

Yoakum Independent School District

Yoakum Junior High School

2019-2020



Mission Statement

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

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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 1627 students attending five different campuses. District offices are located in Yoakum, Texas. The District is governed by a seven member Board of Trustees who serve staggered, three year terms. Yoakum ISD is fully accredited by the Texas Education Agency. Yoakum Junior High School serves 349 students and employs 31 teachers, 5 paraprofessionals, 1 counselor and 2 administrators.

Demographics Strengths

The percent of African American students increased from 11% in 2012 to 13%% in 2013. The same report shows the percent of Hispanic students has increased from 56% in 2012 to 57% in 2013. The percent of Economically Disadvantaged students in the district has decreased from 76% in 2012 to 73% in 2013 . The percent of students identified as At Risk has increased from 38% in 2012 to 63% in 2013.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

With the change to CSCOPE, the district has contracted with REGION 3 using TEKS. This program includes scope and sequence, exemplar lessons,

To help with curriculum and instruction, the district has brought in writing specialist and has received different trainings from Lead4ward.

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

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

Curriculum, Instruction, and Assessment Strengths

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

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

Parent and Community Engagement Strengths

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

School Context and Organization

School Context and Organization Summary

Yoakum ISD is currently made up of 5 campuses: Yoakum High School (grades 9-12), Yoakum Junior High School (grades 6-8), Yoakum Intermediate School (grades 3-5), Yoakum Primary School (grades 1-2) Yoakum Primary Annex (grades PreK - Kindergarten) Yoakum ISD supports the campuses in the district by providing funds for implementing several special programs to meet the needs of the diverse population of students attending the district. These special programs include the following:

Dyslexia Program – This program is designed to enable students to master and retain the reading strategies necessary to manage the difficulties associated with Dyslexia. The District provides a Dyslexia Facilitator to aid the campuses. Campuses use the Wilson Reading Program for identified dyslexic students.

Gifted/Talented Program – This State funded program is intended to offer enrichment opportunities to students who perform or show the potential to perform at a remarkably high level of accomplishment when compared to others of the same age. Students may be nominated for GT screening by parents, teachers, and/or community members. After being nominated, parents are notified and asked permission to allow the identification process to continue, following District GT guidelines. Identified students in Kindergarten through Second Grade are placed in a talent pool and officially identified at the end of second grade as G/T upon reevaluation and participation in the selection process. Students in grades K-5 are served by a pullout GT program. Students from grades 6 -12 will be served with the Pre-Ap, and AP classes

Pre-Kindergarten – Pre-Kindergarten education is a state program for students whose home environment or limited English might impede their success in school and in life. The Pre-Kindergarten program stresses intensive language development. It focuses on learning activities that prepare children for the language requirements of Kindergarten. The district has made Pre-K available for all students. Pre-K teachers coordinate with the Head Start Program. Head Start is a Federal program for economically disadvantaged preschool children. This cooperation allows students from the community a full day of school to address their developmental and academic needs before the high expectations of Kindergarten.

State Compensatory Intensive Accelerated Instruction – This program is designed to complement the Title I, Part A program by providing supplementary services that improve and enhance the regular educational program for students who meet one or more of the state’s criteria for being in an at-risk situation. Programs and services paid for with these funds must be limited to students who meet one or more of the state at-risk criteria and is supplemental to the regular education program. Funds are used for additional positions to lower pupil-teacher ratios and tutorials.

Response to Intervention- Yoakum Campuses RtI Teams meets throughout the year to identify and monitor the progress of students identified on each campus as needing interventions to the regular instruction at Tier II and/or Tier III. These students receive additional time during the regular school day with a highly qualified teacher/paraprofessional. Professional development has been held to assist teachers in differentiating instruction, inclusion strategies, and offering research-based strategies in the regular classroom at Tier I.

Title III ESL(Federal Funds) and State ESL - These ESL Programs are both supplemental and are designed to reach LEP (Limited English Proficient) students at their levels of English proficiency and rapidly build their ability to become competent in speaking, comprehending, reading, and writing English

so they may achieve their best potential in and out of the classroom. Rice CISD participates in a shared services arrangement with Region III ESC.

Title I Part A – Improving Basic Programs Operated by Local Educational Agencies - Some of the services provided to students include extended year instruction, computer assisted instruction, instructional paraprofessionals/aides, and funds to increase parent involvement activities.

Special Education – This program is funded by local, state, and federal funds. It provides special services for students with disabilities. Programs available for students with disabilities include PPCD (Pre-school Program for Students with Disabilities) – for students 3 – 6 years, Resource, Life Skills, Behavior Adjustment, Inclusion, Speech Therapy, Diagnostic Services, and Counseling Services. In addition to these programs, Occupational/Physical Therapy and assistive devices for the visually impaired, auditory impaired and handicapped students are provided.

Recognizing that the district had an over-representation of minorities in Special Education and a higher percentage of students being served in Special Education than the state average, Yoakum ISD has implemented several new initiatives and worked to strengthen initiatives that were already in place in the district during the last few years.

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

School Context and Organization Strengths

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

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
- Federal Report Card Data
- PBMAS 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals


Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.


Performance Objective 1: By the spring of 2020, Science STAAR scores will increase by 10%.


Evaluation Data Source(s) 1: Results of STAAR test.


Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze prior year's STAAR test to determine weaknesses in both student populations and teaching strategies.	Science teachers	STAAR results				
2) Analyze 8th grade released test to find areas that need to be emphasized more.	Science Teachers	STAAR results				
3) Provide staff development for new science teaching strategies.	Principal Science Teachers	STAAR results				
4) Use daily "bell-ringers" concentrated on STAAR objectives.	Science teachers	workbooks, internet				
5) Administer 6 weeks tests using DMAC in 6th, 7th, and 8th grades.	Science Teachers	Results of tests				
Funding Sources: 199 General Fund - 127455.00, State Comp Ed (SCE) - 11030.00						
6) Meet every 6 weeks as a department to ensure vertical alignment.	Principal	STAAR results				



 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 2: By the spring of 2020, the number of students passing the Writing STAAR will increase by 10%.

Evaluation Data Source(s) 2: Results of STAAR test.

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze 7th grade released test to find areas that need to be emphasized more.	English Teachers	STAAR results.				
2) Analyze previous STAAR tests to determine weaknesses in both student populations(African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies.	English teachers	STAAR results				
3) Provide staff development for new teaching strategies.	Principal, Curriculum director, English teachers.	STAAR results.				
4) Meet every 6 weeks as a department to ensure vertical alignment	Principal	STAAR results				
5) Use "No Red Ink" program to increase grammar and writing skills and provide feedback to students.	English Teachers	Printout of Write to Learn usage.				
Funding Sources: 199 General Fund - 139618.00, State Comp Ed (SCE) - 6487.00						
6) Administer 6 weeks tests using DMAC	English teachers	Results of tests.				
Funding Sources: 199 General Fund - 139618.00, State Comp Ed (SCE) - 6487.00						
7) Use daily "bell-ringers" concentrated on STAAR objective.	English teachers	Results of STAAR test.				
Funding Sources: 199 General Fund - 139618.00, State Comp Ed (SCE) - 6487.00						
8) Encourage 6th, 7th, and 8th grade student participation in writing contests and spelling bee	English teachers	Lists of students entering contests.				
Funding Sources: 199 General Fund - 139618.00, State Comp Ed (SCE) - 6487.00						
						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 3: By the spring of 2020, the number of students passing the social studies STAAR test will increase by 10%

Evaluation Data Source(s) 3: Results of STAAR test.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Analyze prior year's STAAR test to determine weaknesses in both student population (African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies.	Social Studies teachers	Results of STAAR tests				
Comprehensive Support Strategy 2) Analyze 8th grade released test to find areas that need to be emphasized more	Social Studies teachers	STAAR results				
3) Provide staff development for new teaching strategies	Principal, Curriculum director, Social Studies teachers	STAAR results				
4) Meet every 6 weeks as a department to ensure vertical alignment	Principal	STAAR results				
Funding Sources: 199 General Fund - 134014.00, Title 2 Part A - 38987.00						
5) Administer 6 weeks test using DMAC	Social Studies teachers	results of tests.				
Funding Sources: 199 General Fund - 134014.00, Title 2 Part A - 38987.00						
6) Use daily "bell-ringers" concentrated on STAAR objectives.	Social Studies teachers	STAAR results				
Funding Sources: 199 General Fund - 134014.00, Title 2 Part A - 38987.00						
7) Use Lowman curriculum in 8th grade with some elements introduced in other grades.	Social Studies Teachers	Improved STAAR scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 4: By the spring of 2018, the number of students passing the Reading STAAR will increase 10%.

Evaluation Data Source(s) 4: STAAR results

Summative Evaluation 4:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze released tests to find areas that need to be emphasized more.	Reading teachers, curriculum director	results of STAAR test				
2) Analyze prior year's STAAR test results to determine weaknesses in both student populations(African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies	Reading teachers, curriculum director	STAAR results				
3) Provide staff development for new teaching strategies	Principal, curriculum director, reading teachers	STAAR results				
4) Meet every 6 weeks as a department to ensure vertical alignment	Principal, teachers	STAAR results				
Funding Sources: 199 General Fund - 102508.00, State Comp Ed (SCE) - 59709.00						
5) Administer 6 weeks test using DMAC	Reading teachers	results of tests				
Funding Sources: 199 General Fund - 102508.00, State Comp Ed (SCE) - 59709.00						
6) Use daily "bell-ringers" concentrated on STAAR objectives	Reading teachers	STAAR results				
Funding Sources: 199 General Fund - 102508.00, State Comp Ed (SCE) - 59709.00						
7) Integrate STAAR reading class into schedule for those students not meeting standard on prior year's test	Counselor	STAAR results				
Funding Sources: State Comp Ed (SCE) - 61639.00						
8) Continue using Accelerated Reader	Principal, Librarian, reading teachers	AR printout showing increased reading grade average.				
Funding Sources: 199 General Fund - 133079.00, State Comp Ed (SCE) - 59709.00						
9) Continue using Reading Horizons program for students reading below grade level.	Reading Horizons teacher,	STAAR results				
						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 5: By the spring of 2020, the number of students passing the Math STAAR will increase by 10%.

Evaluation Data Source(s) 5: Results of STAAR test

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze released 6th, 7th, and 8th grade STAAR tests to find areas than need to be emphasized more	Math teachers	STAAR results				
2) Analyze prior year's STAAR results to determine weaknesses in both student populations (African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies.	Math teachers, curriculum director	STAAR results				
3) Provide staff development for new teaching strategies	Principal, curriculum director, math teachers	STAAR results				
4) Meet every 6 weeks as a department to ensure vertical alignment	Principal, teachers	STAAR results				
Funding Sources: 199 General Fund - 165673.00, State Comp Ed (SCE) - 64582.00						
5) Use daily "bell-ringers" concentrated on STAAR objectives	Math teachers	STAAR results				
Funding Sources: 199 General Fund - 165673.00, State Comp Ed (SCE) - 64582.00						
6) Use IXL as a supplement to regular classroom	Math teachers	Increased report card grades				
Funding Sources: 199 General Fund - 165673.00, State Comp Ed (SCE) - 64582.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 6: Promote positive Self-Esteem among all student groups

Evaluation Data Source(s) 6: Increased pride in school work

Summative Evaluation 6:

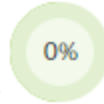
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Display by departments in-school projects by African American, Hispanic, Asian, White, Economically Disadvantaged, Special Education, ESL, Migrant, At-Risk, 504, and G/T students on a regular basis.	classroom teachers	Projects displayed on bulletin board in hallway				
2) Birthdays announced daily over intercom	Secretary	copy of announcements				
3) Awards ceremony held at end of school year honoring outstanding students for their accomplishments.	Principal, Assistant Principal, Counselor, PEIMS secretary, Computer Teacher	Agenda of Awards ceremony.				
4) Continue the monitoring of positive student interaction through the use of a bully-report system	Librarian, counselor	Awareness regarding student problems and the resolution of the problems.				
5) C.A.R.E. Tickets will be distributed to deserving students to encourage better behavior and responsibility.	PBIS team					



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 7: Provide Staff Development to Improve All Student Achievement

Evaluation Data Source(s) 7: Increased scores on STAAR tests

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide inservice in GCS lab for all new Teachers/Staff	GCS Teacher	GCS will be utilized as an Rtl tool				
Funding Sources: State Comp Ed (SCE) - 44035.00						
2) Provide inservice on DMAC for all staff	Curriculum director	DMAC TAG system used for 6 weeks tests.				
3) Faculty will attend professional development based on campus needs	Principal, curriculum director	Certificates of attendance				
4) Provide inservice for 504/special education modification implementation for new teachers	Special Education teachers, Counselor	Sign-in sheets of modifications				
Funding Sources: 199 General Fund - 129247.00						
5) Provide inservice on T-Tess for all new employees	Curriculum director, Principal, Assistant Principal	Sign-in sheet				
6) Technology updates on newly acquired equipment, software, and web-based programs	Technology director	Use of new technology in the classroom				
						


Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.


Performance Objective 8: By the spring of 2020, Yoakum Junior High will establish a wellness program for all students.


Evaluation Data Source(s) 8:


Summative Evaluation 8:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Yoakum Junior High will provide physical education classes	Physical Education teachers	Increased level of physical fitness				
	Funding Sources: 199 General Fund - 157147.00					
2) Yoakum Junior High will offer foods of nutritional value through the food service department	Cafeteria Manager	Lunch menu				
3) Yoakum Junior High School will offer a Health class for high school credit promoting good student nutrition, student abstinence, and warning of drug and alcohol abuse	Health teacher	Number of students enrolled in Health class.				
	Funding Sources: 199 General Fund - 6990.00					
4) Yoakum Junior High will offer a Gardening/Nutrition class to encourage self-sustainability.	Gardening instructor	Number of students enrolled in Gardening class.				



 = Accomplished

 = Continue/Modify

 = No Progress






 = Discontinue

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 9: By the spring of 2018, Yoakum Junior High will provide an enrichment curriculum for all students.

Evaluation Data Source(s) 9:

Summative Evaluation 9:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student engagement of beginning skills	Art teacher, band director	Number of students enrolled in Fine Arts				
Funding Sources: 199 General Fund - 99699.00						
2) Fine Arts classes will use multimedia in classrooms	Art teacher, band director	Student/teacher evaluation of material.				
3) In-school display of student accomplishments--Art exhibit, band concerts	Art teacher, band director	Public notification of contests/concerts				
Funding Sources: 199 General Fund - 99699.00						
4) Students will compete in out of district art contest(s)	Art teacher	Number of entries in art contest				
Funding Sources: 199 General Fund - 53174.00						
5) Students will participate in UIL band contests	Band director	Contest results				
Funding Sources: 199 General Fund - 46525.00						
6) Students will participate in UIL contests.	Principal, UIL coordinator	Contest results				
7) Yoakum Junior High School will build and maintain a student council.	Student Council Sponsor	Number of students involved in student council				
8) Yoakum Junior High School will sponsor a robotics club through the science and computer departments.	Robotics sponsors	number of students involved in robotics club.				
9) Yoakum Junior High will initiate and National Junior Honor Society for 7th and 8th grade students.	NJHS Sponsor	Increased gpa of students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 10: Promote involvement and open communication between teachers, parents, school, community, and all students.

Evaluation Data Source(s) 10: Students and teachers will be better informed of school happenings.

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Yoakum Junior High will offer schedule planners to all students. Extras will be available for other students as needed.	Assistant Principal, Counselor	Students will use planners to record homework assignments				
2) School calendar will be kept updated on school website	Principal	Number of "hits" to Junior High site				
3) School activities involving all students will be publicized through the media, the YJH website, and Facebook.	Principal, Secretary, Assistant Principal, Counselor	Publication of student activities				
4) Hold orientation/open house for all students and parents prior to the first day of school. Publicize orientation through local media.	Principal, Assistant Principal, Counselor	Sign in sheets from teachers.				
5) Use Remind.com to keep parents and students informed of school activities	Principal, teachers, coaches, band director	Improved attendance and homework rate.				
6) Hold faculty meetings as needed	Principal, assistant principal, counselor	Sign-in sheets				
7) Hold parent/teacher conferences as needed.	Teachers, Principal, assistant principal, counselor	Parent contact documentation.				
8) Use Blackboard Automated caller to inform parents about upcoming events and absences daily.	PEIMS secretary	Parents will be made aware of events at Junior High and also aware that their student is absent from school.				
						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 11: Monitor progress of all at-risk students

Evaluation Data Source(s) 11: Results of STAAR tests

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide instructional services and programs to at-risk population through SCE program	Principal, counselor, teachers	Increase in number of students passing STAAR test.				
Funding Sources: State Comp Ed (SCE) - 223122.00						
2) Offer extra assistance to at-risk population through the GCS lab and tutorials (morning and afternoon)	GCS teachers and aides, Principal, classroom teachers, counselor.	Increase in number of students passing STAAR test.				
Funding Sources: State Comp Ed (SCE) - 223122.00						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 12: Promote a safe school environment

Evaluation Data Source(s) 12: Fewer discipline incidents school-wide.

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue no-locker concept	Assistant principal	record of fewer hall incidents				
2) Exclusion of all backpacks	Assistant Principal	Fewer incidents with illegal items brought to campus				
3) Update/revise/enforce dress code	All staff and faculty	Fewer classroom distractions due to clothing/grooming				
4) Continue concept of drug-free school and communities, including visits by drug dog and random drug testing	Assistant Principal, Principal	Decrease in drug related referrals				
5) Use fire drills and lock-down drills	Principal	Compliance to safety regulations				
6) Bullying prevention meeting	Counselor	Fewer incidences of bullying reported				
7) Keep all classroom doors locked throughout the school day.	All staff	Doors are locked				
8) Continue to use Educator's Handbook to record and manage student behavior	Principal, Assistant Principal, Special Programs Coordinator	Reduction in referrals sent to office				
9) Keep all exterior doors locked except for main entrance to the office.	All Staff	School will be safer.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 13: Monitor the progress of all special population students at Yoakum Junior High.

Evaluation Data Source(s) 13: Results of STAAR tests

Summative Evaluation 13:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to provide enrichment activities for identified G/T students.	G/T teachers	100% of G/T students will master all objectives in reading, math, and writing.				
Funding Sources: 199 General Fund - 16759.00						
2) Continue to assign ELL students to a certified ELL teacher in English class	Counselor	Pass RPTE in 2017				
3) Continue to monitor ELL student grades	Counselor, LPAC committee	Report Cards				
4) Provide the regular education teacher with instructional support and parent contact for students who are not being successful in the regular classroom with modifications	Special Education teachers	Special Education students will show progress on STAAR tests				
Funding Sources: 199 General Fund - 148969.00						
5) Utilize Reading Horizons Program to help students with Dyslexia.	Dyslexia teacher	Pre-test and Post-test				
Funding Sources: 199 General Fund - 5504.00						
6) Continue to provide support services to 504 students	Counselor, Dyslexia teacher, nurse	Report cards				

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 14: Yoakum Junior High will maintain a dropout rate of 0% and achieve 97% attendance rates for all student group populations.

Evaluation Data Source(s) 14: Greater attendance which will result in fewer lost hours of classroom learning.

Summative Evaluation 14:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) African-American, Hispanic, White, Economically Disadvantaged, Special Education, ESL, migrant, At-Risk, 504, and G/T students with absentee problems will receive increased home visits/phone calls/letters from the administration and faculty.	PEIMS secretary, Assistant Principal, Counselor	Increase yearly attendance rate.				
2) Continue Summer School Program for retentions/failures of all African American, Hispanic, White, Economically Disadvantaged, Special Education, ESL, migrant, At-Risk, 504, and G/T students to fast-pace them back on graduation track with their peers.	Principal	Increase the number of students passing each year.				
3) Students with perfect attendance each 6 weeks will be listed in the local newspaper	Secretary	Increase yearly attendance rate				
4) Yoakum Junior High will offer career and technology classes	Shop teacher, Computer teacher, Gardening teacher	Increase yearly attendance rate.				
Funding Sources: 199 General Fund - 95376.00						
						

Goal 1: All Yoakum Junior High students will meet or exceed state assessment standards by the year 2020.

Performance Objective 15: Yoakum Junior High will continue to increase the use of technology throughout the curriculum each year

Evaluation Data Source(s) 15: Increasing technology in the classroom will result in better student engagement.

Summative Evaluation 15:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Align TEKS and STAAR: incorporate technology into all subject areas	YJH staff	STAAR scores, 8th grade technology assessment				
2) Continue implementation of technology Apps classes and update as necessary	Technology teacher	Increases use and mastery of software programs by students for school lessons/projects. 8th grade assessment				
	Funding Sources: 199 General Fund - 35717.00					
3) Teachers will use multimedia presentations in their classroom instruction	YJH staff	presentations in the classroom; lesson plans				
4) Provide staff development for technology applications	Technology teacher; technology director	Student and teacher projects				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Analyze prior year's STAAR test to determine weaknesses in both student population (African American, Hispanic, White, Economically disadvantaged, Special Education, ESL, migrant, AT-Risk, 504, and G/T) and teaching strategies.
1	3	2	Analyze 8th grade released test to find areas that need to be emphasized more

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$127,455.00
1	2	5			\$139,618.00
1	2	6			\$139,618.00
1	2	7			\$139,618.00
1	2	8			\$139,618.00
1	3	4			\$134,014.00
1	3	5			\$134,014.00
1	3	6			\$134,014.00
1	4	4			\$102,508.00
1	4	5			\$102,508.00
1	4	6			\$102,508.00
1	4	8			\$133,079.00
1	5	4			\$165,673.00
1	5	5			\$165,673.00
1	5	6			\$165,673.00
1	7	4			\$129,247.00
1	8	1			\$157,147.00
1	8	3			\$6,990.00
1	9	1			\$99,699.00
1	9	3			\$99,699.00
1	9	4			\$53,174.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	5			\$46,525.00
1	13	1			\$16,759.00
1	13	4			\$148,969.00
1	13	5			\$5,504.00
1	14	4			\$95,376.00
1	15	2			\$35,717.00
Sub-Total					\$2,920,397.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$11,030.00
1	2	5			\$6,487.00
1	2	6			\$6,487.00
1	2	7			\$6,487.00
1	2	8			\$6,487.00
1	4	4			\$59,709.00
1	4	5			\$59,709.00
1	4	6			\$59,709.00
1	4	7			\$61,639.00
1	4	8			\$59,709.00
1	5	4			\$64,582.00
1	5	5			\$64,582.00
1	5	6			\$64,582.00
1	7	1			\$44,035.00
1	11	1			\$223,122.00
1	11	2			\$223,122.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,021,478.00
Title 2 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$38,987.00
1	3	5			\$38,987.00
1	3	6			\$38,987.00
Sub-Total					\$116,961.00
Grand Total					\$4,058,836.00