

# **Yoakum Independent School District**

## **Yoakum Primary School**

**2019-2020**

# Mission Statement

The Yoakum Primary and Primary Annex faculty and staff believe that every student can take a right step into education by mastering the needed skills to become a productive, responsible person. Through a concerted effort of faculty, staff, parents and community, the Primary schools will provide all students with a safe, supportive and productive environment.

## Vision

The Yoakum Primary schools will strive to create the ideal school culture by building strong, caring relationships with staff, students, and community members. These relationships will provide the catalyst needed for high academic achievement.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	5
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	7
Curriculum, Instruction, and Assessment .....	8
Parent and Community Engagement .....	9
School Context and Organization .....	10
Technology .....	12
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	16
Goal 1: By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report. ....	16
State Compensatory .....	34
Personnel for Yoakum Primary School: .....	34
Title I Personnel .....	35
Campus Funding Summary .....	36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Yoakum Primary Schools consists of 2 campuses with a total enrollment of 449 students. Ethnic breakdown is : 72% Hispanic, 20% White, 5% African American, and 3% Multiracial. We have 2 Principals, 2 Counselors, 38 Teachers, and 23 Paraprofessionals.

### Demographics Strengths

Due to the increase in Hispanic and/or ESL students, we offer a variety of strategies.

# **Student Achievement**

## **Student Achievement Summary**

Yoakum Primary Schools are concentrating on Phonemic Awareness in the lower levels (K-1), and reading comprehension and fluency in the upper levels (1-3). Math problem solving in the upper levels (1-3).

## **Student Achievement Strengths**

3rd Grade Reading

5th Grade Math, Reading, and Science

# **School Culture and Climate**

## **School Culture and Climate Summary**

The climate of the Yoakum Primary Campus is high. Our campus only had to hire two teachers for the 2019-2020 school year. This provides stability and cohesiveness for our 1st and 2nd grade teams.

## **School Culture and Climate Strengths**

The Yoakum Primay School has improved the climate and culture of our campus in numerous ways. We hired an additional ESL aide in order to better serve our ESL teachers and students. We have improved the use of technology accross our campus. This has improved the effectiveness of learning in the classroom and has helped with student success. Our campus has set aside time for each grade level team to plan. Teachers have a weekly planning meeting and teachers have a separate planning day set aside for each six weeks.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Yoakum ISD 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**

To help with curriculum and instruction, the district has brought in writing specialist and has received different trainings from Lead4ward. We also hired 2 Reading instructional coaches for grades Pre-K to 6th to help vertical align the departments.

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. IPADs and IPADS carts have been an evolving project throughout the campus. The campus uses many programs to monitor students growth such as TPRI, Reasiance learning for reading and math, and Istation.

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, TELPAS, and report cards were reviewed. The district needs to continue to maintain the implementation of RtI strategies in all areas. 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, Intervention classes, 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 Istation, Accelerated Reader, Reading Horizons, and Study Island help to support these content areas. Campus 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 campus RTI Team is well organized and meets on a continuing basis throughout the school year.



# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Yoakum Primary continues to support activities to increase parent and community involvement. Parents and community members are active in support of extracurricular activities of the district. There is 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 Alert 1 has been purchased and implemented.

Parent and community members participate on the District and Campus site-based planning committees. The Primary Campus has an active Parent-Teacher organization.

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. There are parent involvement nights at the Intermediate and Primary Schools.

## **Parent and Community Engagement Strengths**

There are many parents on campus 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 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 Reading Horizons 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. 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. Yoakum ISD 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. All staff administering the TAKS ALT completed the required online training module prior to the testing window last year.

### **School Context and Organization Strengths**

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

# **Technology**

## **Technology Summary**

The technology of the Yoakum Primary School has improved greatly in the past two years. The use of Ipads has increased throughout 1st and 2nd grades. Teachers have access to many forms of online assessments to better aid in the evaluation of our students' needs. These include STAR Reading and Math, TPRI, and online programs such as Istation Reading and Math.

## **Technology Strengths**

All classrooms have at least 5 Ipads present in the classroom for use at all times. Each grade level has a cart which contains a classroom set of Ipads that may be checked out for use at any time and there is a Memeo Board for each grade level that can be checked out also. All classrooms have projectors mounted on the ceiling for teacher use. The teachers have access to numerous online assessments such as STAR Reading, STAR Math, TPRI and Istation.

# 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
- 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 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

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Teacher/Student Ratio

- 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**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.**


**Performance Objective 1:** By the Spring of 2019, all students will reach or surpass state Reading scores

**Evaluation Data Source(s) 1:** Observations from teachers and assessment scores

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recommend students for summer school based on assessment scores and teacher observations	1st and 2nd Grade teachers	List of participants, Pre-Post tests				
<b>Funding Sources:</b> Title 1 - 10000.00						
2) Utilize response to intervention.  *Teachers will continue to utilize Region 3 RTI workshops (CNA data)	RTI Staff members	TPRI, Reading 3D, Star Reading, Purchase orders, certificates				
<b>Funding Sources:</b> State Comp Ed (SCE) - 206712.12						
3) Reading Activities - HMH Texas Into Reading (K), HMHTexas Into Reading (1, 2)	Principals	Lesson Plans, Supervision				
<b>Funding Sources:</b> Title 1 - 7000.00						
4) Dyslexia Intervention - 1st & 2nd	Staff Dyslexic Specialists	Progress Monitoring				
<b>Funding Sources:</b> Title 1 - 52531.00						
5) Reading Activities - Accelerated Reader, Star Testing, Library Program	Principals, 1st and 2nd grade Team	Student achievement, benchmarks				
<b>Funding Sources:</b> 199 General Fund - 2500.00						
6) Visit the public library to encourage continued Summer reading	1st Grade Teacher	Storyteller's presentation				
<b>Funding Sources:</b> 199 General Fund - 100.00						




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Utilize the Reading is Fun program to increase student desire to read	RTI Reading Teachers	Book distribution				
<b>Funding Sources:</b> 199 General Fund - 500.00						
8) Improve Creative and critical thinking skills through GT Classroom.	GT Teacher	Documentation of student participation				
9) Invite multicultural speakers to educate students on diversity	2nd Grade teachers, ESL Teachers	List of guest speakers and demonstrators				
10) Continue utilizing multiple intelligence's, cross lateralization techniques as training methods with the classroom	Principals	Teacher appraisals and walkthroughs.				
11) Provide daily reading time at Pre-K - 2nd	Classroom teachers	Student achievement				
12) Provide 30 minutes of actual reading practice (AR time) each day for 1st and 2nd grades	Classroom teachers	Lesson Plans, Star assessment				
13) Continue Vertical planning	Principals	Documentation of strategies administered.				
14) Evaluate student progress by state reading assessments at mandated times	Assistant Superintendent	Assessment Results				
15) Provide training and staff development in TEKS skills	Assistant Superintendent	Attendance record certificates				
16) Continue with Computer Lab at Kindergarten	Computer Teacher	Lesson Plans and STAAR Writing scores				
<b>Funding Sources:</b> State Comp Ed (SCE) - 19435.00						
17) Integrate multicultural stories and other print (Pre K-2)	Classroom teachers	Teacher follow up activity and assessment				
<b>Funding Sources:</b> 199 General Fund - 500.00						
18) Invite local service personnel to educate all students about the community in which they live	Principals	Teacher follow up activity and assessment				
19) Professional development for Handwriting and Reading	Principals	Writing improvement and Handwriting grades				
<b>Funding Sources:</b> 199 General Fund - 750.00						
20) Utilization of Scholastic News (1-2) and Let's Find Out (K).	Principals	Teacher assessment.				
<b>Funding Sources:</b> 199 General Fund - 2500.00						
						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 2:** By the Spring of 2019, all students will reach or surpass state Math scores

**Evaluation Data Source(s) 2:** Benchmarks, report cards and STAAR results

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use Go Math in K-2 classrooms. 2nd grade will also utilize the Sharon Wells math program.	Principals	Report cards, benchmarks				
<b>Funding Sources:</b> 199 General Fund - 2000.00						
2) Supplement math instruction with daily problem solving, daily math facts, manipulatives, regular assessments, peer tutoring	Teachers	Weekly assessments, six-weeks grades, TEMI results				
<b>Funding Sources:</b> 199 General Fund - 500.00						
3) Meet with faculty to study disaggregated 3rd grade results and identify areas of weakness	Counselor	3rd grade results over period of several years				
4) Utilize correlation of TEKS curriculum alignment when available	Principal	Documentation in classroom showing mastery of TEKS, Benchmarks				
5) Provide staff development on STAAR related teaching strategies	Assistant Superintendent	Report card grades				
<b>Funding Sources:</b> State Comp Ed (SCE) - 1500.00						
6) Continue vertical alignment K-3	Principal	STAAR results				
<b>Funding Sources:</b> 199 General Fund - 600.00						
7) Provide for remediation through RTI math, content mastery (1-2), reteach, and peer tutoring	RTI teachers	Improvement in TEMI aim checks				
8) Supplement math instruction through use of Harcourt science texts (1-2) and science activities	Principals	Science STAAR results				
9) Response to Intervention K-2	Counselors	TEMI results, Star math				
<b>Funding Sources:</b> 199 General Fund - 500.00						
						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 3:** By the Spring of 2019, Yoakum Primary Schools will maintain an attendance rate at or above 97% for all students

**Evaluation Data Source(s) 3:** Peims records reflecting increasing attendance rate

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Contact parents of absent students on the third consecutive day, and document the cause of the absence	PEIMS Secretaries	Increase attendance shown by attendance records				
2) Reward perfect attendance during the year with special treats and certificates.	Principals	Attendance charts will reveal an attendance rate of 97%+				
	<b>Funding Sources:</b> 199 General Fund - 250.00					
3) Reward perfect attendance with newspaper recognition. Put names in the paper	Office Staff	Attendance records				
4) Perfect attendance students are rewarded with a gift card and a chance to win a new bike.	Principals	Peims attendance records				
	<b>Funding Sources:</b> 199 General Fund - 300.00					
						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 4:** By the Spring of 2019, Yoakum Primary Schools will increase its use of technology throughout the curriculum

**Evaluation Data Source(s) 4:** Technology use as seen through Star Chart and PDAS

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide staff development on technology	Assistant Superintendent	Computer use survey				
<b>Funding Sources:</b> 199 General Fund - 200.00						
2) Campuses apply for available technology grants (TIF)	Assistant Superintendent	Grants received				
3) Teachers regularly integrate technology into lessons to enrich instruction	Principals	Evidence seen through walk-throughs and T-TESS				
4) Use of computers by teachers to address TEKS and do research on materials and techniques	Principals	Evidence documented during team meetings				
5) All staff personnel utilize the e-mail service	Principals	T-TESS				
6) Continue Computer lab for K-2 grade students	Computer Teachers	Teacher observation and assessment				
<b>Funding Sources:</b> 199 General Fund - 500.00						
7) Continue to increase the number of Internet accessible computers in each classroom and labs to increase special programs as needed.	Principals	Comparison of yearly classroom inventory				
<b>Funding Sources:</b> 199 General Fund - 10000.00						
8) All campus personnel attend one or more In-service workshops yearly on Technology	Principals	T-Tess				
9) Teachers will post attendance daily, post grades, print progress reports, and complete report cards grades on computer	Principals	Evidence seen by administration				
10) Teachers will assess reading progress through the use of I-pads.	Teachers	Evidence seen by administration				
11) Teachers will use I-pads for student use and communication purposes	Principals	Walk-throughs and T-TESS				
12) Purchase new software and hardware programs as technology needs increase	Principals	Grants received, administrative approval				



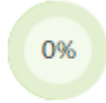

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 5:** By the Spring of 2019, 100% of the Gifted and Talented students will master all objectives in reading and math

**Evaluation Data Source(s) 5:** TPRI and STAAR results

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide more G/T staff development opportunities and more specific grade-level inservices	Assistant Superintendent	Attendance certificates				
<b>Funding Sources:</b> 199 General Fund - 300.00						
2) Promote problem solving skills by joining the Texas Future Problem Solvers Program	GT Teacher	STAAR results				
<b>Funding Sources:</b> Gifted and Talented - 100.00						
3) Provide opportunities for extensive research through the use of technology, the library and guest speakers.	GT Teacher	STAAR results and teacher assessment				
<b>Funding Sources:</b> Gifted and Talented - 18045.00						
4) Utilize first and second grade G/T students to read to Kinder, and other students to foster a love of reading in the lower grade levels.	GT Teacher	Teacher observation and End of Year TPRI results				
5) Send a survey to GT parents, campus teachers, and Principal	GT Teacher	Completed forms				
6) Study of surveys to create a GT plan to address needs in the G/T classroom	GT Teacher	Documentation of use of teh plan in the G/T lesson plans				
7) Testing materials for G/T students will be available for assessments	GT Teacher	Increase # of qualified students				
<b>Funding Sources:</b> 199 General Fund - 1000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 6:** By the Spring of 2019, Yoakum Primary Schools will maintain or exceed objectives to meet the met standard status for all ESL/Bilingual students.

**Evaluation Data Source(s) 6:** STAAR, TPRI results, OLPT, Tejas Lee, M-Class 3D reading results

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide summer school classes for K-1 ESL students	ESL Teachers	TPRI, TEMI math, STAAR results				
<b>Funding Sources:</b> ESL - 1000.00, 199 General Fund - 2500.00						
2) Maintain a highly qualified group of ESL certified teachers, paraprofessionals, and continue with the process of moving teachers toward Bilingual certification as numbers require	Assistant Superintendent	Certification documentation				
<b>Funding Sources:</b> ESL - 259057.00, 199 General Fund - 300.00						
3) Provide Liaison or ESL coordinator for effective communication with parents and provide training for all faculty	Staff Parent Liaisons	Parent feedback and more parental involvement.				
4) Attend professional development workshops to meet the needs of the ESL learner	ESL Teachers	TELPAS testing				
5) Provide ESL testing	Counselors, ESL Teachers	Program Placement				
<b>Funding Sources:</b> 199 General Fund - 200.00						
6) Provide ESL strategies and vocabulary usage	ESL Teachers	TELPAS testing				
						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 7:** By the Spring of 2019, all Special Education students will meet or exceed the state standards in math and reading

**Evaluation Data Source(s) 7:** Special Education students passing rate, documentation of reduced number of Special Ed. referrals

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize a problem solving team and campus process to consider instructional strategies, modifications and support services to be used prior to referral	Counselors	Reduction in Special Ed. referrals				
<b>Funding Sources:</b> 199 General Fund - 112437.00						
2) Promote the acceptance of LRE integrated curriculum, multiple intelligences, technology, motivational strategies, modifications, and Special Ed. updates through campus-based staff development	Special Ed. Teachers	STAAR results				
<b>Funding Sources:</b> 199 General Fund - 500.00						
3) Provide ARD training and further Special Ed. updates	Principals	Increase positive comments on ARD meeting surveys				
<b>Funding Sources:</b> 199 General Fund - 250.00						
4) Provide staff development and training in the student intervention process, strategies, modifications and support services in the Spec. Ed./Inclusion classrooms	Principals	Increasing Spec. Ed. passing rates				
5) Maintain a database of students reviewed, referred, and number of students who qualify for Special Ed. and 504	Counselors	Data print-out showing reduction of referrals				
6) Increase school-wide knowledge and acceptance of inclusion	Special Ed. Teachers	Positive comments regarding Special Ed. successful inclusion program				
						




**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 8:** By the Spring of 2019, all students in Yoakum Primary Schools will participate in Drug Free Schools and Communities Program

**Evaluation Data Source(s) 8:** Student participation as documented by teacher and counselor

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students and staff will participate in Red Ribbon Week	Counselors	Documented student participation				
<b>Funding Sources:</b> 199 General Fund - 300.00						
2) Utilize programs as available from community and schools (Com. Ctr. Programs, Mid-Coast Family Services, Bulldog lunch program	Counselors	Student participation				
3) Guidance lessons on drugs and important drug issues	Counselors	Student participation as documented by counselor				
4) Great American Smoke-Out (1 & 2 grade)	Counselors	Student participation documented by counselor				
						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 9:** By the Spring of 2019, Yoakum Primary Schools will continue to exercise the district code of conduct for the protection of all students and staff

**Evaluation Data Source(s) 9:** Documentation of completed drills and plans for continued safety for all students and staff

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Include Student Code of Conduct in Parent/Student Handbook or provide copy when asked	Principals	Decrease in number of discipline referrals				
2) Update and continue to utilize a crisis management team to provide safety and security for all students and staff.	Principals	Completed safety plan				
3) Continue to utilize a "Quick Response Folder"	Principals	Completed Folder				
4) Train all employees on the campus safety plan and the "Quick Reponse Folder"	Principals	Documented training sessions				
		<b>Funding Sources:</b> 199 General Fund - 100.00				
5) Mark all gas, electric, and water shutoffs on the campus maps, and make sure each employee has a copy.	Principals	Completed maps with shutoffs designations				
6) Update and utilize a campus phone tree that includes all employees	Principals	Documentation that all staff receiving a copy				
7) Prepare a field trip procedure to include copies of emergency care cards, any needed medication, and class lists.	Principals	Checklist of items on field trip procedure				
8) Share campus maps with community agencies such as police and fire dept.	Principals	Documentation of map receipts				
9) Post emergency phone numbers and procedures at each phone on campus	Principals	Documentation of posted numbers				
10) Designate a media and campus spokesperson	Principals	Name provided to staff				
11) Continue fire, lockout, lockdown, and other drills and training on a regular basis	Principals	Documentation of Drills				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 10:** By the Spring of 2019, Yoakum Primary Schools will continue to extend and monitor the State Compensatory Education Program (SCE) for all eligible students

**Evaluation Data Source(s) 10:** Decline in Special Education referrals, TPRI and STAAR results

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to utilize the RTI team and process to consider instructional strategies, modifications and support services to be used prior to Spec. Ed. referral	Principals, Counselors	Decreased number of Spec. Ed. referrals				
2) Provide staff development and training in the RTI strategies, modifications, and support services	Principals	Attendance sign-in sheets				
<b>Funding Sources:</b> 199 General Fund - 1000.00						
3) Maintain a database of students reviewed, referred, and number students who qualify for Spec. Ed. and 504	Counselors	Data printout				
4) Promote the acceptance of LRE, integrated curriculum, multiple intelligence's, technology, motivational strategies, modifications, and Spec. Ed. updates through campus-based staff development	Special Ed. Teachers	STAAR results				
<b>Funding Sources:</b> 199 General Fund - 250.00						
5) Provide ARD training and further Spec. Ed. updates	Principals	Increase positive results form ARD parent survey				
<b>Funding Sources:</b> 199 General Fund - 500.00						
6) Provide summer school classes for K-1 ESL students	ESL Teachers	Language Proficiency test, local assessments				
7) Drug Free Program	Counselors	Student participation				
<b>Funding Sources:</b> State Comp Ed (SCE) - 150.00						
						

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 11:** By the Spring of 2019, Yoakum Primary Schools will increase the involvement of parents, community, and business to support student achievement in the educational environment

**Evaluation Data Source(s) 11:** Increased parental involvement, student attendance, fewer discipline problems, and improvement of grades

**Summative Evaluation 11:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide orientation for families of students at Yoakum Primary Schools to discuss curriculum, discipline, attendance, and expectations (Orientation in English and Spanish)	Principals	Increased attendance, fewer discipline referrals, improvement of grades				
	<b>Funding Sources:</b> 199 General Fund - 250.00					
2) Invite parents, senior citizens, and professionals from the community, and staff to read to children and to listen to children read	Principals, Counselors	Improved TPRI and Star assessment scores. Improved comprehension and fluency				
3) Discuss student achievement and attendance with families at report card conferences at the end of the first six weeks and as needed at the end of the fourth six weeks. Spanish speaking staff members will be available as needed.	Principals	Increased student attendance and improved grades				
4) Continue Family Involvement Program	Staff Parent Liaisons	High priority parents will be well represented at events				
	<b>Funding Sources:</b> State Comp Ed (SCE) - 350.00					
5) Invite parents to attend the Book Fair at their respective campuses	Librarian	Record of attendance and books purchased				
6) Invite Parents/Speakers to present programs to enhance multicultural awareness	Staff Parent Liaisons	Documentation of all volunteers				
7) Improve parent involvement through family volunteer readers for Pre-K and K	Classroom teachers	Record of parent and family involvement				
8) Invite parents to attend grade level ceremonies (Kinder graduation, AR rewards, academic awards, UIL, Christmas Program	Principals	Documented increased parent involvement in these activities				
9) Kindergarten teachers and administration meet with parents and Head Start personnel to share ideas and provide materials to help prepare children for Kindergarten	Principals	Increased parental involvement				
	<b>Funding Sources:</b> 199 General Fund - 150.00					

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

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 12:** The campus will continue to hire and keep highly qualified teachers

**Evaluation Data Source(s) 12:** All teachers and paraprofessionals are fully trained

**Summative Evaluation 12:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Yoakum ISD will employ and retain "Highly Qualified" teachers and paraprofessionals.	Principals	30 Full Time teachers employed and 19 paraprofessionals. All paraprofessionals trained through Region III ESC				

**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 13:** By the Spring of 2019, all Yoakum Primary students needing improvement in Literacy skills involving reading and math will be provided with instructional support through Title I School wide assistance

**Evaluation Data Source(s) 13:** Scores on Benchmarks, assessments, TPRI and Star results

**Summative Evaluation 13:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide and use STAAR study guides and practice from the state adopted basal for reading	RTI Reading Teachers	Scores on 1st and 2nd grade benchmarks and assessments				
	<b>Funding Sources:</b> Title 1 - 48327.00					
2) Teach reading strategies to target five components of reading	RTI Reading Teachers	TPRI and Star test results, M-class testing				
	<b>Funding Sources:</b> Title 1 - 4000.00					
3) Encourage parent participation through effective communication	RTI Reading Teachers	Increased parent involvement in daily reading activities at home				
	<b>Funding Sources:</b> 199 General Fund - 600.00					
4) Provide technology and equipment to RTI team to aid in reading and math intervention and testing	RTI Reading Teachers	M-class, TPRI, and Star results				
	<b>Funding Sources:</b> 199 General Fund - 1800.00, Title 1 - 8000.00					
5) Provide professional development for RTI team in areas of reading and math, as well as collaboration opportunities with other professionals	Principals, Region III	Attendance sign in sheets and certificates				
	<b>Funding Sources:</b> 199 General Fund - 2400.00					
						


**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 14:** By the Spring of 2019, Yoakum Primary Schools will provide an enrichment curriculum for all students

**Evaluation Data Source(s) 14:** Number of students involved in band in Junior High and High School

**Summative Evaluation 14:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Yoakum Primary Schools will continue to offer music classes	Principals, Music Teachers	Number of students involved in band in Junior High and High School				
<b>Funding Sources:</b> 199 General Fund - 12117.00						
2) Practice K students for graduation ceremony, and all K-2 students in other performances	Music Teachers	Student performances				



100% = Accomplished      → = Continue/Modify      0% = No Progress      X = Discontinue




**Goal 1:** By the year 2019, The Yoakum Primary Schools will show academic achievement required to obtain Met Standard status, as is reflected in the AEIS report.

**Performance Objective 15:** Yoakum Primary Schools will continue to provide and improve a wellness program for all students

**Evaluation Data Source(s) 15:** Follow all federal food guidelines, and decrease bullying incidents

**Summative Evaluation 15:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Yoakum Primary Schools will employ physical education teachers to offer physical education classes	Principals	Follow all federal food guidelines, health awareness				
<b>Funding Sources:</b> 199 General Fund - 99649.00						
2) Yoakum Primary Schools will offer foods of nutritional value through the food service department	Cafeteria Staff	Follow all federal food guidelines				
3) Yoakum Primary Schools will provide a counseling program	Counselors	Well adjusted students				
4) Yoakum Primary Schools will continue to reinforce the Bully Prevention curriculum through guidance lessons and counseling	Counselors	School and class observations, decrease in bullying incidents				
<b>Funding Sources:</b> 199 General Fund - 700.00						
5) Primary Schools will provide incentives (pencils, certificates) to recognize accomplishments and birthdays.	Principals					
<b>Funding Sources:</b> 199 General Fund - 150.00						
						

# State Compensatory

## Personnel for Yoakum Primary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alissa Partida	Paraprofessional	Pre-K	
Bonnie Menke	Paraprofessional	Library	
Christi Berger	Teacher	Pre-K	
Jane Menke	Teacher	RTI Math	
Kelly Brandt	Teacher	RTI Reading	
Melissa McCord	Paraprofessional	Computer Tech	
Sandra Walters	Teacher	Pre-K	
Sherri Spaeth	Teacher	Pre-K	
Tomi Soehnge	Teacher	RTI Reading	

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Jimenez	Paraprofessional	2nd Grade aide	
Debbie Sanchez	Paraprofessional	Kinder aide	
Diana Gomez	Paraprofessional	Star Lab aide	
Kathy Berger	Paraprofessional	Pre-K aide	
Maurine Adamek	Teacher	RTI	
Morgan Flessner	Paraprofessional	Early childhood aide, RTI	
Stephanie Caka	Paraprofessional	1st grade aide	

# Campus Funding Summary

<b>199 General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	Books, tests, incentive trip, computers		\$2,500.00
1	1	6			\$100.00
1	1	7	Kelly Brandt, Hochheim Prairie Insurance Co.		\$500.00
1	1	17	Library books, internet, newspaper, magazines, weekly reader		\$500.00
1	1	19	Writing materials		\$750.00
1	1	20			\$2,500.00
1	2	1	Harcourt texts and student materials, CScope materials		\$2,000.00
1	2	2	Harcourt manipulatives, CScope		\$500.00
1	2	6	HSP materials, Release time for teachers to meet.		\$600.00
1	2	9	Manipulatives, centers, research based interventions, TEMI materials, Star math test		\$500.00
1	3	2	Attendance records, certificates		\$250.00
1	3	4	Attendance records		\$300.00
1	4	1	Region III, Tammy Frietsch		\$200.00
1	4	6	Computer lab, teachers, aides		\$500.00
1	4	7	Wireless internet access, computers, technology coordinator		\$10,000.00
1	5	1	Region III		\$300.00
1	5	7	Test booklets		\$1,000.00
1	6	1			\$2,500.00
1	6	2			\$300.00
1	6	5	IPT and TELPAS testing materials		\$200.00
1	7	1	Teachers, RTI team, Spec. Ed. personnel		\$112,437.00

<b>199 General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	2	Region III		\$500.00
1	7	3	Primary cafeteria, Spec. Ed. video and other materials, presenter		\$250.00
1	8	1	Drug free materials		\$300.00
1	9	4	Copies of safety plan and quick response folder		\$100.00
1	10	2	Region III, Spec. Ed. co-op, Spec. Ed. teachers		\$1,000.00
1	10	4	Region III		\$250.00
1	10	5	Presentation materials, presenter		\$500.00
1	11	1	Primary cafeteria and classrooms, announcements in newspaper, teacher newsletters		\$250.00
1	11	9	Handouts		\$150.00
1	13	3	Binders, pouches, cardstock paper		\$600.00
1	13	4	Softwar programs, Ipads, SRA online activities, computers, ipod shuffles, ear phones		\$1,800.00
1	13	5	Region III, co-op, conferences, RTI team		\$2,400.00
1	14	1	Kevin Amstead, teachers		\$12,117.00
1	15	1	Paula Berger, Michael Brooks		\$99,649.00
1	15	4	Bully prevention kit, workbook, stickers		\$700.00
1	15	5			\$150.00
<b>Sub-Total</b>					<b>\$259,153.00</b>
<b>Title 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Assessments, teacher observations, reading & math materials		\$10,000.00
1	1	3	Consummables		\$7,000.00
1	1	4	Testing materials		\$52,531.00
1	13	1	SRA, instructional aides, teachers		\$48,327.00

<b>Title 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	13	2	Paraprofessionals, guiding reading, V&V program, SRA materials, AR		\$4,000.00
1	13	4			\$8,000.00
<b>Sub-Total</b>					\$129,858.00
<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	1	2	MClass reading, Guided reading, TPTI, Progress monitoring, Star reading		\$206,712.12
1	1	16	Computer lab, software		\$19,435.00
1	2	5	Region III		\$1,500.00
1	10	7	Drug free materials		\$150.00
1	11	4	Newsletters, meeting place, refreshments		\$350.00
<b>Sub-Total</b>					\$228,147.12
<b>ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	Teachers, paraprofessional		\$1,000.00
1	6	2	Region III ESL training, ESL teachers		\$259,057.00
<b>Sub-Total</b>					\$260,057.00
<b>Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	2	TFPS materials		\$100.00
1	5	3	Rachael Owens, Internet speakers		\$18,045.00
<b>Sub-Total</b>					\$18,145.00
<b>Grand Total</b>					\$895,360.12