

Yoakum Independent School District



Yoakum High School

2025-2026 Campus Improvement Plan

Mission Statement

Yoakum High School is dedicated to helping all students master, to the best of their abilities, the knowledge, skill and competencies necessary to become productive citizens. We are dedicated to meeting the physical, social, and emotional needs of our students through a locally enriched essential knowledge curriculum and varied instructional techniques to assure student success.

Value Statement

D - Discipline

O - Optimism

G - Greatness

S - Spirit

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Comprehensive Needs Assessment

Demographics

Summary

Serving students from a population of approximately 9,242, the Yoakum Independent School District encompasses 268 square miles in Dewitt and Lavaca counties and it is located at the heart of Austin-Houston-Corpus Christi - San Antonio diamond. It has a total enrollment of 1,600 students attending five different campuses. District offices are located in Yoakum, Texas. The campus has 41 teachers and is governed by a seven member Board of Trustees who serve staggered, three year terms. Yoakum ISD is fully accredited by the Texas Education Agency.

Strengths

According to the 2023–24 Texas Academic Performance Report (TAPR), student demographics at Yoakum High School have continued to shift over the last school year.

The ethnic distribution shows that Hispanic students remain the largest demographic group on campus, representing 61.4% of the student population. White students make up 31.4%, while African American students account for 5.0% of enrollment. Other groups, including Asian students (0.6%) and students identifying with two or more races (1.7%), are present in smaller proportions.

The campus continues to experience increases in several high-need student groups. The percentage of Economically Disadvantaged students has risen to 67.6%, reflecting a continued upward trend in economic need. Similarly, At-Risk students now represent 48.6% of the student body. Additionally, 14.9% of students receive Section 504 services, 14.7% receive Special Education services, and 13.8% are identified as English Learners.

These demographic shifts illustrate an increasingly diverse student population with growing academic, linguistic, and socio-emotional support needs.

Needs

With the increase of Hispanic students at the campus level and the bigger increase at the district level, 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. All staff members will complete ELPS training through ESC 3.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

According to the 2023-24 Texas Academic Performance Report for Yoakum High School, a consistent performance gap remains between Hispanic and White students across all EOC assessments. Across subjects, the most significant gaps appear in the Meets and Masters performance levels, especially in English I & English II.

Our Hispanic demographic is growing at a rate that is faster than the campus' ability to train or hire teachers with strategies and materials to teach our growing ELL population, and the Hispanic sub group is now our largest demographic group.

 = Priority

Student Achievement

Summary

In 2022, the campus earned an overall rating of an 84 which resulted in a B rating.

Strengths

The campus was rated a B in 2022. The campus earned a rating of an 84.

Individual test performance from 2022 showed the largest campus improvement in Algebra I, with an increase of 18% in the number of students meeting the Approaches standard from 2021.

Needs

Overall, STAAR scores in English I showed the biggest disparity between state averages. The campus performed below the state average in 3 of the tested areas, but made strides in closing the performance gap, with no subject area being more than 3 percentage points below the state average. The campus must continue to offer high quality, differentiated instruction to all student groups. Students will be identified through the RtI process for added interventions during the school day and after school. African American, Hispanic, and Economically Disadvantaged student demographic groups will be targeted for assistance. All content areas will continue to be targeted areas for improvement.

The DIP and CIP will address the needs of all students with measurable goals, objectives, strategies, person responsible, formative and summative evaluations. Achievement results of all students will be evaluated at the end of the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1

Our sub populations of African American, Hispanic, and Economically Disadvantaged historically perform worse than other sub populations on state assessments.

A lack of parental support, growing numbers in these sub groups, and the inability to recruit/retain quality teachers all could be causes for the poor performance.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Yoakum High School continues to be proactive in the recruitment and retention of qualified staff. All teachers/paraprofessionals on the campus meet the highly qualified requirements. Analysis of the staff demographics show the need for employing minority teachers so that the district staff would more closely reflect the student demographics.

The district attends job fairs throughout the state when possible and contracts with Region III ESC for job placement services. The district also continues to stay in contact with the different alternative certification programs in the state.

Strengths

Professional Development opportunities have been established at Yoakum High School for campus use in providing training opportunities in-house so staff will not have to travel to the Region III ESC in Victoria as much. It includes a computer, wifi, and NET3 capabilities for distance learning. The district also continues to strive to provide an above base pay to attract and retain quality teachers. The campus works with surrounding regional service centers and university prep programs to recruit quality teaching applicants.

Needs

In an effort to recruit more minority teachers, the district/campus administration needs to:

- a) Attend more job fairs where an increased number of minority teachers may be found, especially bilingual teachers
- b) Invest in advertising in areas where minority teachers may reside.
- c) Work with college and region service center recruitment offices to receive more minority applications.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement

Root Cause

1

Yoakum High School currently has great difficulty attracting quality teachers for open teaching positions.

The profession is not attractive to young adults for various reasons. State regulations and lack of professional pay are also contributing factors.

 = Priority

Curriculum, Instruction, and Assessment

Summary

The district has contracted with Region 3 ESC using TEKS Resource System. This service was purchased to help align instruction with state testing requirements.

To help with curriculum and instruction, the district is working to bring in reading and writing specialists and has received different trainings from Lead4ward.

Technology has been updated in the district with projectors in all instructional classrooms. Monies have been added to our campus budget where the needs assessment indicated. The district uses many programs to monitor students' growth such as TPRI, state-released assessments, and campus-developed assessments to monitor student progress. DMAC has been purchased to help with the disaggregation of data.

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

Strengths

Student performance in the area of Algebra I and English II were the content area strengths of the campus for 2022. Campus staff in most content areas are experienced and highly qualified. Campus personnel work as a cohesive unit and are responsive to the challenges we are presented with. There is a system in place for developing local assessments and analyzing data from these assessments to guide school improvement. A review of the current data is done on a six weeks basis. Professional development opportunities are offered to all staff on the campus to keep them up-to-date in their content areas. Region III ESC offers workshops during the school year, online, by NET3, and during the summer. Stipends for summer attendance was offered by the district and by Region III ESC.

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

Needs

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

The campus Rtl team will continue to identify students needing interventions throughout the school year.

We are giving six weeks tests in all EOC tested areas and are analyzing the data to find weak areas. The implementation of 6 week tests will help identify students needing assistance, and will act as an early predictor of STAAR success.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1

Currently the campus is only able to offer STAAR remediation classes in the areas of English and Biology, although accelerated instruction is offered in all subject areas via morning tutorials.

Do not have the staffing or the scheduling flexibility to offer any more STAAR remediation classes.

 = Priority

Family and Community Engagement

Summary

Yoakum High School continues to support activities to increase parent and community involvement. Parents and community members are active in support of extracurricular activities of the campus. There is minimal parental support of student academic programs. The district communicates with parents and the community through websites, letters, newspaper articles, and email. A special phone contact system for parents, called Blackboard Connect, has been purchased and implemented for various campus communication needs.

Parent and community members participate in the campus site-based planning committee. We have various booster clubs run by community members and parents to support the endeavors of our students.

Parents are encouraged to attend the Parental Involvement Conference in Victoria sponsored by Region III ESC. The district pays for registration fees for the parents and offers transportation to the event.

Strengths

There are many parents in the community who support student activities and fewer that support student academic programs. Various booster clubs are active participants on campus. A majority of these are parents of students who consistently do well in academics and athletics. It is more difficult to get participation in the development, modifications, and evaluations of federal programs and to get parents and community members who are willing to actively participate on campus committees.

Needs

Campus demographic data shows an increase in Hispanic students. On some occasions it is difficult to communicate with non-English speaking parents. All campus communications need to be translated into Spanish as well as sent in English. Recorded messages on the Blackboard Connect system need to be recorded in Spanish as well as English, if possible. Someone 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 offering literacy classes. When funding is available, English lessons and GED classes may need to be offered.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement

Root Cause

1

There is currently an apparent lack of parental involvement for the students who are performing poorly academically.

The language barrier and migrant status of a large number of our parents both serve as a substantial barrier to involvement.

 = Priority

Technology

Summary

The level of technology is in the developmental stage. We have installed district-wide wifi. With this addition, there is a campus-wide push to gain access to personal technology devices (iPads) in all classes for all students. We currently have 4 computer lab facilities for student use. We currently have computer lab space to accommodate 75-80 students at a time.

Strengths

There is currently a push to bring Yoakum High School "up to speed" in regards to technology in order to increase student learning and success. This push is supported by the board of trustees and upper level administration. This is evident through the needs assessment conducted by upper level administration and the approved budget for this school year. The campus is moving closer to have a class set of iPads for all classes. Core subject areas have access to two ipad carts per subject area for daily student use. The campus recently began using Newline interactive televisions in all ELA and Social Studies classes.

Needs

There is a need to acquire all budgeted technology sources and to provide training for staff members. This needs to be accomplished in order to ensure the technology is utilized in a manner that will increase student achievement.

Problem Statements Identifying Technology Needs

Problem Statement

Root Cause

1

Currently Yoakum H.S. is unable to offer updated technology devices to all students in all classes for daily use.

Funding and teachers' lack of strategies for incorporating technology into their lessons both serve as barriers.

 = 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Action research results



Goals

Goal 1

By the year 2026, Yoakum High School will meet or exceed all state criteria to achieve a "B" rating as outlined in the current accountability system, while adding distinction designations.

Performance Objective 1

This year's STAAR/EOC assessment data will reflect that special education students will meet or exceed the 38% passing threshold in English I, English II, Algebra I, Biology, and U.S. History.

Evaluation Data Source: Special Education students meeting or surpassing the 38% threshold in English I, English II, Algebra I, Biology, and U.S. History as reported in state EOC data.

Strategy 1

Disaggregate STAAR/EOC data for our special education students in the areas of English I & II, Algebra I, Biology, and U.S. History.

Strategy's Expected Result/Impact: Meeting or exceeding the 38% threshold in the areas of English I & II, Algebra I, Biology, and U.S. History.

Staff Responsible for Monitoring: Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), U.S. History Teacher(s)

Formative Reviews

November

January

March

June

Strategy 2

Assess level of understanding of addressed TEKS of all special education students periodically through six week tests and benchmarks in the areas of English I & II, Algebra I, Biology, and U.S. History.

Strategy's Expected Result/Impact: Review of data from six weeks and/or benchmark tests for all special education students, and placement of unsuccessful students in "0 period" for remediation purposes. Passing the Spring administration of the EOC in these subject areas.

Staff Responsible for Monitoring: Principal, Counselor, ELA teachers, Algebra I teacher(s), Biology teacher(s), and U.S. History teacher(s).

Formative Reviews

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June

Strategy 3

Provide "0 period" tutorials for all special education students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of English I & II, Algebra I, Biology, and U.S. History.

Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the areas of English I & II, Algebra I, Biology, and U.S. History.

Staff Responsible for Monitoring: Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), and U.S. History Teacher(s)

Formative Reviews

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Performance Objective 2

This year's STAAR/EOC assessment data will reflect that the sub groups of African American, Hispanic, and economically disadvantaged will meet or exceed the 75% passing threshold in the areas of English I and II.

Evaluation Data Source: The sub groups of African American, Hispanic, and economically disadvantaged students meeting or surpassing the 75% threshold in English I and II.

Strategy 1

Disaggregate STAAR/EOC data for all student and the sub groups of Hispanics and economically disadvantaged students in the area of ELA.

Strategy's Expected Result/Impact: Meeting or exceeding the 75% threshold in the areas English I and English II.

Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.

Formative Reviews

November

January

March

June

Strategy 2

Assess level of understanding of addressed TEKS for all students and the sub groups of Hispanic and economically disadvantaged periodically through six week tests and benchmarks in the area

of ELA.

Strategy's Expected Result/Impact: Review of data from six weeks and/or benchmark tests for all students and the sub groups of Hispanic and economically disadvantaged, and placement of unsuccessful students in "0 period" for remediation purposes. Passing the Spring administration of the EOC in this subject area.

Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.

Formative Reviews

November

January

March

June

Strategy 3

Provide "0 period" tutorials for all students, including Hispanic and economically disadvantaged, who do not perform satisfactorily on a six weeks test or a benchmark in the area of ELA.

Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks for English I and English II.

Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.

Formative Reviews

November

January

March

June

Strategy 4

Continue a practical writing remediation class to the schedule for any student not meeting the state standard on the English I or English II EOC. Proactive remediation will also be offered for freshmen who failed to meet the standard on their 8th grade STAAR Reading.

Strategy's Expected Result/Impact: Addition of new staff to teach the writing remediation classes.

Staff Responsible for Monitoring: Principal, Counselor, and upper level administration.

Formative Reviews

November

January

March

June

Strategy 5

Bring in outside sources for the purpose of staff development in the area of improving writing

instruction.

Strategy's Expected Result/Impact: Improvement of instructional strategies as evidenced through improved six week tests, benchmark, and EOC tests scores. All sub groups achieving above the state threshold of 70% in the area of ELA.

Staff Responsible for Monitoring: Upper level administration and the Principal.

Formative Reviews

November

January

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Performance Objective 3

By Summer 2026, 75% of all students will meet the state standard for English I and English II EOC.

Evaluation Data Source: Review data of spring administration for state mandated testing. Meet or exceed goal for both tests in the area of ELA.

Strategy 1

Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of ELA.

Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data.

Staff Responsible for Monitoring: Principal and ELA teachers.

Formative Reviews

November

January

March

June

Strategy 2

Students will take a six weeks test and a benchmark in all EOC tested subject areas (English I & II). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation.

Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week tests.

Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.

Formative Reviews

November

January

March

June

Strategy 3

Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of ELA.

Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of ELA.

Staff Responsible for Monitoring: Principal, Counselor, and ELA teachers.

Formative Reviews

November

January

March

June

Strategy 4

Continue a practical writing remediation class to the schedule for any student not meeting the state standard on either English EOC test.

Strategy's Expected Result/Impact: Addition of new staff to teach the writing remediation classes.

Staff Responsible for Monitoring: Principal, Counselor, and upper level administration.

Formative Reviews

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Strategy 5

Integrate ELA curriculum with Social Studies curriculum.

Strategy's Expected Result/Impact: Lesson plans

Staff Responsible for Monitoring: Principal, ELA teachers, and Social Studies teachers

Formative Reviews

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June

Strategy 6

Introduce SAT vocabulary words in all ELA courses.

Strategy's Expected Result/Impact: Increased exposure to higher level vocabulary to help increase rigor.

Staff Responsible for Monitoring: ELA teachers

Formative Reviews

November

January

March

June

Performance Objective 4

By Summer 2026, 90% of all students will meet the state standard for Algebra I EOC.

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

Strategy 1

Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of math and Algebra I.

Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data.

Staff Responsible for Monitoring: Principal and Math teachers

Formative Reviews

November

January

March

June

Strategy 2

Students will take a six weeks test and a benchmark in all EOC tested subject areas (Algebra I). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for

remediation.

Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week tests and Algebra I EOC.

Staff Responsible for Monitoring: Principal, Counselor, and Math teachers.

Formative Reviews

November

January

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June

Strategy 3

Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of Math.

Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of Math.

Staff Responsible for Monitoring: Principal, Counselor, and Math teachers.

Formative Reviews

November

January

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June

Strategy 4

When practical, assign all students who have been unsuccessful on a math state assessment to a remediation class for that area.

Strategy's Expected Result/Impact: Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class.

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

November

January

March

June

Performance Objective 5

By Summer 2025, 90% of all students will meet the state standard for Biology EOC.

Evaluation Data Source: Review data of spring administration for state-mandated testing. Meet or exceed goal for both test in the area of science and Biology.

Strategy 1

Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of science and Biology.

Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data.

Staff Responsible for Monitoring: Principal and Science teachers

Formative Reviews

November

January

March

June

Strategy 2

Students will take a six weeks test and a benchmark in all EOC tested subject areas (Biology). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation.

Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week test and STAAR EOC.

Staff Responsible for Monitoring: Principal, Counselor, and Science teachers.

Formative Reviews

November

January

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June

Strategy 3

Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of Science.

Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of science.

Staff Responsible for Monitoring: Principal, Counselor, and Science teachers.

Formative Reviews

November

January

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June

Strategy 4

When practical, assign all students who have been unsuccessful on a science state assessment to a remediation class for that area.

Strategy's Expected Result/Impact: Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class.

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

November

January

March

June

Performance Objective 6

By Summer 2025, 92% of all students will meet the state standard for U.S. History EOC.

Evaluation Data Source: Review data of spring administration for state mandated testing. Meet or exceed goal for both tests in the area of social studies and U.S. History.

Strategy 1

Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of social studies and U.S. History.

Strategy's Expected Result/Impact: Lesson plans, scope and sequence, and student performance data.

Staff Responsible for Monitoring: Principal and Social Studies teachers

Formative Reviews

November

January

March

June

Strategy 2

Students will take a six weeks test and a benchmark in all EOC tested subject areas (U.S.

History). DMAC will be used to identify and address weak areas. "0 period" tutorials will be utilized for remediation.

Strategy's Expected Result/Impact: Identification of weak areas on six week tests and a benchmark, and the utilization of "0 period" to address these weaknesses. Improvement in performance on six week tests and STAAR EOC.

Staff Responsible for Monitoring: Principal, Counselor, and Social Studies teachers.

Formative Reviews

November

January

March

June

Strategy 3

Provide "0 period" tutorials for all students who do not perform satisfactorily on a six weeks test or a benchmark in the areas of Social Studies.

Strategy's Expected Result/Impact: Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of social studies.

Staff Responsible for Monitoring: Principal, Counselor, and Social Studies teachers.

Formative Reviews

November

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June

Strategy 4

When practical, assign all students who have been unsuccessful on a social studies state assessment to a remediation class for that area.

Strategy's Expected Result/Impact: Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class.

Staff Responsible for Monitoring: Principal and Counselor

Formative Reviews

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Performance Objective 7

For the 2024-2025 school year, Yoakum High School will maintain an attendance rate at or above 97% for

all student groups.

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

Strategy 1

Continue mid-term and final exemption policy.

Strategy's Expected Result/Impact: Number of students receiving test exemptions and formal data released from the state on attendance rate.

Staff Responsible for Monitoring: Mrs. Giese and Mrs. Huck

Formative Reviews

November

January

March

June

Strategy 2

Home bound services provided for students in need.

Strategy's Expected Result/Impact: Number of students receiving services.

Staff Responsible for Monitoring: Mrs. Vahalik and Ms. Gutierrez.

Funding Sources: State Comp Ed (SCE), \$36,312

Formative Reviews

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March

June

Strategy 3

Saturday school will be provided for those students in attendance trouble to allow them an opportunity to maximize the amount of credit received for this school year.

Strategy's Expected Result/Impact: Decrease in the number of students losing credit due to attendance.

Staff Responsible for Monitoring: Assistant Principal, Staff Member to cover Saturday school

Formative Reviews

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June

Strategy 4

Continue to call daily the parents/guardians of those students who are absent.

Strategy's Expected Result/Impact: Increase in daily attendance rate and number of test exemptions.

Staff Responsible for Monitoring: Mrs. Huck and Mrs. Giese

Formative Reviews

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March

June

Performance Objective 8

By Summer 2025, 90% of graduates of Yoakum High School will either take the ACT, SAT, or TSI and 100% of those taking these test will score at or above the criterion.

Evaluation Data Source: Increase in the number of students taking SAT, ACT, and TSI test with a higher average test score.

Strategy 1

Attend College Board Workshops to discover the latest techniques for test prep.

Strategy's Expected Result/Impact: Increase activities in the classrooms tied to SAT/ACT prep.

Staff Responsible for Monitoring: Counselors

Formative Reviews

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June

Strategy 2

Recognize students with outstanding ACT, SAT, PSAT, and PLAN test. Also recognize UIL academic achievement and the top 10% ranking students.

Strategy's Expected Result/Impact: GPA Top 10%. High honors on tests and top places in UIL academic events.

Staff Responsible for Monitoring: Counselors

Formative Reviews

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Strategy 3

Administer college prep tests to 9-11 grades (9th-PLAN, 10th-PLAN/PSAT, 11th-THEA, PLAN, PSAT).

Strategy's Expected Result/Impact: Number of students taking the various tests.

Staff Responsible for Monitoring: Counselors

Formative Reviews

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Strategy 4

Communicate key dates and important information to Juniors and Seniors pertaining to these tests.

Strategy's Expected Result/Impact: Number of parents and students receiving information.

Staff Responsible for Monitoring: Counselors

Formative Reviews

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June

Strategy 5

Provide test prep seminars for students to improve SAT/ACT test scores.

Strategy's Expected Result/Impact: Number of students taking the workshop.

Staff Responsible for Monitoring: Counselor and Principal

Formative Reviews

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January

March

June

Performance Objective 9

Yoakum High School will continue to increase the technology throughout the curriculum to improve student achievement.

Evaluation Data Source: New technology being used in each classroom as guided by the technology needs assessment.

Strategy 1

Offer technology related classes.

Strategy's Expected Result/Impact: Number of technology related classes being offered on our campus.

Staff Responsible for Monitoring: Principal and Counselors

Formative Reviews

November

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March

June

Strategy 2

Offer Dual Enrollment (ITV and online) courses through Victoria College and UTPB.

Strategy's Expected Result/Impact: Number of students enrolled in dual enrollment course.

Staff Responsible for Monitoring: Principal and Counselors

Formative Reviews

November

January

March

June

Strategy 3

Provide staff development for technology applications.

Strategy's Expected Result/Impact: Survey of staff development needs as it pertains to technology.

Staff Responsible for Monitoring: Principal and Technology Director

Formative Reviews

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January

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June

Performance Objective 10

By Summer 2025, all special populations will show improvement in all core areas on STAAR assessments.

Evaluation Data Source: Improved performance by our special populations on all state assessments.

Strategy 1

Continue providing services to identified special education students by: holding annual ARDs or as needed, holding ARDs for consecutive six week failures, hold parent information meetings, and providing a Victoria College trip.

Strategy's Expected Result/Impact: Higher percentage of special education student taking and passing state assessments.

Staff Responsible for Monitoring: Special Education Staff

Formative Reviews

November

January

March

June

Strategy 2

Hold LPAC meetings to review student placement and progress of ESL students.

Strategy's Expected Result/Impact: Increase number of students exited out of the program due to advanced scoring.

Staff Responsible for Monitoring: ESL teacher, ESL support staff, and Principal

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Strategy 3

Assign ESL students similar subjects to facilitate monitoring and tutoring. All core teachers trained in sheltered instruction.

Strategy's Expected Result/Impact: Improved performance by ESL students in both classwork and state assessments.

Staff Responsible for Monitoring: Counselors

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Strategy 4

Identify and serve students who meet Gifted and Talented requirements and provide instruction in honors classes (Honors, AP, and Distance Learning)

Strategy's Expected Result/Impact: One hundred percent mastery on STAAR/EOC assessments.

Staff Responsible for Monitoring: Counselors, all staff with honors classes

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Strategy 5

Students in the 504 program are monitored and served.

Strategy's Expected Result/Impact: Completion and passing rate of courses taken by 504 students. Improved EOC scores for all 504 students.

Staff Responsible for Monitoring: 504 Director

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Strategy 6

Evaluate new students entering YHS to determine migrant status of students.

Strategy's Expected Result/Impact: Report to Region III ESC any migrant students to help improve their performance.

Staff Responsible for Monitoring: Counselors and Counselor secretary

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Performance Objective 11

By Summer 2025, all students identified as At-Risk will show improvement in all areas on state assessments.

Evaluation Data Source: Passing rate for at-risk students on state assessments.

Strategy 1

Identify and provide tutorial services to meet the needs of at-risk students.

Strategy's Expected Result/Impact: Six weeks grade improvement for at-risk students. Decrease in the number of at-risk students on the failure list.

Staff Responsible for Monitoring: Assistant Principal

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Strategy 2

Select at-risk students will attend program presentations at Victoria College and/or attend College Night.

Strategy's Expected Result/Impact: Number of at-risk students attending these programs.

Staff Responsible for Monitoring: Counselors

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Strategy 3

Design a personal Graduation Plans for all students who have not successfully mastered a state assessment and who are at-risk.

Strategy's Expected Result/Impact: Student/Parent response to PGP on file.

Staff Responsible for Monitoring: Counselors

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Performance Objective 12

By the 2025-2026 school year, Yoakum High School students will be taught by highly qualified teachers and paraprofessionals.

Evaluation Data Source: Maintain a 100% rate of highly qualified teachers and paraprofessionals on staff. Provide assistance and training as applicable to assist with hiring highly qualified teachers.

Strategy 1

YHS will employ and retain "highly qualified" staff through staff development.

Strategy's Expected Result/Impact: Number of highly qualified teachers and paraprofessionals.

Staff Responsible for Monitoring: Principal

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Performance Objective 13

By Summer 2026, Yoakum High School will continue to maintain a dropout rate at or below 1% for all student groups and a completion rate of 100% for all student groups.

Evaluation Data Source: Data as collected and reported to us through the state.

Strategy 1

Personal Graduation Plan for all students who have not successfully mastered a state assessment or is at-risk.

Strategy's Expected Result/Impact: Student and parent involvement in the PGP process.

Staff Responsible for Monitoring: Counselors

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Strategy 2

Counseling services from outside agencies to meet the needs of the students will include personal, family, drug/alcohol, truancy, pregnancy, and anger management issues.

Strategy's Expected Result/Impact: Number of students receiving benefit from these services.

Staff Responsible for Monitoring: Counselors

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Strategy 3

When possible, provide flexible scheduling for students needing to hold a job while attending school.

Strategy's Expected Result/Impact: Number of students holding jobs as a result of flexible scheduling.

Staff Responsible for Monitoring: Counselors and Principal

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Strategy 4

Maintain a credit recovery program for struggling students (Odyssey).

Strategy's Expected Result/Impact: Number of students earning credit through the credit recovery program.

Staff Responsible for Monitoring: Odyssey teacher and Principal

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Performance Objective 14

By the 2025-2026 school year, Yoakum High School will provide an enrichment curriculum for all students.

Evaluation Data Source: Number of student receiving instruction in enrichment programs. YHS will offer enrichment programs in theater, art, band, and CTE.

Strategy 1

Provide students the opportunity to excel in the area of fine arts.

Strategy's Expected Result/Impact: Student enrollment in fine art classes.

Staff Responsible for Monitoring: Band Director, Art teachers, Journalism teachers, and Drama teachers.

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Strategy 2

Allow students the opportunity to learn a second language.

Strategy's Expected Result/Impact: Student enrollment in foreign language classes.

Staff Responsible for Monitoring: Foreign Language teachers.

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Strategy 3

Students have the opportunity to participate in UIL One Act Play.

Strategy's Expected Result/Impact: Student participation in OAP.

Staff Responsible for Monitoring: OAP Director

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Strategy 4

Student have the opportunity to excel in the areas of agriculture and construction trades.

Strategy's Expected Result/Impact: Student enrollment in ag. classes and construction trade classes.

Staff Responsible for Monitoring: Ag teacher(s) and Construction Trades teacher(s)

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Goal 2

Yoakum High School will provide facilities that are safe, drug-free, and conducive to learning for all students and staff, and free from bullying, sexual harassment, teen suicide, and sexual abuse.

Performance Objective 1

Yoakum High School will continue to promote a safe, positive learning environment.

Evaluation Data Source: Prevention and response to instances that threaten the safety and culture of the campus.

Strategy 1

Continue to implement a Crisis Response Plan for various emergencies that the campus may encounter.

Strategy's Expected Result/Impact: Safety meetings and response to drills.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors

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Strategy 2

Decrease the number of discipline referrals with the use of behavior intervention strategies.

Strategy's Expected Result/Impact: Implementation of behavior intervention strategies.

Staff Responsible for Monitoring: Assistant Principal

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Strategy 3

Continue drug testing policy for students participating in extracurricular activities and drivers of motor vehicles.

Strategy's Expected Result/Impact: Decrease student usage of illegal drugs and alcohol as is evidenced by negative test results.

Staff Responsible for Monitoring: Assistant Principal, Principal, Athletic Trainer

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Strategy 4

Use various strategies to increase participation in the YHS student council (signs, informational meetings, increase visibility on campus).

Strategy's Expected Result/Impact: Increase in the number of students participating in the YHS student council.

Staff Responsible for Monitoring: Student Council Sponsor

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Strategy 5

Continue canine searches on campus for drugs, alcohol, etc...

Strategy's Expected Result/Impact: Reduce the number of students in possession of drugs, alcohol, etc... to zero.

Staff Responsible for Monitoring: Assistant Principal

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Strategy 6

Provide planning and decision making opportunities for all staff members through: CIP planning, department meetings, and faculty meetings.

Strategy's Expected Result/Impact: Increased teacher input in the school decision making process.

Staff Responsible for Monitoring: Principal

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Strategy 7

Continue implementation of full day DAEP.

Strategy's Expected Result/Impact: Decrease in the number of students assigned to DAEP.

Staff Responsible for Monitoring: DAEP staff and Assistant Principal

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Strategy 8

Continue the campus committee that is assigned to monitor students with diabetes in collaboration with the YISD nurses. The committee will attend a yearly update.

Strategy's Expected Result/Impact: Provide assistance to diabetic students on campus and at school activities.

Staff Responsible for Monitoring: YISD nurses and Principal.

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Strategy 9

Continue to provide training to staff and students on the issues of bullying, drug abuse, sexual harassment, sexual abuse, and teen suicide. Provide ongoing support for students in these areas.

Strategy's Expected Result/Impact: Decrease in the number of instances.

Staff Responsible for Monitoring: Counselors and Assistant Principal

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Strategy 10

Provide counseling and various speakers for prevention of youth suicide, bullying, and sexual abuse awareness.

Strategy's Expected Result/Impact: Decrease in the number of instances.

Staff Responsible for Monitoring: Counselors and Principal

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Performance Objective 2

By Summer 2026, Yoakum High School will continue a wellness program for all students.

Evaluation Data Source: Improved health and wellness of all students. Students will receive CPR training and peace officer interaction trainings. Students will have access to a school counselor and be provided with other resources as needed.

Strategy 1

YHS will employ physical education teachers to offer physical education classes.

Strategy's Expected Result/Impact: Student enrollment in physical education.

Staff Responsible for Monitoring: Principal

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Strategy 2

YHS will offer foods of nutritional value through the food services department.

Strategy's Expected Result/Impact: Follow all national food guidelines.

Staff Responsible for Monitoring: Director of Food Services

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Strategy 3

YHS students will earn a semester of credit in health education. This education will cover CPR instruction.

Strategy's Expected Result/Impact: Student enrollment in Health. Completion of CPR training.

Staff Responsible for Monitoring: Health Teachers

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Strategy 4

Students will be afforded the opportunity to enroll in a Home Economics and Food Nutrition class.

Strategy's Expected Result/Impact: Student enrollment in the classes.

Staff Responsible for Monitoring: Home Economics and Food Nutrition teacher(s)

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Goal 3

Yoakum High School will be proactive in encouraging parental and community involvement in their schools to enhance the quality and stimulate the effectiveness of educational and extracurricular programs.

Performance Objective 1

Yoakum High School will increase the involvement of parents, community, and businesses to support achievement in the educational environment.

Evaluation Data Source: Number of programs and projects provided by community members and groups the support student achievement.

Strategy 1

Continue working with community groups and booster clubs which support students. Attend various meetings of these groups to present campus information.

Strategy's Expected Result/Impact: Number of parents and community members participating in the booster clubs and community groups that support the school.

Staff Responsible for Monitoring: Band Director, Athletic Director, FFA Sponsor

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Strategy 2

Continue to elicit parental involvement on major projects such as Prom, One Act Play, Stock Show, Awards Assembly, Fundraisers, and numerous others.

Strategy's Expected Result/Impact: Number of parents involved in the various events and projects across all grade levels.

Staff Responsible for Monitoring: Class Sponsors, Program Directors, Counselors, and Principal

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Strategy 3

Honored students attend civic meetings as invited for achievement.

Strategy's Expected Result/Impact: Number of students invited to attend civic meetings for school achievements.

Staff Responsible for Monitoring: Senior Sponsors, Counselors, and Principal

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Strategy 4

Continue to have the Financial Aid night for parents.

Strategy's Expected Result/Impact: Number of parents attending the session.

Staff Responsible for Monitoring: Counselors

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Strategy 5

Continue the Lunch with the Bulldogs program between YHS and the 2nd grade students at the Primary Campus.

Strategy's Expected Result/Impact: Number of students participating in the program.

Staff Responsible for Monitoring: Athletic Director and Primary Counselor

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Strategy 6

Yoakum High School will offer a freshman orientation that parents and students may attend.

Strategy's Expected Result/Impact: Students and parents will receive tours, learn about the pathways offered at Yoakum High School, and learn about extracurricular activities.

Staff Responsible for Monitoring: Counselors and Administration

TEA Priorities: Connect high school to career and college

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State Compensatory Education

State Compensatory

Personnel for Yoakum High School

Name	Position	FTE
Adriana Bridges	Teacher	NaN
Amanda Hargrove	Teacher	NaN
Amy Robbins	Teacher	1
Austin Barton	Teacher	1
Carrie Bogard	Teacher	1
Cody Westergren	CTE Teacher	1
Courtney Zinke	Counselor	1
Courtney Zinke	Counselor	NaN
Daryl Kloesel	Assistant Principal	0
Daryl Kloesel	Assistant Principal	1
Debra Poskey	504	1
Dennis Muehlstein	Teacher	NaN
Dewayne Arkadie	Teacher	NaN
Dylan Barton	Biology Teacher	1
Gary Garvin	Teacher	NaN
Hilary Pesek	Counselor	1
Jay Quinney	Math Teacher	1
Jenifer Kelley	Science Teacher	1
John Taylor	Teacher	NaN
Karl Saenz	Teacher	NaN
Kayla Guelker	Teacher	NaN
Kayla Natho	Teacher	NaN
Kaylynn Bressler	Teacher	NaN
Kelly Stansberry	Teacher	NaN
Kristin Hagan	Teacher	NaN
Kyle Foster	Teacher	NaN

Landy Velek	Teacher	1
Laura Barron	Teacher	NaN
Laura Johnson	Teacher	NaN
Lisa Hrcir	Aide	NaN
Margarita Martinez	Teacher	NaN
Mary Meischen	English/Special Education	1
Melissa Williams	Teacher	NaN
Mike Rempe	Teacher	NaN
Noelia Maxey	Spanish Teacher	1
Pam Anthony	Teacher	NaN
Shannon Giese	Special Education	1
Spencer Brandt	Math/Science Teacher	1
Timothy Blakeney	Teacher	NaN



Committees

Committees

Campus Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Carrie	Bogard	Teacher	Classroom Teacher
Shannon	Giese	parent	Parent
Laura	Barron	ELA teacher	Classroom Teacher
Kristin	Hagan	S.S. teacher	Classroom Teacher
Spencer	Brandt	Science teacher	Classroom Teacher
Laura	Johnson	Ag. teacher	Classroom Teacher
Kaylynn	Bressler	teacher	Classroom Teacher
Maci	McDonald	Principal	Administrator
Daryl	Kloesel	Assistant Principal	Administrator