

# Yoakum Independent School District



## Yoakum Junior High School

## 2025-2026 Campus Improvement Plan

# Mission Statement

In order to support, guide, and encourage each student to develop as a productive and responsible individual, Yoakum Junior High will provide an education program promoting the academic, physical, social, and emotional growth necessary for success in an ever changing community. Yoakum Junior High is dedicated to helping all student master academic standards in math, writing, reading, science, and social studies.

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	7
Family and Community Engagement	8
School Organization	9
<b>Data Documentation for CNA</b>	11
Improvement Planning Data	12
Accountability Data	12
Student Data: Assessments	12
Student Data: Student Groups	12
Student Data: Behavior and Other Indicators	12
Employee Data	12
Parent/Community Data	13
Support Systems and Other Data	13
<b>Goals</b>	14
Goal 1 : All Yoakum Junior High students will meet or exceed state assessment standar...	15
<b>Funding Summary</b>	47
199 General Fund	48
State Comp Ed (SCE)	49
Title 2 Part A	49



# Comprehensive Needs Assessment

# Demographics

## Summary

Serving students from a population of approximately 9,242, the Yoakum Independent School District encompasses 268 square miles in Dewitt and Lavaca counties and it is located at the heart of Austin-Houston-Corpus Christi - San Antonio diamond. It has a total enrollment of 1627 students attending five different campuses. District offices are located in Yoakum, Texas. The District is governed by a seven member Board of Trustees who serve staggered, three year terms. Yoakum ISD is fully accredited by the Texas Education Agency. Yoakum Junior High School serves 322 students and employs 32 teachers, 6 paraprofessionals, 1 counselor and 2 administrators.

## Strengths

The percent of African American students was 7% in 2019. The same report shows the percent of Hispanic students has increased to 68%. The percent of Economically Disadvantaged students in the district is 77% . The percent of students identified as At Risk is 52% and ELL students identified is 13%.

## Needs

With the increasing numbers of Hispanic students in the district and campus, the need for ESL strategies and materials focused on the development of language skills is evident. Teachers will be offered the opportunity to attend staff development opportunities focusing on language acquisition skills and strategies for ESL students.

# Staff Quality, Recruitment, and Retention

## Summary

Yoakum JH continues to be proactive in the recruitment and retention of qualified staff. All teachers/paraprofessionals in the district meet the highly qualified requirements. Analysis of the staff demographics show the need for employing minority teachers so that the district staff would more closely reflect the student demographics. The district attends Job Fairs throughout the state when possible and contracts with Region III ESC for job placement services.

## Strengths

Professional Development opportunities have been established at Yoakum ISD for district use in providing training opportunities in-house so staff will not have to travel to the Region III ESC in Victoria as much. It includes a computer, wifi, and NET3 capabilities for distance learning.

## Needs

Professional Development opportunities have been established at Yoakum ISD for district use in providing training opportunities in-house so staff will not have to travel to the Region III ESC in Victoria as much. It includes a computer, wifi, and NET3 capabilities for distance learning.

# Curriculum, Instruction, and Assessment

## Summary

To help with curriculum and instruction, the district brings in various specialists to help with different core classes and has received different trainings from Lead4ward.

Technology has been updated in the district with the projectors in all instructional classrooms. Monies has been added to campus budgets where the needs assessment indicated a need. The district uses many programs to monitor students growth such as TPRI, MClass, Renaissance learning for reading and math, and DIBELS tests.

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

## Strengths

RTI and Title Intervention programs are the content area strengths in the district. An early intervention program in the lower grades has led to higher reading levels in the upper grades. The use of software programs such as Accelerated Reader and Study Island help to support these content areas. District staff in these content areas are experienced and highly qualified. Professional development opportunities are offered to all staff in the district to keep them up-to-date in their content areas. Region III ESC offers workshops during the school year, online, by NET3, and during the summer. Stipends for summer attendance was offered by the district and by Region III ESC.

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

## Needs

The district will continue to train teachers in differentiated instruction, ESL strategies, and Inclusion strategies to be used with all students.

District and Campus Rtl teams will continue to identify students needing interventions throughout the school year.

Campuses are giving six weeks tests in all tested areas, and are analyzing the data to find weak areas. The implementation of 6th week tests will help to ensure teachers are following the district scope and sequence, identify students needing assistance, and act as an early predictor of STAAR success.

Onsite training for all teachers was provided at the beginning of the school year by Mary Beth Matula of Region III ESC using the TAG program in DMAC.

# Family and Community Engagement

## Summary

The district will continue to train teachers in differentiated instruction, ESL strategies, and Inclusion strategies to be used with all students.

District and Campus RtI teams will continue to identify students needing interventions throughout the school year.

Campuses are giving six weeks tests in all tested areas, and are analyzing the data to find weak areas. The implementation of 6th week tests will help to ensure teachers are following the district scope and sequence, identify students needing assistance, and act as an early predictor of STAAR success.

Onsite training for all teachers was provided at the beginning of the school year by Mary Beth Matula of Region III ESC using the TAG program in DMAC.

## Strengths

There are many parents in the district who support student activities as well as support student academic programs. Booster clubs and/or Parent-Teacher organizations are active on most campuses. A majority of these are parents of students who consistently do well in academics and athletics. It is more difficult to get participation into the development, modifications, and evaluations of federal programs and to get parents and community members who are willing to actively participate on campus and district site-based committees.

## Needs

District demographic data show an increase in Hispanic students. On some occasions it is difficult to communicate with non-English speaking parents. All district communications need to be translated into Spanish as well as being sent in English. Recorded messages on the School Reach system need to be recorded in Spanish as well as English, if possible. Someone on each campus needs to be available to translate for parents in meetings, conferences, and presentations. Due to the limited participation and lack of funding, the district discontinued to offer Literacy classes. When funding is available, English lessons and GED classes may need to be offered. The district may need to offer transportation and baby sitting services so that more parents can take advantage of the classes.

# School Organization

## Summary

Yoakum ISD is currently made up of 5 campuses: Yoakum High School (grades 9-12), Yoakum Junior High School (grades 6-8), Yoakum Intermediate School (grades 3-5), 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 Wilson 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. Identified students in Kindergarten through Second Grade are placed in a talent pool and officially identified at the end of second grade as G/T upon reevaluation and participation in the selection process. 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. Rice CISD 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.

Special Education staff in the district attended a training session on TAKS Alt at Region III ESC in November of 2010. All staff administering the TAKS ALT completed the required online training module prior to the testing window last year. This year, staff will be required to attend training on the STAAR Alt tests which will begin implementation in the Spring semester 2012.

## **Strengths**

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

## **Needs**

Vertical alignment has been a need for YISD for some time. Although the District had adapted CSCOPE, not all campuses were implementing it with fidelity. With CSCOPE going away, the District will need to find different ways to increase vertical alignment.



# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Dyslexia data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Professional development needs assessment data

## Parent/Community Data

Parent engagement rate

## Support Systems and Other Data

Budgets/entitlements and expenditures data



# Goals

# Goal 1 All Yoakum Junior High students will meet or exceed state assessment standards by the year 2026.

## Performance Objective 1

By the spring of 2026, Science STAAR scores will increase by 10%.

**Evaluation Data Source:** Results of STAAR test.

### Strategy 1

Provide classroom supplies and materials for daily instruction.

**Strategy's Expected Result/Impact:** Improved engagement and achievement.

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

#### Formative Reviews

November

January

March

June

### Strategy 2

Analyze prior year's STAAR test to determine weaknesses in both student populations and teaching strategies.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Science teachers

#### Formative Reviews

November

January

March

June

### Strategy 3

Analyze 8th grade released test to find areas that need to be emphasized more.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Science Teachers

## Formative Reviews

November

January

March

June

## Strategy 4

Provide staff development for new science teaching strategies.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Principal  
Science Teachers

## Formative Reviews

November

January

March

June

## Strategy 5

Use daily "bell-ringers" concentrated on STAAR objectives.

**Strategy's Expected Result/Impact:** workbooks, internet

**Staff Responsible for Monitoring:** Science teachers

## Formative Reviews

November

January

March

June

## Strategy 6

Administer 6 weeks tests using DMAC in 6th, 7th, and 8th grades.

**Strategy's Expected Result/Impact:** Results of tests

**Staff Responsible for Monitoring:** Science Teachers

**Funding Sources:** 199 General Fund, \$127,455, State Comp Ed (SCE), \$11,030

## Formative Reviews

November

January

March

June

## Strategy 7

Meet every 6 weeks as a department to ensure vertical alignment.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

November

January

March

June

## Performance Objective 2

By the spring of 2026, the number of students passing the social studies STAAR test will increase by 10%

**Evaluation Data Source:** Results of STAAR test.

## Strategy 1

Provide classroom supplies and materials for daily instruction.

**Strategy's Expected Result/Impact:** Improved engagement and achievement.

**Staff Responsible for Monitoring:** Social studies teachers, principal

## Formative Reviews

November

January

March

June

## Strategy 2

Analyze prior year's STAAR test to determine weaknesses in both student population (African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies.

**Strategy's Expected Result/Impact:** Results of STAAR tests

**Staff Responsible for Monitoring:** Social Studies teachers

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 3**

Analyze 8th grade released test to find areas that need to be emphasized more

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Social Studies teachers

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 4**

Provide staff development for new teaching strategies

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Principal, Curriculum director, Social Studies teachers

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 5**

Meet every 6 weeks as a department to ensure vertical alignment

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** 199 General Fund, \$134,014, Title 2 Part A, \$38,987

## Formative Reviews

November

January

March

June

### Strategy 6

Administer 6 weeks test using DMAC

**Strategy's Expected Result/Impact:** results of tests.

**Staff Responsible for Monitoring:** Social Studies teachers

**Funding Sources:** 199 General Fund, \$134,014, Title 2 Part A, \$38,987

## Formative Reviews

November

January

March

June

### Strategy 7

Use daily "bell-ringers" concentrated on STAAR objectives.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Social Studies teachers

**Funding Sources:** 199 General Fund, \$134,014, Title 2 Part A, \$38,987

## Formative Reviews

November

January

March

June

### Strategy 8

Use Lowman curriculum in 6th, 7th and 8th grade with some elements introduced in other grades.

**Strategy's Expected Result/Impact:** Improved STAAR scores

**Staff Responsible for Monitoring:** Social Studies Teachers

## Formative Reviews

November

January

March

June

### Performance Objective 3

By the spring of 2026, the number of students passing the ELAR STAAR will increase 10%.

**Evaluation Data Source:** STAAR results

#### Strategy 1

Provide classroom supplies and materials for daily instruction.

**Strategy's Expected Result/Impact:** Increased engagement and achievement

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

#### Formative Reviews

November

January

March

June

#### Strategy 2

Analyze released tests to find areas that need to be emphasized more.

**Strategy's Expected Result/Impact:** results of STAAR test

**Staff Responsible for Monitoring:** ELAR teachers, curriculum director

#### Formative Reviews

November

January

March

June

#### Strategy 3

Analyze prior year's STAAR test results to determine weaknesses in both student populations(African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** ELAR teachers, curriculum director

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 4**

Provide staff development for new teaching strategies

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Principal, curriculum director, ELAR teachers

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 5**

Meet every 6 weeks as a department to ensure vertical and horizontal alignment.

**Strategy's Expected Result/Impact:** STAAR results

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

**Funding Sources:** 199 General Fund, \$102,508, State Comp Ed (SCE), \$59,709

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 6**

Administer 6 weeks test using DMAC

**Strategy's Expected Result/Impact:** results of tests

**Staff Responsible for Monitoring:** ELAR teachers

**Funding Sources:** 199 General Fund, \$102,508, State Comp Ed (SCE), \$59,709

## Formative Reviews

November

January

March

June

### Strategy 7

Use Curipod to increase student success on Short Constructed Responses and Extended Constructed Responses.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** ELAR teachers

**Funding Sources:** 199 General Fund, \$102,508, State Comp Ed (SCE), \$59,709

## Formative Reviews

November

January

March

June

### Strategy 8

Continue using Reading accommodations and strategies for students with dyslexia.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** ELAR teachers, M. Zimmerman (RBD teacher)

## Formative Reviews

November

January

March

June

### Strategy 9

Encourage 6th, 7th, and 8th grade student participation in writing contests and spelling bee.

**Strategy's Expected Result/Impact:** Lists of students entering contests.

**Staff Responsible for Monitoring:** ELAR teachers

**Funding Sources:** 199 General Fund, \$139,618, State Comp Ed (SCE), \$6,487

## Formative Reviews

November

January

March

June

## Strategy 10

Hold before-school and recess tutoring for select students.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** ELAR teachers

## Formative Reviews

November

January

March

June

## Strategy 11

All students will participate in a ELAR advisory class 60 minutes per week.

**Strategy's Expected Result/Impact:** To increase ELAR understanding and increase ELAR STAAR scores

**Staff Responsible for Monitoring:** all staff

## Formative Reviews

November

January

March

June

## Performance Objective 4

By the spring of 2026, the number of students passing the Math STAAR will increase by 10%.

**Evaluation Data Source:** Results of STAAR test

## Strategy 1

Provide classroom supplies and materials for daily instruction.

**Strategy's Expected Result/Impact:** Increased engagement and achievement

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

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 2**

Analyze released 6th, 7th, and 8th grade STAAR tests to find areas than need to be emphasized more

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Math teachers

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 3**

Analyze prior year's STAAR results to determine weaknesses in both student populations (African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies.

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Math teachers, curriculum director

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 4**

Provide staff development for new teaching strategies

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Principal, curriculum director, math teachers

## Formative Reviews

November

January

March

June

## Strategy 5

Meet every 6 weeks as a department to ensure vertical alignment

**Strategy's Expected Result/Impact:** STAAR results

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

**Funding Sources:** 199 General Fund, \$165,673, State Comp Ed (SCE), \$64,582

## Formative Reviews

November

January

March

June

## Strategy 6

Use Cruipod to spiral content through the school year

**Strategy's Expected Result/Impact:** STAAR results

**Staff Responsible for Monitoring:** Math teachers

**Funding Sources:** 199 General Fund, \$165,673, State Comp Ed (SCE), \$64,582

## Formative Reviews

November

January

March

June

## Strategy 7

All students will participate in a math advisory time for 30 minutes per week.

**Strategy's Expected Result/Impact:** Raise math understanding and Math STAAR scores

**Staff Responsible for Monitoring:** all staff

## Formative Reviews

November

January

March

June

## Performance Objective 5

Promote positive Self-Esteem among all student groups

**Evaluation Data Source:** Increased pride in school work

### Strategy 1

Display by departments in-school projects by African American, Hispanic, Asian, White, Economically Disadvantaged, Special Education, ESL, Migrant, At-Risk, 504, and G/T students on a regular basis.

**Strategy's Expected Result/Impact:** Projects displayed on bulletin board in hallway

**Staff Responsible for Monitoring:** classroom teachers

### Formative Reviews

November

January

March

June

### Strategy 2

Birthdays announced daily over intercom

**Strategy's Expected Result/Impact:** copy of announcements

**Staff Responsible for Monitoring:** Secretary

### Formative Reviews

November

January

March

June

### Strategy 3

Awards ceremony held at end of school year honoring outstanding students for their accomplishments.

**Strategy's Expected Result/Impact:** Agenda of Awards ceremony.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, PEIMS secretary, Computer Teacher

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 4**

Continue the monitoring of positive student interaction through the use of a bully-report system

**Strategy's Expected Result/Impact:** Awareness regarding student problems and the resolution of the problems.

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

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 5**

C.A.R.E. Tickets will be distributed to deserving students to encourage better behavior and responsibility.

**Staff Responsible for Monitoring:** PBIS team

**Formative Reviews**

**November**

**January**

**March**

**June**

**Performance Objective 6**

Provide Staff Development to Improve All Student Achievement

**Evaluation Data Source:** Increased scores on STAAR tests

**Strategy 1**

Faculty will attend professional development based on campus needs

**Strategy's Expected Result/Impact:** Certificates of attendance

**Staff Responsible for Monitoring:** Principal, curriculum director

**Formative Reviews**

November

January

March

June

**Strategy 2**

Provide inservice on DMAC for all staff

**Strategy's Expected Result/Impact:** DMAC TAG system used for 6 weeks tests.

**Staff Responsible for Monitoring:** Curriculum director

**Formative Reviews**

November

January

March

June

**Strategy 3**

Provide inservice for 504/special education modification implementation for new teachers

**Strategy's Expected Result/Impact:** Sign-in sheets of modifications

**Staff Responsible for Monitoring:** Special Education teachers, Counselor

**Funding Sources:** 199 General Fund, \$129,247

**Formative Reviews**

November

January

March

June

**Strategy 4**

Provide inservice on T-Tess for all new employees

**Strategy's Expected Result/Impact:** Sign-in sheet

**Staff Responsible for Monitoring:** Curriculum director, Principal, Assistant Principal

## Formative Reviews

November

January

March

June

### Strategy 5

Technology updates on newly acquired equipment, software, and web-based programs

**Strategy's Expected Result/Impact:** Use of new technology in the classroom

**Staff Responsible for Monitoring:** Technology director

#### Formative Reviews

November

January

March

June

### Performance Objective 7

By the spring of 2026, Yoakum Junior High will establish a wellness program for all students.

### Strategy 1

Yoakum Junior High will provide physical education classes

**Strategy's Expected Result/Impact:** Increased level of physical fitness

**Staff Responsible for Monitoring:** Physical Education teachers

**Funding Sources:** 199 General Fund, \$157,147

#### Formative Reviews

November

January

March

June

### Strategy 2

Yoakum Junior High will offer foods of nutritional value through the food service department

**Strategy's Expected Result/Impact:** Lunch menu

**Staff Responsible for Monitoring:** Cafeteria Manager

## Formative Reviews

November

January

March

June

### Strategy 3

Yoakum Junior High School will offer a Health class for high school credit promoting good student nutrition, student abstinence, and warning of drug and alcohol abuse

**Strategy's Expected Result/Impact:** Number of students enrolled in Health class.

**Staff Responsible for Monitoring:** Health teacher

**Funding Sources:** 199 General Fund, \$6,990

## Formative Reviews

November

January

March

June

### Strategy 4

Yoakum Junior High will offer curriculum in Principals of Human Services class to encourage healthy lifestyle choices.

**Strategy's Expected Result/Impact:** Number of students enrolled in Principals of Human Services

**Staff Responsible for Monitoring:** CTE Instructor(s)

## Formative Reviews

November

January

March

June

## Performance Objective 8

By the spring of 2026, Yoakum Junior High will provide an enrichment curriculum for all students.

### Strategy 1

Provide materials for student engagement and instruction of beginning skills

**Strategy's Expected Result/Impact:** Number of students enrolled in Fine Arts

**Staff Responsible for Monitoring:** Art teacher, band director

**Funding Sources:** 199 General Fund, \$99,699

### **Formative Reviews**

**November**

**January**

**March**

**June**

## **Strategy 2**

Fine Arts classes will use multimedia in classrooms

**Strategy's Expected Result/Impact:** Student/teacher evaluation of material.

**Staff Responsible for Monitoring:** Art teacher, band director

### **Formative Reviews**

**November**

**January**

**March**

**June**

## **Strategy 3**

In-school display of student accomplishments--Art exhibit, band concerts, shop projects, and class projects

**Strategy's Expected Result/Impact:** Public notification of contests/concerts

**Staff Responsible for Monitoring:** Art teacher, band director

**Funding Sources:** 199 General Fund, \$99,699

### **Formative Reviews**

**November**

**January**

**March**

**June**

## **Strategy 4**

Students will compete in out of district art contest(s)

**Strategy's Expected Result/Impact:** Number of entries in art contest

**Staff Responsible for Monitoring:** Art teacher

**Funding Sources:** 199 General Fund, \$53,174

## Formative Reviews

November

January

March

June

### Strategy 5

Students will participate in UIL band contests

**Strategy's Expected Result/Impact:** Contest results

**Staff Responsible for Monitoring:** Band director

**Funding Sources:** 199 General Fund, \$46,525

#### Formative Reviews

November

January

March

June

### Strategy 6

Students will participate in UIL contests.

**Strategy's Expected Result/Impact:** Contest results

**Staff Responsible for Monitoring:** Principal, UIL coordinator

#### Formative Reviews

November

January

March

June

### Strategy 7

Yoakum Junior High School will build and maintain a student council.

**Strategy's Expected Result/Impact:** Number of students involved in student council

**Staff Responsible for Monitoring:** Student Council Sponsor

## Formative Reviews

November

January

March

June

### Strategy 8

Yoakum Junior High School will sponsor a robotics club through the science and computer departments.

**Strategy's Expected Result/Impact:** number of students involved in robotics club.

**Staff Responsible for Monitoring:** Robotics sponsors

#### Formative Reviews

November

January

March

June

### Strategy 9

Yoakum Junior High will initiate a National Junior Honor Society for 7th and 8th grade students.

**Strategy's Expected Result/Impact:** Increased GPA of students

**Staff Responsible for Monitoring:** NJHS Sponsor

#### Formative Reviews

November

January

March

June

### Performance Objective 9

Promote involvement and open communication between teachers, parents, school, community, and all students.

**Evaluation Data Source:** Students and teachers will be better informed of school happenings.

### Strategy 1

School calendar will be kept updated on school website

**Strategy's Expected Result/Impact:** Increase in the number of "hits" to Junior High site

**Staff Responsible for Monitoring:** Principal

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 2**

School activities involving all students will be publicized through the media, the YJH website, and Facebook.

**Strategy's Expected Result/Impact:** Promote positive student experience through the publication of student activities

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

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 3**

Hold orientation/open house for all students and parents prior to the first day of school. Publicize orientation through local media.

**Strategy's Expected Result/Impact:** Sign in sheets from teachers.

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

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 4**

Use Remind.com to keep parents and students informed of school activities

**Strategy's Expected Result/Impact:** Improved attendance, communication with families, and homework completion.

**Staff Responsible for Monitoring:** Principal, teachers, coaches, band director

## Formative Reviews

November

January

March

June

## Strategy 5

Hold faculty meetings as needed

**Strategy's Expected Result/Impact:** Improved communication for all staff/faculty of upcoming events and opportunities for providing input

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

## Formative Reviews

November

January

March

June

## Strategy 6

Hold parent/teacher conferences as needed.

**Strategy's Expected Result/Impact:** Parent contact documentation.

**Staff Responsible for Monitoring:** Teachers, Principal, assistant principal, counselor

## Formative Reviews

November

January

March

June

## Strategy 7

Use Blackboard Automated caller to inform parents about upcoming events and absences daily.

**Strategy's Expected Result/Impact:** Parents will be made aware of events at Junior High and also aware that their student is absent from school.

**Staff Responsible for Monitoring:** PEIMS secretary

## Formative Reviews

November

January

March

June

## Strategy 8

Increase awareness of Parent Portal and of setting parent expectations within the portal.

**Strategy's Expected Result/Impact:** Parents can immediately address grades that fall below their set expectations.

**Staff Responsible for Monitoring:** D. Brandt (PEIMS)

## Formative Reviews

November

January

March

June

## Strategy 9

Promote events on campus such as pep rallies, Veteran's Day and Thanksgiving.

**Strategy's Expected Result/Impact:** Increased parent attendance at campus events.

**Staff Responsible for Monitoring:** D. Pohl (Principal's Secretary) and Principal

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

## Formative Reviews

No Progress

November

January

March

June

## Performance Objective 10

Monitor progress of all at-risk students

**Evaluation Data Source:** Results of STAAR tests

## Strategy 1

Provide instructional services and programs to at-risk population through SCE program

**Strategy's Expected Result/Impact:** Increase in number of students passing STAAR test.

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

**Funding Sources:** State Comp Ed (SCE), \$223,122

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 2**

Offer extra assistance to at-risk population through the GCS lab and tutorials (morning and afternoon)

**Strategy's Expected Result/Impact:** Increase in number of students passing STAAR test.

**Staff Responsible for Monitoring:** GCS teachers and aides, Principal, classroom teachers, counselor.

**Funding Sources:** State Comp Ed (SCE), \$223,122

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 3**

Have students create and use the ASCENDER student portal to review grade progress

**Strategy's Expected Result/Impact:** Increase student grades and decrease student retention.

**Staff Responsible for Monitoring:** Principal, counselor and S. Tobola (Instructional Support)

**Formative Reviews**

No Progress

**November**

**January**

**March**

**June**

**Performance Objective 11**

Promote a safe school environment

**Evaluation Data Source:** Fewer discipline incidents school-wide.

## Strategy 1

Continue no-locker concept

**Strategy's Expected Result/Impact:** record of fewer hall incidents

**Staff Responsible for Monitoring:** Assistant principal

### Formative Reviews

November

January

March

June

## Strategy 2

Only clear or mesh backpacks allowed

**Strategy's Expected Result/Impact:** Fewer incidents with illegal items brought to campus

**Staff Responsible for Monitoring:** Assistant Principal

### Formative Reviews

November

January

March

June

## Strategy 3

Update/revise/enforce dress code

**Strategy's Expected Result/Impact:** Fewer classroom distractions due to clothing/grooming

**Staff Responsible for Monitoring:** All staff and faculty

### Formative Reviews

November

January

March

June

## Strategy 4

Continue concept of drug-free school and communities, including visits by drug dog

**Strategy's Expected Result/Impact:** Decrease in drug related referrals

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

## Formative Reviews

November

January

March

June

## Strategy 5

Use fire drills and lock-down drills

**Strategy's Expected Result/Impact:** Compliance to safety regulations

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

November

January

March

June

## Strategy 6

Bullying prevention meeting and training through Eduhero

**Strategy's Expected Result/Impact:** Fewer incidences of bullying reported

**Staff Responsible for Monitoring:** Counselor

## Formative Reviews

November

January

March

June

## Strategy 7

Keep all classroom doors locked throughout the school day.

**Strategy's Expected Result/Impact:** Doors are locked and students and classrooms are more secure.

**Staff Responsible for Monitoring:** All staff

## Formative Reviews

November

January

March

June

## Strategy 8

Continue to use Ascender software to record and manage student behavior

**Strategy's Expected Result/Impact:** Efficient communication of discipline issues and reliable record keeping

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Programs Coordinator

### Formative Reviews

November

January

March

June

## Strategy 9

Keep all exterior doors locked.

**Strategy's Expected Result/Impact:** School buildings are more secure

**Staff Responsible for Monitoring:** All Staff

### Formative Reviews

November

January

March

June

## Strategy 10

Utilize cameras throughout the campus to monitor activity

**Strategy's Expected Result/Impact:** Discipline incidents will decrease.

**Staff Responsible for Monitoring:** Assistant Principal

### Formative Reviews

November

January

March

June

## Strategy 11

Utilize Vape detectors to monitor and deter vape use and possession

**Strategy's Expected Result/Impact:** Reduced incidents of vape use and possession

**Staff Responsible for Monitoring:** administration

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 12**

Staff will be have trainings on youth suicide, procedures for identifying sexual abuse, sex trafficking, and trauma informed care policies. These will be done through eduhero and staff trainings.

**Strategy's Expected Result/Impact:** Increased awareness and improved student safety

**Staff Responsible for Monitoring:** counselor

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 13**

Use Raptor technology to do background checks on all visitors before entering building.

**Strategy's Expected Result/Impact:** Increased student safety

**Staff Responsible for Monitoring:** front desk personnel and administration

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Performance Objective 12**

Monitor the progress of all special population students at Yoakum Junior High.

**Evaluation Data Source:** Results of STAAR tests

### **Strategy 1**

Continue to provide enrichment activities for identified G/T students.

**Strategy's Expected Result/Impact:** 100% of G/T students will master all objectives in reading, math, and writing.

**Staff Responsible for Monitoring:** G/T teachers

**Funding Sources:** 199 General Fund, \$16,759

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 2**

Continue to assign EB students to a certified ESL teacher in English class

**Strategy's Expected Result/Impact:** Pass RPTE in 2025

**Staff Responsible for Monitoring:** Counselor

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 3**

Provide materials for instruction and continue to monitor EB student grades

**Strategy's Expected Result/Impact:** Report Cards

**Staff Responsible for Monitoring:** ESL teachers, Counselor, LPAC committee

**Formative Reviews**

**November**

**January**

**March**

**June**

**Strategy 4**

Provide the regular education teacher with materials, instructional support, and parent contact for students who are not being successful in the regular classroom with modifications

**Strategy's Expected Result/Impact:** Special Education students will show progress on STAAR tests

**Staff Responsible for Monitoring:** Special Education teachers

**Funding Sources:** 199 General Fund, \$148,969

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 5**

Utilize Reading strategies and accommodations to help students with Dyslexia.

**Strategy's Expected Result/Impact:** Pre-test and Post-test

**Staff Responsible for Monitoring:** Dyslexia teacher

**Funding Sources:** 199 General Fund, \$5,504

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 6**

Continue to provide support services to 504 students

**Strategy's Expected Result/Impact:** Report cards

**Staff Responsible for Monitoring:** Counselor, Dyslexia teacher, nurse

### **Formative Reviews**

**November**

**January**

**March**

**June**

### **Strategy 7**

Provide on going training to Inclusion Support Staff

**Strategy's Expected Result/Impact:** Decrease the SPED failures and improve first time instruction and accommodation support to the SPED students

**Staff Responsible for Monitoring:** Prinicpal

## Formative Reviews

No Progress  
November

January

March

June

## Performance Objective 13

Yoakum Junior High will maintain a dropout rate of 0% and achieve 97% attendance rates for all student group populations.

**Evaluation Data Source:** Greater attendance which will result in fewer lost hours of classroom learning.

### Strategy 1

African-American, Hispanic, White, Economically Disadvantaged, Special Education, ESL, migrant, At-Risk, 504, and G/T students with absentee problems will receive increased home visits/phone calls/letters from the administration and faculty, parent meetings, and use of Dewitt/Lavaca truancy prevention program.

**Strategy's Expected Result/Impact:** Increase yearly attendance rate.

**Staff Responsible for Monitoring:** PEIMS secretary, Assistant Principal, Counselor

### Formative Reviews

November

January

March

June

### Strategy 2

Students with perfect attendance each 6 weeks will be shared with the community

**Strategy's Expected Result/Impact:** Increase yearly attendance rate

**Staff Responsible for Monitoring:** Secretary

### Formative Reviews

November

January

March

June

### Strategy 3

Yoakum Junior High will offer career and technology classes

**Strategy's Expected Result/Impact:** Increase yearly attendance rate.

**Staff Responsible for Monitoring:** Shop teacher, Computer teacher, Gardening teacher

**Funding Sources:** 199 General Fund, \$95,376

### Formative Reviews

November

January

March

June

## Performance Objective 14

Yoakum Junior High will continue to increase the use of technology throughout the curriculum each year

**Evaluation Data Source:** Increasing technology in the classroom will result in better student engagement.

### Strategy 1

Align TEKS and STAAR: incorporate technology into all subject areas

**Strategy's Expected Result/Impact:** Improved STAAR scores

**Staff Responsible for Monitoring:** YJH staff

### Formative Reviews

November

January

March

June

### Strategy 2

Continue implementation of technology Apps classes and update as necessary

**Strategy's Expected Result/Impact:** Increases use and mastery of software programs by students for school lessons/projects.

**Staff Responsible for Monitoring:** Technology teacher

**Funding Sources:** 199 General Fund, \$35,717

### Formative Reviews

November

January

March

June

### Strategy 3

Teachers will use multimedia presentations in their classroom instruction

**Strategy's Expected Result/Impact:** presentations in the classroom; lesson plans

**Staff Responsible for Monitoring:** YJH staff

#### Formative Reviews

November

January

March

June

### Strategy 4

Provide staff development for technology applications

**Strategy's Expected Result/Impact:** Student and teacher projects

**Staff Responsible for Monitoring:** Technology teacher; technology director

#### Formative Reviews

November

January

March

June



# Funding Summary

# Funding Summary

## 199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	\$127,455.00
1	2	5		--	\$134,014.00
1	2	6		--	\$134,014.00
1	2	7		--	\$134,014.00
1	3	5		--	\$102,508.00
1	3	6		--	\$102,508.00
1	3	7		--	\$102,508.00
1	3	9		--	\$139,618.00
1	4	5		--	\$165,673.00
1	4	6		--	\$165,673.00
1	6	3		--	\$129,247.00
1	7	1		--	\$157,147.00
1	7	3		--	\$6,990.00
1	8	1		--	\$99,699.00
1	8	3		--	\$99,699.00
1	8	4		--	\$53,174.00
1	8	5		--	\$46,525.00
1	12	1		--	\$16,759.00
1	12	4		--	\$148,969.00
1	12	5		--	\$5,504.00
1	13	3		--	\$95,376.00
1	14	2		--	\$35,717.00
				<b>Sub-Total</b>	<b>\$2,202,791.00</b>

## State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	\$11,030.00
1	3	5		--	\$59,709.00
1	3	6		--	\$59,709.00
1	3	7		--	\$59,709.00
1	3	9		--	\$6,487.00
1	4	5		--	\$64,582.00
1	4	6		--	\$64,582.00
1	10	1		--	\$223,122.00
1	10	2		--	\$223,122.00
				<b>Sub-Total</b>	\$772,052.00

## Title 2 Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		--	\$38,987.00
1	2	6		--	\$38,987.00
1	2	7		--	\$38,987.00
				<b>Sub-Total</b>	\$116,961.00