Yoakum Independent School District

Yoakum Primary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

Value Statement

Campus Pledge - Repeated each morning during annoucements:

At Yoakum Primary:

We practice respect

We accept responsibility

We work hard

We stay safe

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Comprehensive Needs Assessment

Demographics

Summary

Yoakum Primary School consist of 1st and 2nd grade students. The student population is approx. 160 students. Our student body currently consist of 81% Hispanic, 2.8% Multi-racial, 12.4% Caucasian, and 3.8% African American. Our faculty currently consist of 4-1st grade teachers, 4-2nd grade teachers, 2 special education teachers, 1 RtI teacher, 8 Classroom aids, 2 office staff, librarian (split between 3 campus'), 2 custodians, 1 counselor and 1 principal. Currently, our Special education population is 20.5% of our total population and our EB student population is 33.3% of our total population.

Strengths

Yoakum Primary consists of a diverse community of students and staff. We have many different backgrounds, experiences and levels of education that come together to build a campus that supports all students.

Student Achievement

Summary

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

Strengths

Yoakum Primary Schools have the following strengths in Student Achievement:

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

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Increase parent involvement at home to help student success during school	Parent availability due to job, supportive home environment

★ = Priority

School Culture and Climate

Summary

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

Strengths

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

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

Staff Quality, Recruitment, and Retention

Summary

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

Strengths

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

★ = Priority

Curriculum, Instruction, and Assessment

Summary

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

Strengths

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

★ = Priority

Family and Community Engagement

Summary

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

Strengths

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

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

Problem Statements Identifying Family and Community Engagement Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increase parent involvement at home to help student success during school	Parent availability due to job, supportive home environment
2 ★	Continue encouragement for all general education teachers to implement centers in their class time during guided reading.	This allows for differentiated instruction with small groups and for teachers to have a better understanding of how to help support our students.
3 ★	Translation of all information sent home to parents in Spanish.	An increasing amount of our parents are primarily Spanish speaking.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**

Student Data: Assessments

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Student Achievement

Performance Objective 1

With staff and families working together, students at the Yoakum Primary Campus will be taught and encouraged to be strong readers, strong in math fluency and problem solving, reading comprehension, writing, stronger confidence in themselves and social skills that all together support our students for their future.

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

Strategy 1

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

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

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

Formative Reviews

November	January	March	June

Strategy 2

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

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

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

Funding Sources: 199 General Fund,

Formative Reviews

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Strategy 3

Students will continue to be monitored after beginning, middle and end of year testing to determine if student would benefit from the use of the RtI program to fill learning gaps.

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

Staff Responsible for Monitoring: Principal, classroom teachers, RtI teachers

Funding Sources: Title 1,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

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

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

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

Funding Sources: 199 General Fund,

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

Formative Reviews

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Strategy 5

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

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

Staff Responsible for Monitoring: Principal, counselor

Funding Sources: 199 General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 6

Yoakum Primary will continue the organization of UIL participation of interested 2nd grade students. (creative writing, music memory and story telling)

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

Staff Responsible for Monitoring: Administration, Counselor and Teachers

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 7

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

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

Staff Responsible for Monitoring: Administration, counselor and teachers.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 8

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

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

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 9

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

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

Staff Responsible for Monitoring: Administration

Funding Sources: 199 General Fund,

Formative Reviews

November	January	March	June

Strategy 10

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

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

Staff Responsible for Monitoring: Administrations, Teachers

Funding Sources: Title 1, , ESL,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 11

Truancy Prevention Plan will be implemented throughout the school year for those students who have exceeded the allotted amount of time to be absent from school. The Truancy Prevention Plan consist of continual monitoring of student absences at the end of each six weeks. Parents are sent home a letter that explains truancy laws in the State of Texas, plans to improve student attendance and if truancy will be filed with City of Yoakum.

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

Staff Responsible for Monitoring: Administration

Formative Reviews

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Strategy 12

Continue differentiated reading strategies and supports to promote student success in reading. (Epic, AR, Guided Reading). Continue with AR reading incentives for 1st and 2nd grade students who gain progress with AR comprehension scale.

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

Staff Responsible for Monitoring: Administration and Teachers

Funding Sources: 199 General Fund,

Formative Reviews

November	January	March	June

Strategy 13

Continue weekly PLC and Data Dig meetings to discuss lesson plans, student data, create exemplars, positive classroom management and Integrate higher-order thinking skills with purposeful questioning to increase student math and reading comprehension achievement.

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

Staff Responsible for Monitoring: Administration, Teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 14

WIN TIME will be utilized Monday - Thursday to allow for students to participate in small group centers, individual student services will be pulled out during this time, and student differentiated instruction during small group with teacher based on student data.

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

Staff Responsible for Monitoring: Administration and Teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 15 ☑ Targeted Support Strategy

Yoakum Primary will continue to identify student academic and behavioral needs during RtI meetings with various tools, techniques and resources.

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

Staff Responsible for Monitoring: Rebecca Fitch

Funding Sources: 199 General Fund,

Formative Reviews

November	January	March	June

Strategy 16

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

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

Staff Responsible for Monitoring: Principal and leadership team

Formative Reviews

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Goal 2 School Culture and Climate

Performance Objective 1

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

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

Strategy 1

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

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

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

Funding Sources: 199 General Fund,

Formative Reviews

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Strategy 2

Continue to foster an environment of staff support and celebrations: fun celebrations during the month, thank you notes with small gift in staff boxes, acknowledgment of staff in weekly newsletter, jean passes, jean days, campus shirts, theme dress up days, and hard work acknowledgment.

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

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November **January** **March** **June**

Strategy 3

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

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

Staff Responsible for Monitoring: Principal, staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November **January** **March** **June**

Strategy 4

Provide a fall and spring field trip for each grade level that will offer an experience and/or a deeper dive into academics.

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

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November **January** **March** **June**

Strategy 5

Programs will be implemented throughout the school year that reinforces healthy student habits. These could include: appropriate teeth brushing techniques, handwashing, healthy living, making healthy choices, fire prevention, smoking and vaping.

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

Staff Responsible for Monitoring: Administration, Counselor and Nurse.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 6

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

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

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 7

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

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

Staff Responsible for Monitoring: Administration, Teachers.

Funding Sources: 199 General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 8

The needs of students will be addressed by staff to ensure timely early intervention and support. Systems will be in place if student request to speak to the counselor and/or principal. Systems will be in place for a student who is in crisis.

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

Staff Responsible for Monitoring: Administration, Teachers, Counselors.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 3 Staff Quality, Recruitment and Retention

Performance Objective 1

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Strategy 2

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

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

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June

Strategy 3

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

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

Staff Responsible for Monitoring: Administration.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 4

Following walk-throughs completed by admin, staff will meet with admin to discuss instructional needs, positives and follow up walk-throughs to ensure process is in place for student achievement.

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

Staff Responsible for Monitoring: Administration and Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	January	March	June

Strategy 5

All staff will be given the opportunity to choose from a wide range of professional development that fits their current needs. Region 3 offers a wide range of professional development to help support staff.

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

Staff Responsible for Monitoring: Administration, Teachers.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	January	March	June

Strategy 6

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

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

Staff Responsible for Monitoring: Administration and Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	January	March	June

Strategy 7

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

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

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June

Strategy 8

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

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

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June

Goal 4 Curriculum, Instruction and Assessment

Performance Objective 1

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

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

Strategy 1

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

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

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

Funding Sources: 199 General Fund,

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

Formative Reviews

November	January	March	June

Strategy 2

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

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

Staff Responsible for Monitoring: Principal, GT teacher

Funding Sources: Gifted and Talented,

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

Formative Reviews

November	January	March	June

Strategy 3

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

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

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 4

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

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

Staff Responsible for Monitoring: Classroom teachers, Principal

Funding Sources: ESL,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 5

Yoakum Primary School will continue to use the following curriculums in order to create strong readers, master math TEKS and prepare them for the upcoming STAAR exam in the 3rd grade.

(Pearlized Math, Sharon Wells, Accelerated Reader, HMH and Heggerty Phonemic)

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

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March	June

Strategy 6

Teachers will continue to produce lesson plans during the PLC planning period that are TEKS based, follows scope and sequence and engage our students. Weekly lesson plans are entered into Planbook.

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

Staff Responsible for Monitoring: Administration

Funding Sources: 199 General Fund,

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

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

Formative Reviews

November	January	March	June

Strategy 7

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

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

Staff Responsible for Monitoring: Administration

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

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

Formative Reviews

November	January	March	June

Strategy 8

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

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

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Funding Sources: 199 General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 9

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

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

Staff Responsible for Monitoring: Administration and PE Coach.

Funding Sources: 199 General Fund,

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

Formative Reviews

November	January	March	June

Strategy 10

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

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

Staff Responsible for Monitoring: Administration, Librarian.

Funding Sources: 199 General Fund,

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

Formative Reviews

November	January	March	June

Strategy 11

Teachers will continue to incorporate a Fine Arts curriculum in the area of Art throughout different topics of the curriculum and music for the Christmas Program.

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

Staff Responsible for Monitoring: Administration, Teachers

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

Formative Reviews

November	January	March	June

Strategy 12

Continue to update and increase classroom/student/teacher technology to enhance instruction and offer other opportunities for students to show mastery.

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

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March	June

Strategy 13

Yoakum Primary will continue to provide/implement computer programs (IXL math, AR, Typing without Tears) to provide additional academic support for all students.

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

Staff Responsible for Monitoring: Rebecca Fitch

Funding Sources: 199 General Fund,

Formative Reviews

November	January	March	June

Goal 5 Parent and Community Engagement

Performance Objective 1

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Principal, Classroom teachers

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

Formative Reviews

November	January	March	June

Strategy 2

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

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

Staff Responsible for Monitoring: Principals, Counselor, Classroom teachers

Funding Sources: 199 General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 3

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

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

Staff Responsible for Monitoring: Classroom teachers, Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 4

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

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

Staff Responsible for Monitoring: Principal, Classroom teachers

Funding Sources: Paper 199 General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 5

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

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

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March	June

Strategy 6

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

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

Staff Responsible for Monitoring: Administration, Teacher

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Strategy 7

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

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

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June

Committees

Committees

Site-Based Decision Making Committee

Members

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

Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$0.00
1	1	4		--	$0.00
1	1	5		--	$0.00
1	1	6		--	$0.00
1	1	9		--	$0.00
1	1	12		--	$0.00
1	1	15		--	$0.00
2	1	1		--	$0.00
2	1	7		--	$0.00
4	1	1		--	$0.00
4	1	3		--	$0.00
4	1	5		--	$0.00
4	1	6		--	$0.00
4	1	8		--	$0.00
4	1	9		--	$0.00
4	1	10		--	$0.00
4	1	12		--	$0.00
4	1	13		--	$0.00
5	1	1	permission slip, bus for transportation	--	$0.00
5	1	2		--	$0.00
5	1	4	Paper	--	$0.00
				Sub-Total	$0.00

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$0.00
1	1	10		--	$0.00
				Sub-Total	$0.00

ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10		--	$0.00
4	1	4		--	$0.00
				Sub-Total	$0.00

Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		--	$0.00
				Sub-Total	$0.00