and opportunities of our community.

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

**Funding Sources:** permission slip, bus for transportation 199 General Fund,

#### Formative Reviews

November

January

March

June

### Strategy 2

Yoakum Primary Campus will continue with our outreach to our parents/guardians/families regarding school news, upcoming events and programs. For example, classroom weekly newsletter, Principal monthly newsletter, daily attendance calls, updated calendar of events on the Yoakum Primary website, classroom group Reminds, Meet the teacher/Open the house, School Messenger.

**Strategy's Expected Result/Impact:** Increased involvement/communication for our parents/guardians/community of upcoming events, programs and information.

**Staff Responsible for Monitoring:** Principals, Counselor, Classroom teachers

**Funding Sources:** 199 General Fund,

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

November

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### Strategy 3

Yoakum Primary School will continue to create invitations and encourage parents/guardians/ community to attend programs/events that are on our campus. For example, Thanksgiving Lunch, Christmas Program, Muffin Morning, STAR student lunch

**Strategy's Expected Result/Impact:** Increased support of positive community/parent/guardian involvement.

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

November

January

March

June

### Strategy 4

Information sent home to parents in form of communication, newsletters, and/or campus information must also be available in Spanish to be able to reach those parents as well.

**Strategy's Expected Result/Impact:** Increased involvement and communication of our primarily Spanish speaking parents/guardians.

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

**Funding Sources:** Paper 199 General Fund,

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

November

January

March

June

### Strategy 5

Campus will ensure that all annual (beginning, middle and end of year) LPAC meetings are held and discuss the progress of our EB students, implement accommodations to support academic growth.

**Strategy's Expected Result/Impact:** Continued support for our EB students as they learn the English Language.

**Staff Responsible for Monitoring:** Administration, Teachers, LPAC Coordinator.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

### **Formative Reviews**

**November**

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**June**

## **Strategy 6**

Campus will continue to host a Fall and Spring Open House that allows parents/guardians to come into their students classroom/campus, fall and spring bookfairs, Christmas Program, Muffin Morning, Grandparents Day and Book Tasting.

**Strategy's Expected Result/Impact:** Stronger communication between school and parent/guardian.

**Staff Responsible for Monitoring:** Administration, Teacher

**ESF Levers:** Lever 3: Positive School Culture

### **Formative Reviews**

**November**

**January**

**March**

**June**

## **Strategy 7**

Continue to encourage parents/guardians to create and access Parent Portal for attendance and grade updates.

**Strategy's Expected Result/Impact:** Increased parent/guardian communication on progress of their student.

**Staff Responsible for Monitoring:** Administration

**ESF Levers:** Lever 3: Positive School Culture

### **Formative Reviews**

**November**

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**June**

## Performance Objective 2

Yoakum Primary will invite/create/organize/implement the following parent engagement activities to encourage parent support in their students education: Thanksgiving Lunch with Parents, Muffin Morning, Open House, Meet the Teacher, Christmas Program and Book Tasting.

**Evaluation Data Source:** Campus meeting following each event to evaluate any changes that need to be made.



# Committees

# Committees

## Site-Based Decision Making Committee

### Members

First Name	Last Name	Position	Committee Role
Tomika	Barnes	Classroom Teacher	Classroom Teacher
Amy	Garven	Special Education Teacher	Special Education Teacher
Kimberlyn	Krause	Classroom Teacher	Classroom Teacher
Morgan	Flessner	Classroom Teacher	Classroom Teacher
Kim	Kvinta	Counselor	Non-classroom Professional
Rebecca	Fitch	Campus Principal	Principal



# Funding Summary

# Funding Summary

## 199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
1	1	4		--	\$0.00
1	1	5		--	\$0.00
1	1	6		--	\$0.00
1	1	9		--	\$0.00
1	1	12		--	\$0.00
1	1	13		--	\$0.00
1	1	16		--	\$0.00
2	1	1		--	\$0.00
2	1	8		--	\$0.00
4	1	1		--	\$0.00
4	1	3		--	\$0.00
4	1	5		--	\$0.00
4	1	6		--	\$0.00
4	1	8		--	\$0.00
4	1	9		--	\$0.00
4	1	10		--	\$0.00
4	1	12		--	\$0.00
4	1	13		--	\$0.00
5	1	1	permission slip, bus for transportation	--	\$0.00
5	1	2		--	\$0.00
5	1	4	Paper	--	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

## Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$0.00
1	1	10		--	\$0.00
				<b>Sub-Total</b>	<b>\$0.00</b>

## ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10		--	\$0.00
4	1	4		--	\$0.00
				<b>Sub-Total</b>	<b>\$0.00</b>

## Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		--	\$0.00
				<b>Sub-Total</b>	<b>\$0.00</b>