

# Yoakum Independent School District

## Yoakum High School

2019-2020



# 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

### 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 1611 students attending five different campuses. District offices are located in Yoakum, Texas. The campus has 46 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.

### Demographics Strengths

According to PEIMS reports, student demographics on the campus have shifted over the last year.

The percent of African American students experienced a slight decrease from 8.5% in 2018 to 6% in 2019. The same report shows the percent of Hispanic students has slightly increased from 60% in 2018 to 63% in 2019, and our anglo numbers have remained stable from 31% in 2018 to 31% in 2019. We have seen fairly larger increases in our economically disadvantaged and at-risk student groups. The percent of Economically Disadvantaged students at the campus has increased from 53.2% in 2013 to 66.0% in 2019. The percent of students identified as At Risk has stayed relatively steady at 42% in 2019.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our Hispanic demographic is being outperformed by the white demographic on all EOC test by 13% in the Approaches category, by 21% in the Meets category, and 15% in the Masters category. **Root Cause:** 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.

# Student Achievement

## Student Achievement Summary

Overall, the campus received a rating "Met Standard". The following accountability scores were received for the 2018-2019 school year: Overall = 78, Student Achievement = 75, School Progress = 73, and Closing the Gaps = 64.

The campus did not earn any Distinction Designations.

## Student Achievement Strengths

The campus overall earned a letter rating of "C" from TEA.

Individual test performance showed the largest campus improvement in English I, with an increase of 4% in the number of students meeting the Approaches standard. We performed slightly below the State average in all 5 testing areas.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The campus' STAAR/EOC scores are below the state average in 5 of the 5 tested areas. **Root Cause:** Of the five areas below the state average, three of them are taught by teachers with extracurricular assignments. Several days of instruction are sacrificed due to the extracurricular obligations yearly.

**Problem Statement 2:** Our sub populations of African American, Hispanic, and Economically Disadvantaged historically perform worse than other sub populations on state assessments. **Root Cause:** 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.

# Staff Quality, Recruitment, and Retention

## 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.

## Staff Quality, Recruitment, and Retention 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.

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

**Problem Statement 1:** Yoakum High School currently has great difficulty attracting quality teachers for open teaching positions. **Root Cause:** The profession is not attractive to young adults for various reasons. State regulations and lack of professional pay are also contributing factors.

# Curriculum, Instruction, and Assessment

## 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 RtI 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.

## Curriculum, Instruction, and Assessment Strengths

Student performance in the area of Biology and U.S. History are the content area strengths of the campus. 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 RtI Team is well organized and meets on a continuing basis throughout the school year.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Currently the campus is only able to offer STAAR remediation classes in the areas of English, U.S. History, and Algebra I. **Root**

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

# Parent and Community Engagement

## Parent 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.

## Parent and Community Engagement 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.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is currently an apparent lack of parental involvement for the students who are performing poorly academically. **Root Cause:** The language barrier and migrant status of a large number of our parents both serve as a substantial barrier to involvement.

# Technology

## 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.

## Technology 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.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Currently Yoakum H.S. is unable to offer updated technology devices to all students in all classes for daily use. **Root Cause:** Funding and teachers' lack of strategies for incorporating technology into their lessons both serve as barriers.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- PSAT and/or ASPIRE
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- 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
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: By the year 2020, 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(s) 1:** 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.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Disaggregate STAAR/EOC data for our special education students in the areas of English I &amp; II, Algebra I, Biology, and U.S. History.</p>	Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), U.S. History Teacher(s)	Meeting or exceeding the 38% threshold in the areas of English I & II, Algebra I, Biology, and U.S. History.				
<p><b>Comprehensive Support Strategy</b> 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 &amp; II, Algebra I, Biology, and U.S. History.</p>	Principal, Counselor, ELA teachers, Algebra I teacher(s), Biology teacher(s), and U.S. History teacher(s).	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.				
<p><b>Comprehensive Support Strategy</b> 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 &amp; II, Algebra I, Biology, and U.S. History.</p>	Principal, Counselor, ELA Teachers, Algebra I Teacher(s), Biology Teacher(s), and U.S. History Teacher(s)	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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

**Goal 1:** By the year 2020, 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 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 70% passing threshold in the areas of English I and II.

**Evaluation Data Source(s) 2:** The sub groups of African American, Hispanic, and economically disadvantaged students meeting or surpassing the 70% threshold in English I and II.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Disaggregate STAAR/EOC data for all student and the sub groups of Hispanics and economically disadvantaged students in the area of ELA.</p>	Principal, Counselor, and ELA teachers.	Meeting or exceeding the 70% threshold in the areas English I and English II.				
<p><b>Comprehensive Support Strategy</b> 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.</p>	Principal, Counselor, and ELA teachers.	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.				
<p><b>Comprehensive Support Strategy</b> 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.</p>	Principal, Counselor, and ELA teachers.	Meeting or exceeding the state passing standard on all six week tests or benchmarks for English I and English II.				
<p><b>Comprehensive Support Strategy</b> 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.</p>	Principal, Counselor, and upper level administration.	Addition of new staff to teach the writing remediation classes.				
<p><b>Comprehensive Support Strategy</b> 5) Bring in outside sources for the purpose of staff development in the area of improving writing instruction.</p>	Upper level administration and the Principal.	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.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

**Goal 1:** By the year 2020, 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 3:** By Summer 2020, 70% of all students will meet the state standard for English I and English II EOC.

**Evaluation Data Source(s) 3:** Review data of spring administration for state mandated testing. Meet or exceed goal for both tests in the area of ELA.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of ELA.	Principal and ELA teachers.	Lesson plans, scope and sequence, and student performance data.				
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.	Principal, Counselor, and ELA teachers.	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.				
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.	Principal, Counselor, and ELA teachers.	Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of ELA.				
4) Continue a practical writing remediation class to the schedule for any student not meeting the state standard on either English EOC test.	Principal, Counselor, and upper level administration.	Addition of new staff to teach the writing remediation classes.				
5) Integrate ELA curriculum with Social Studies curriculum.	Principal, ELA teachers, and Social Studies teachers	Lesson plans				
6) Introduce SAT vocabulary words in all ELA courses.	ELA teachers	Increased exposure to higher level vocabulary to help increase rigor.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** By the year 2020, 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 4:** By Summer 2020, 80% of all students will meet the state standard for Algebra I EOC.

**Evaluation Data Source(s) 4:** Review data of spring administration for state mandated testing. Meet or exceed goal for both test in the area of math and Algebra I.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of math and Algebra I.	Principal and Math teachers	Lesson plans, scope and sequence, and student performance data.				
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.	Principal, Counselor, and Math teachers.	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.				
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.	Principal, Counselor, and Math teachers.	Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of Math.				
4) When practical, assign all students who have been unsuccessful on a math state assessment to a remediation class for that area.	Principal and Counselor	Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** By the year 2020, 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 5:** By Summer 2020, 90% of all students will meet the state standard for Biology EOC.

**Evaluation Data Source(s) 5:** Review data of spring administration for state-mandated testing. Meet or exceed goal for both test in the area of science and Biology.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to align curriculum to follow TEKS and analyze student performance data on individual objectives in the area of science and Biology.	Principal and Science teachers	Lesson plans, scope and sequence, and student performance data.				
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.	Principal, Counselor, and Science teachers.	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.				
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.	Principal, Counselor, and Science teachers.	Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of science.				
4) When practical, assign all students who have been unsuccessful on a science state assessment to a remediation class for that area.	Principal and Counselor	Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 1:** By the year 2020, 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 6:** By Summer 2020, 90% of all students will meet the state standard for U.S. History EOC.

**Evaluation Data Source(s) 6:** 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.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Principal and Social Studies teachers	Lesson plans, scope and sequence, and student performance data.				
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.	Principal, Counselor, and Social Studies teachers.	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.				
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.	Principal, Counselor, and Social Studies teachers.	Meeting or exceeding the state passing standard on all six week tests or benchmarks in the area of social studies.				
4) When practical, assign all students who have been unsuccessful on a social studies state assessment to a remediation class for that area.	Principal and Counselor	Students who have failed to meet the state standard on an assessment have been scheduled to a remediation class.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 1:** By the year 2020, 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 7:** For the 2019-2020 school year, Yoakum High School will maintain an attendance rate at or above 96% for all student groups.

**Evaluation Data Source(s) 7:** Number of test exemptions and final state data on attendance rate.

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue mid-term and final exemption policy.	Mrs. Giese and Mrs. Huck	Number of students receiving test exemptions and formal data released from the state on attendance rate.				
2) Home bound services provided for students in need.	Mrs. Vahalik, Ms. Gutierrez, and Mrs. Washington.	Number of students receiving services.				
<b>Funding Sources:</b> State Comp Ed (SCE) - 36312.00						
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.	Assistant Principal, Staff Member to cover Saturday school	Decrease in the number of students losing credit due to attendance.				
4) Continue to call daily the parents/guardians of those students who are absent.	Mrs. Huck and Mrs. Giese	Increase in daily attendance rate and number of test exemptions.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 1:** By the year 2020, 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 8:** By Summer 2020, 60% of graduates of Yoakum High School will either take the ACT or SAT, and 100% of those taking these test will score at or above the criterion.

**Evaluation Data Source(s) 8:** Increase in the number of students taking SAT/ACT test with a higher average test score.

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attend College Board Workshops to discover the latest techniques for test prep.	Counselors	Increase activities in the classrooms tied to SAT/ACT prep.				
2) Recognize students with outstanding ACT, SAT, PSAT, and PLAN test. Also recognize UIL academic achievement and the top 10% ranking students.	Counselors	GPA Top 10%. High honors on tests and top places in UIL academic events.				
3) Administer college prep tests to 9-11 grades (9th-PLAN, 10th-PLAN/PSAT, 11th-THEA, PLAN, PSAT).	Counselors	Number of students taking the various tests.				
4) Communicate key dates and important information to Juniors and Seniors pertaining to these tests.	Counselors	Number of parents and students receiving information.				
5) Provide test prep seminars for students to improve SAT/ACT test scores.	Counselor and Principal	Number of students taking the workshop.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** By the year 2020, 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 9:** Yoakum High School will continue to increase the technology throughout the curriculum to improve student achievement.

**Evaluation Data Source(s) 9:** New technology being used in each classroom as guided by the technology needs assessment.

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer technology related classes.	Principal and Counselors	Number of technology related classes being offered on our campus.				
2) Offer Dual Enrollment (ITV and online) courses through Victoria College and UTPB.	Principal and Counselors	Number of students enrolled in dual enrollment course.				
3) Provide staff development for technology applications.	Principal and Technology Director	Survey of staff development needs as it pertains to technology.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** By the year 2020, 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 10:** By Summer 2020, all special populations will show improvement in all core areas on STAAR assessments.

**Evaluation Data Source(s) 10:** Improved performance by our special populations on all state assessments.

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Special Education Staff	Higher percentage of special education student taking and passing state assessments.				
2) Hold LPAC meetings to review student placement and progress of ESL students.	ESL teacher, ESL support staff, and Principal	Increase number of students exited out of the program due to advanced scoring.				
3) Assign ESL students similar subjects to facilitate monitoring and tutoring. All core teachers trained in sheltered instruction.	Counselors	Improved performance by ESL students in both classwork and state assessments.				
4) Identify and serve students who meet Gifted and Talented requirements and provide instruction in honors classes (Honors, AP, and Distance Learning)	Counselors, all staff with honors classes	One hundred percent mastery on STAAR/EOC assessments.				
5) Students in the 504 program are monitored and served.	504 Director	Completion and passing rate of courses taken by 504 students. Improved EOC scores for all 504 students.				
6) Evaluate new students entering YHS to determine migrant status of students.	Counselors and Counselor secretary	Report to Region III ESC any migrant students to help improve their performance.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 1:** By the year 2020, 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 11:** By Summer 2020, all students identified as At-Risk will show improvement in all areas on state assessments.

**Evaluation Data Source(s) 11:** Passing rate for at-risk students on state assessments.

**Summative Evaluation 11:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify and provide tutorial services to meet the needs of at-risk students.	Assistant Principals	Six weeks grade improvement for at-risk students. Decrease in the number of at-risk students on the failure list.				
2) Select at-risk students will attend program presentations at Victoria College and/or attend College Night.	Counselors	Number of at-risk students attending these programs.				
3) Design a personal Graduation Plans for all students who have not successfully mastered a state assessment and who are at-risk.	Counselors	Student/Parent response to PGP on file.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** By the year 2020, 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 12:** By the 2019-2020 school year, Yoakum High School students will be taught by highly qualified teachers and paraprofessionals.

**Evaluation Data Source(s) 12:** Maintain a 100% rate of highly qualified teachers and paraprofessionals on staff.

**Summative Evaluation 12:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) YHS will employ and retain "highly qualified" staff through staff development.	Principal	Number of highly qualified teachers and paraprofessionals.				
						

**Goal 1:** By the year 2020, 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 13:** By Summer 2020, 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(s) 13:** Data as collected and reported to us through the state.

**Summative Evaluation 13:**

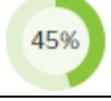
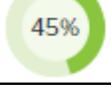
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Personal Graduation Plan for all students who have not successfully mastered a state assessment or is at-risk.	Counselors	Student and parent involvement in the PGP process.				
2) Counseling services from outside agencies to meet the needs of the students will include personal, family, drug/alcohol, truancy, pregnancy, and anger management issues.	Counselors	Number of students receiving benefit from these services.				
3) When possible, provide flexible scheduling for students needing to hold a job while attending school.	Counselors and Principal	Number of students holding jobs as a result of flexible scheduling.				
4) Maintain a credit recovery program for struggling students (Odyssey).	Odyssey teacher and Principal	Number of students earning credit through the credit recovery program.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** By the year 2020, 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 14:** By the 2019-2020 school year, Yoakum High School will provide an enrichment curriculum for all students.

**Evaluation Data Source(s) 14:** Number of student receiving instruction in enrichment programs.

**Summative Evaluation 14:**

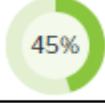
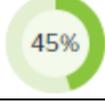
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide students the opportunity to excel in the area of fine arts.	Band Director, Art teachers, Journalism teachers, and Drama teachers.	Student enrollment in fine art classes.				
2) Allow students the opportunity to learn a second language.	Foreign Language teachers.	Student enrollment in foreign language classes.				
3) Students have the opportunity to participate in UIL One Act Play.	OAP Director	Student participation in OAP.				
4) Student have the opportunity to excel in the areas of agriculture and construction trades.	Ag teacher(s) and Construction Trades teacher(s)	Student enrollment in ag. classes and construction trade classes.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

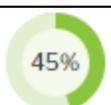
## Goal 2: Yoakum High School will provide facilities that are safe, drug-free, and conducive to learning for all students and staff, and free from bullying, sexual harassment, teen suicide, and sexual abuse.

**Performance Objective 1:** Yoakum High School will continue to promote a safe, positive learning environment.

**Evaluation Data Source(s) 1:** Prevention and response to instances that threaten the safety and culture of the campus.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to implement a Crisis Response Plan for various emergencies that the campus may encounter.	Principal, Assistant Principal, and Counselors	Safety meetings and response to drills.				
2) Decrease the number of discipline referrals with the use of behavior intervention strategies.	Assistant Principal	Implementation of behavior intervention strategies.				
3) Continue drug testing policy for students participating in extracurricular activities and drivers of motor vehicles.	Assistant Principal, Principal, Athletic Trainer	Decrease student usage of illegal drugs and alcohol as is evidenced by negative test results.				
4) Use various strategies to increase participation in the YHS student council (signs, informational meetings, increase visibility on campus).	Student Council Sponsor	Increase in the number of students participating in the YHS student council.				
5) Continue canine searches on campus for drugs, alcohol, etc...	Assistant Principal	Reduce the number of students in possession of drugs, alcohol, etc... to zero.				
6) Provide planning and decision making opportunities for all staff members through: CIP planning, department meetings, and faculty meetings.	Principal	Increased teacher input in the school decision making process.				
7) Continue implementation of full day DAEP.	DAEP staff and Assistant Principal	Decrease in the number of students assigned to DAEP.				

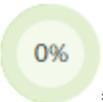
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Continue the campus committee that is assigned to monitor students with diabetes in collaboration with the YISD nurses. The committee will attend a yearly update.	YISD nurses and Principal.	Provide assistance to diabetic students on campus and at school activities.				
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.	Counselors and Assistant Principal	Decrease in the number of instances.				
10) Provide counseling and various speakers for prevention of youth suicide, bullying, and sexual abuse awareness.	Counselors and Principal	Decrease in the number of instances.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**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 2:** By Summer 2020, Yoakum High School will continue a wellness program for all students.

**Evaluation Data Source(s) 2:** Improved health and wellness of all students.

**Summative Evaluation 2:**

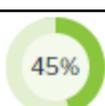
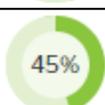
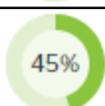
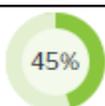
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) YHS will employ physical education teachers to offer physical education classes.	Principal	Student enrollment in physical education.				
2) YHS will offer foods of nutritional value through the food services department.	Director of Food Services	Follow all national food guidelines.				
3) YHS students will earn a semester of credit in health education. This education will cover CPR instruction.	Health Teachers	Student enrollment in Health. Completion of CPR training.				
4) Students will be afforded the opportunity to enroll in a Home Economics and Food Nutrition class.	Home Economics and Food Nutrition teacher(s)	Student enrollment in the classes.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

### 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(s) 1:** Number of programs and projects provided by community members and groups the support student achievement.

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue working with community groups and booster clubs which support students. Attend various meetings of these groups to present campus information.	Band Director, Athletic Director, FFA Sponsor	Number of parents and community members participating in the booster clubs and community groups that support the school.				
2) Continue to elicit parental involvement on major projects such as Prom, One Act Play, Stock Show, Awards Assembly, Fundraisers, and numerous others.	Class Sponsors, Program Directors, Counselors, and Principal	Number of parents involved in the various events and projects across all grade levels.				
3) Honored students attend civic meetings as invited for achievement.	Senior Sponsors, Counselors, and Principal	Number of students invited to attend civic meetings for school achievements.				
4) Freshmen orientation night for students and parents.	Counselors	Number of students and parents attending the orientation as evidenced by the sign-in sheet.				
5) Continue to have the Financial Aid night for parents.	Counselors	Number of parents attending the session.				
6) Continue the Lunch with the Bulldogs program between YHS and the 2nd grade students at the Primary Campus.	Athletic Director and Primary Counselor	Number of students participating in the program.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Disaggregate STAAR/EOC data for our special education students in the areas of English I & II, Algebra I, Biology, and U.S. History.
1	1	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.
1	1	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.
1	2	1	Disaggregate STAAR/EOC data for all student and the sub groups of Hispanics and economically disadvantaged students in the area of ELA.
1	2	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.
1	2	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.
1	2	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.
1	2	5	Bring in outside sources for the purpose of staff development in the area of improving writing instruction.

# State Compensatory

## Personnel for Yoakum High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adam Arroyo	Teacher	DAEP	\$57,551
Adam Arroyo	Teacher	PE & Athletics	\$24,437
Adriana Bridges	Teacher	Spanish	\$43,953
Alisha Boysen	Teacher	Dance	\$16,266
Alisha Boysen	Teacher	PE & Athletics	\$48,786
Allyson Mikes	Teacher	PE & Athletics	\$15,812
Allyson Mikes	Teacher	SpEd	\$37,570
Allyson Mikes	Teacher	ESL	\$6,113
Amanda Klein	Nurse	Nurse	\$8,496
Anita Pesek	Teacher	Math	\$60,440
Anne Bailey	Teacher	CTE	\$46,670
Anthony Bryson	Teacher	SpEd	\$39,054
Anthony Bryson	Teacher	PE & Athletics	\$3,737
Ben Donahoe	Teacher	CTE	\$50,048
Bill Brittain	Teacher	ISS	\$63,833
Brittney Pressler	Teacher	Science	\$38,617
Carrie Pesek	Aide	SpEd	\$17,700
Courtney Zinke	Counselor	Counseling	\$58,885

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cullen Elkins	Teacher	Social Studies	\$51,094
David Mendez	Teacher	PE & Athletics	\$7,187
Debbie Randazzo	Aide	Nurse	\$6,404
Debbie Sanchez	Teacher	Spanish	\$29,134
Debra Vahalik	Teacher	SpEd	\$61,104
Dena Baros	Teacher	CTE	\$55,430
Dennis Muehlstein	Teacher	Math	\$56,166
Dennis Muehlstein	Teacher	PE & Athletics	\$16,962
Dewayne Arkadie	Teacher	PE & Athletics	\$12,075
Dewayne Arkadie	Teacher	Social Studies	\$56,166
Everett Crayne	Teacher	CTE	\$59,294
Gary Garvin	Teacher	PE & Athletics	\$15,812
Heidi Weber	Teacher	ELA	\$52,969
Jacob Heck	Teacher	Band	\$53,929
Jacoby Jones	Teacher	Health	\$42,481
Jacoby Jones	Teacher	PE & Athletics	\$16,962
Janet Jiral	Aide	Nurse	\$6,056
Jennifer Voges	Teacher	Band	\$73,749
Jerome Perry	Aide	SpEd	\$20,532
Jerome Perry	Aide	PE & Athletics	\$15,812
Jocelyn Moreno	Aide	ESL	\$16,756
John Chandler	Teacher	DE	\$30,823
John Taylor	Teacher	SpEd	\$55,430
John Taylor	Teacher	PE & Athletics	\$15,812
Karen Washington	Teacher	SpEd	\$66,840
Karl Saenz	Teacher	PE & Athletics	\$56,166

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathy Hagan	Teacher	Theater Arts	\$35,820
Kathy Hagan	Teacher	Math Remediation	\$21,492
Kayla Guelker	Teacher	Social Studies	\$43,953
Kaylynn Bressler	Teacher	Art	\$41,020
Kelly Stansberry	Teacher	Science	\$59,463
Kelly Stansberry	Teacher	PE & Athletics	\$12,075
Kim Payne	Teacher	PE & Athletics	\$14,662
Kristi Bludau	Teacher	PE & Athletics	\$8,337
Kristin Hagan	Teacher	Social Studies	\$48,967
Kyle Foster	Teacher	PE & Athletics	\$15,812
Laura Barron	Teacher	ELA	\$46,515
Laura Barron	Teacher	ESL	\$2,448
Laura Johnson	Teacher	CTE	\$46,670
Lisa Hrcir	Aide	Library	\$17,936
Margarita Martinez	Teacher	Science	\$54,659
Maria Gutierrez	Teacher	Spanish	\$43,953
Mark Turk	Teacher	ELA	\$51,245
Melissa Williams	Teacher	Library	\$33,325
Pam Anthony	Teacher	ELA	\$55,806
Ricardo Moreno	Aide	Nurse	
Rick Owens	Teacher	PE & Athletics	\$18,112
Samantha Bowden	Teacher	ELA	\$38,847
Sarah Keen	Teacher	CTE	\$39,054
Serena Stasa	Teacher	ELA	\$52,969
Tara Henke	Counselor	Counseling	\$61,290
Tara Koonce	Teacher	Writing-Comp Ed	\$14,644

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tara Koonce	Teacher	Speech	\$24,408
Timothy Blakeney	Teacher	Math	\$61,648
Weston Barton	Teacher	Math	\$38,847

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Chris Wegener	Principal
Administrator	Ron Pekar	Assistant Principal
Business Representative	Laura Belcik	Business Rep
Classroom Teacher	Anita Pesek	teacher
Classroom Teacher	Jennifer Voges	Band Director
Classroom Teacher	Laura Johnson	Ag. teacher
Classroom Teacher	Kelly Stansberry	Science teacher
Classroom Teacher	Kristin Hagan	S.S. teacher
Classroom Teacher	Heidi Weber	ELA teacher
Community Representative	Jace Wood	community rep
Non-classroom Professional	Tara Henke	counselor
Parent	Jennifer Kelley	parent
Student	Amairany Tolentino	StuCo President

# Campus Funding Summary

<b>State Comp Ed (SCE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	2			\$36,312.00
				<b>Sub-Total</b>	\$36,312.00
				<b>Grand Total</b>	\$36,312.00