

**Peaster Independent School District**  
**District Improvement Plan**  
**2021-2022**



# **Mission Statement**

Peaster ISD prepares students for success in the 21st century by engaging them in rigorous and relevant learning opportunities that promote excellence. Our expectation is all students and staff will achieve their potential, and become independent, lifelong learners.

## **Vision**

Growing Our Tradition of Excellence

## **Value Statement**

We are committed to:

learning daily, personal responsibility, leadership, growth, and service for all students and staff.

providing a safe, secure, student-centered environment that upholds tradition, instills respect, and builds character.

maintaining excellence in a growing community, grounded in respect, unity, compassion, faith, and family.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics

#### Physical Summary

Peaster ISD is located in an unincorporated community in Parker County, Texas. Peaster is on Farm road 920, nine miles northwest of Weatherford.

There are three campuses:

|                    |                            |
|--------------------|----------------------------|
| PPCD/PK – Grade 5  | Peaster Elementary School  |
| Grade 6 – Grade 8  | Peaster Junior High School |
| Grade 9 – Grade 12 | Peaster High School School |

### District 2020 Snapshot Data

Total Students - 1,320

- African American - 0.5%
- Hispanic - 14.6%
- White - 82.2%
- American Indian - 0.2%
- Asiian - 0.5%
- Pacific Islander - 0.2%
- Two or More Races - 2.0%
- Economically Disadvantaged - 29.4%
- English Learners - 3.0%
- Special Education - 8.4%
- Bilingual/ESL Education - 2.9%
- Career & Technical Education - 31.2%
- Attendance Rate (2018-19) - 96.4%
- Annual Dropout Rate Gr. 9-12 - 5%
- 4-Year Longitudinal Graduation Rate (Class of 2019) - 97.3%

- Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduate /Count (2018-19) - 59

Total Staff FTE - 183.6

Total Teacher FTE - 109.9

- Central Administration - 1.9%
- Campus Administration - 2.7%
- Professional Support Staff - 7.8%
- Teachers - 59.8%
- Educational Aides - 7.1%
- Auxiliary Staff - 20.7%

Teachers

- With 5 or fewer years of experience - 19.1%
- Average years of experience - 15.7%
- With Advanced Degrees - 17.5%
- Teacher Turnover Rate - 23.1T
- African American - 0%
- Hispanic - 1.8%
- White 94.5%
- American Indian - 0.9%
- Asian - 0%
- Pacific Islander - 0%
- Two or More Races - 2.7%
- Regular Education - 80.5%
- Special Education - 8.2%
- Compensatory Education - 3.6%
- Bilingual/ESL Education - 0%
- Career and Technical Education - 5.1%
- Other Education (Includes GT) - 2.7%

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The elementary is over capacity, and the junior high is at capacity. **Root Cause:** The district is growing by over 200 students per year, and there is a waiting list for students who want to transfer into the district.

# Student Achievement

## Student Achievement Summary

### 2021 STAAR Data

#### Reading

Third

Approaches - 73% / Meets - 47% / Masters - 16%

Fourth

Approaches - 69% / Meets - 35% / Masters - 17%

Fifth

Approaches - 78% / Meets - 53% / Masters - 37%

Sixth

Approaches - 53% / Meets - 25% / Masters - 12%

Seventh

Approaches - 79% / Meets - 55% / Masters - 28%

Eighth

Approaches - 89% / Meets - 68% / Masters - 32%

#### Mathematics

Third

Approaches - 69% / Meets - 37% / Masters - 16%

Fourth

Approaches - 75% / Meets - 50% / Masters - 26%

Fifth

Approaches - 75% / Meets - 43% / Masters - 27%

Sixth

Approaches - 74% / Meets - 42% / Masters - 10%

Seventh

Approaches - 68% / Meets - 41% / Masters - 20%

Eighth

Approaches - 82% / Meets - 49% / Masters - 11%

### **Writing**

Fourth

Approaches - 47% / Meets - 22% / Masters 3%

Seventh

Approaches - 74% / Meets - 37% / Masters - 3%

### **Science**

Fifth

Approaches - 76% / Meets - 41% / Masters - 13%

Eighth

Approaches - 78% / Meets - 53% / Masters - 26%

### **Social Studies**

Eighth

Approaches - 63% / Meets - 27% / Masters - 7%

### **End-of-Course (EOC)**

English I (First Time)

Approaches - 88% / Meets 74% / Maasters - 19%

English II (First Time)

Approaches - 87% / Meets 81% / Masters - 18%

Algebra I (First Time)

Approaches - 87% / Meets 53% / Masters - 23%

Biology (First Time)

Approaches - 96% / Meets - 76% / Masters - 32%

US History (First Time)

Approaches - 94% / Meets - 68% / Masters - 38%

### **Student Achievement Strengths**

Math, Science, and Reading are strengths for our district.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Our 8th Grade US History scores have been low. **Root Cause:** We have had turnover in that area.

**Problem Statement 2 (Prioritized):** Our writing scores across the district have been poor - especially at 4th grade. **Root Cause:** The 4th grade has gone back to a departmental approach, so that the teacher can focus solely on writing.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

In the past, the campus leadership has been responsible for Curriculum and Instruction. Along with the other responsibilities, the campus principals have done the best with what they had, but in general, the teachers

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

**Problem Statement 1 (Prioritized):** There were few district curriculum and instruction expectations. **Root Cause:** The district has lacked a curriculum director for the district who can centralize expectations.

# Priority Problem Statements

**Problem Statement 1:** The elementary is over capacity, and the junior high is at capacity.

**Root Cause 1:** The district is growing by over 200 students per year, and there is a waiting list for students who want to transfer into the district.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our 8th Grade US History scores have been low.

**Root Cause 2:** We have had turnover in that area.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Our writing scores across the district have been poor - especially at 4th grade.

**Root Cause 3:** The 4th grade has gone back to a departmental approach, so that the teacher can focus solely on writing.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** The district has lacked fiscal responsibility.

**Root Cause 4:** The district has not had checks and balances in place to keep the budget balanced.

**Problem Statement 4 Areas:** District Culture and Climate

**Problem Statement 5:** There were few district curriculum and instruction expectations.

**Root Cause 5:** The district has lacked a curriculum director for the district who can centralize expectations.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Curriculum and instruction have not been aligned the the district.





**Root Cause 6:** There has not been a central focus on curriculum in the district.

**Problem Statement 6 Areas:** District Context and Organization

# Goals

**Goal 1:** Peaster ISD will provide an environment in which students engage in meaningful learning.





**Performance Objective 1:** The district certified staff will continue to train in Professional Learning Committees that began in the 2020-21 school year.

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> PLCs will be implemented with fidelity at least 4 times during the 9-week grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher lesson plans and teaching objectives (as a grade level/subject) will be aligned in Forethought .</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Administrators</p>                                 | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> By the second semester of the 2021-22 school year, the PLCs will provide the campus administrators with written agendas and decisions from the PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators.</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |

**Goal 1:** Peaster ISD will provide an environment in which students engage in meaningful learning.

**Performance Objective 2:** In keeping alignment with the state's 60X30TX goal, the School Finance Commission recommended establishing Pre-Kindergarten through 12th grade goal of at least 60% proficiency at TEA's "meets" standard at two key checkpoints along the state's public PK through 12th grade educational continuum.





**HB3 Goal**

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Sixty percent of all students will meet the state's standard of "meets" standard at third grade reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Specified elementary teachers and administrators must take the TEA Reading Academies by the end of the 2022-23 school year. Districts have a choice between Comprehensive or the Blended models. Peaster ISD has chosen to utilize the blended model on the following schedule:</p> <p>2020-21 No enrollment<br/>           2021-22 K, 1, Principal<br/>           2022-23 SPED, 2, 3, new teachers w/o training</p> <p>Teachers who have had the same training will be able to better aligned in grades K-3, and 60% students in 3rd grade grade should reach "meets".</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal<br/>           Assistant Superintendent</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Sixty percent of all high school seniors will graduate without the need for remediation and achieve (1) an industry-accepted certificate aligned with a living-wage job; or (2) will enroll in post-secondary education; or (3) will enlist in the military.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% or more of graduating seniors will be College, Career, or Military Ready (CCMR).</p> <p><b>Staff Responsible for Monitoring:</b> Counselors<br/>           CTE Director<br/>           Principal<br/>           Assistant Superintendent</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |             |

**Goal 1:** Peaster ISD will provide an environment in which students engage in meaningful learning.

**Performance Objective 3:** Teachers will plan engaging and meaningful lessons.

**Evaluation Data Sources:** Eduphoria Forethought will be utilized by all teachers as their digital planning tool

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Each campus will receive Forethought training on the Forethought program and will begin using Forethought by October 1.<br><b>Strategy's Expected Result/Impact:</b> Staff will include lesson objectives, activities, and standards in each day's lessons<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Principals   | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Teachers will be trained in high yield teaching strategies<br><b>Strategy's Expected Result/Impact:</b> Teachers will use a variety of learning and management strategies to increase student learning and engagement.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent<br>Principals   | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |                   |     |      |





**Goal 1:** Peaster ISD will provide an environment in which students engage in meaningful learning.

**Performance Objective 4:** The district will implement HB4545 to accelerate and remediate students who were not successful on the STAAR and EOC exams in mathematics and reading. Students will receive a minimum of 30 hours of remediations in the deficit area(s).

**Evaluation Data Sources:** Teacher logs and computer logs of remediation work.

**Goal 2:** Peaster ISD will exhibit a culture where positive character development is valued within our school community.





**Performance Objective 1:** All students will have multiple opportunities to participate in activities that instill positive character traits.

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <b>Strategy 1:</b> Students have a variety of fine arts, athletic, and academic UIL activities.<br><b>Strategy's Expected Result/Impact:</b> Students will compete at high levels and advance to post-district competitions.<br><b>Staff Responsible for Monitoring:</b> Directors of activities<br>Campus principals  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <b>Strategy 2:</b> Students will be able to be members of various organizations at elementary, middle, and high school.<br><b>Strategy's Expected Result/Impact:</b> Students will contribute to the schools by being in organizations.<br><b>Staff Responsible for Monitoring:</b> sponsors<br>Campus principals  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |

**Goal 2:** Peaster ISD will exhibit a culture where positive character development is valued within our school community.

**Performance Objective 2:** The PTO will continue to expand and maintain a presence on all 3 campuses.

**Evaluation Data Sources:** PTO meetings  
PTO events sponsored at all campuses





| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <b>Strategy 1:</b> The PTO will have a presence at all campuses, and will work with the staff.<br><b>Strategy's Expected Result/Impact:</b> Staff morale will be increased.<br>Parents will be involved at the secondary grades<br><b>Staff Responsible for Monitoring:</b> Campus Principals<br>PTO officers  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <b>Strategy 2:</b> The PTO will be given an office at the district to meet and prepare for events.<br><b>Strategy's Expected Result/Impact:</b> The district will have input into PTO events.<br><b>Staff Responsible for Monitoring:</b> Campus principals  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |



**Goal 2:** Peaster ISD will exhibit a culture where positive character development is valued within our school community.

**Performance Objective 3:** All campuses will have a character development curriculum.





**Evaluation Data Sources:** Character lessons  
 Character posters  
 Character announcements - daily/weekly

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> All campuses will adopt a character education objectives.<br><b>Strategy's Expected Result/Impact:</b> There will be consistency across the district in character education.<br><b>Staff Responsible for Monitoring:</b> Campus counselors  | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Counselors will provide character education through in-class lessons, promotions/posters, announcements, and special events.<br><b>Strategy's Expected Result/Impact:</b> Students exhibiting positive character traits.<br><b>Staff Responsible for Monitoring:</b> Campus counselors  | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |                   |     |      |

**Goal 2:** Peaster ISD will exhibit a culture where positive character development is valued within our school community.





**Performance Objective 4:** The district will form relationships with individuals and businesses within the district.

**Evaluation Data Sources:** Long-range planning committee minutes  
District Educational Improvement Committee minutes

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <b>Strategy 1:</b> The district will form a long-range planning committee to plan for growth and associated needs.<br><b>Strategy's Expected Result/Impact:</b> Facilities will be adequate for growth.<br><b>Staff Responsible for Monitoring:</b> Superintendent   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <b>Strategy 2:</b> The District Educational Improvement Committee will meet a minimum of 3 times per year to create/evaluate the district plan and to discuss district improvement.<br><b>Strategy's Expected Result/Impact:</b> Creation of a working District Improvement Plan that will become a working document.<br><b>Staff Responsible for Monitoring:</b> Assistant Superintendent       | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <b>Strategy 3:</b> The superintendent will form partnerships with individuals and businesses within the district.<br><b>Strategy's Expected Result/Impact:</b> Community participation with the schools<br>Financial partnerships for special projects<br><b>Staff Responsible for Monitoring:</b> Superintendent  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |





**Goal 3:** Peaster ISD will be a community where positive, respectful relationships are valued.

**Performance Objective 1:** Peaster ISD schools will have a positive climate as measured by staff and student survey results.

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <b>Strategy 1:</b> The district/campuses will create climate surveys that will be administered annually.<br><b>Strategy's Expected Result/Impact:</b> Staff and student morale will be increased as measured by surveys.<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Campus principals   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <b>Strategy 2:</b> Staff and student surveys will be utilized to inform decision-making.<br><b>Strategy's Expected Result/Impact:</b> The district/campuses will be able to address the priorities identified in the surveys.<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Campus principals  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |





**Goal 3:** Peaster ISD will be a community where positive, respectful relationships are valued.

**Performance Objective 2:** Peaster ISD will provide multiple opportunities for parent and community engagement throughout the district.

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Community and staff will be able to actively participate in organizations within the district (PTO, booster clubs, committees, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Community participation in district/campus activities.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent<br/>Assistant Superintendent<br/>Campus Principals<br/>Organization Sponsors</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> New and expanded opportunities for parent/community engagement will be offered at all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> PTO expansion<br/>DEIC meetings<br/>Long-Range Planning Committee formation</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent<br/>Assistant Superintendent<br/>Campus Principals</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue                   |                   |            |             |

**Goal 3:** Peaster ISD will be a community where positive, respectful relationships are valued.

**Performance Objective 3:** Peaster ISD will recognize staff who foster a positive culture.

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <b>Strategy 1:</b> Staff members will be recognized monthly at the campus/department levels.<br><b>Strategy's Expected Result/Impact:</b> Increased staff morale<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Campus Principals<br>District Directors   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <b>Strategy 2:</b> PTO, District/Campus Leaders, and the community will support staff in various ways.<br><b>Strategy's Expected Result/Impact:</b> Positive relationships within and outside the schools<br><b>Staff Responsible for Monitoring:</b> Campus Principals  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |

# Plan Notes

## 60X30TX

### Background Information

THE OVERARCHING GOAL: **60X30 By 2030**, at least 60% of Texans ages 25-34 will have a certificate or degree. The 60x30 goal is essential to the future prosperity of Texas. Without bold action, Texas faces a future of diminished incomes, opportunities, and resources. The 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The first goal focuses on 25- to 34-year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state's large population makes the Texas economy similar in size to that of many countries. Within the global context, the state has seen a relative decline in educational attainment among this younger population. The 60x30 goal also uses 25- to 34-year-olds as a yardstick to answer the question: How prepared is Texas for the future? Through the focused efforts of industry, government, community organizations, K-12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

### Texas Education Agency's Plan

In keeping alignment with the state's 60x30TX goal, the School Finance Commission is recommending establishing a PK through 12th grade educational continuum:

1. Sixty percent of all students meeting the state's "Meets" standard at third grade reading.
2. Sixty percent of all high school seniors graduating without the need for remediation and achieving an industry-accepted certificate aligned with a living wage job; or enrolling in post-secondary education; or enlisting in the military.

### Peaster's Early Literacy Plan

The Early Childhood Literacy Proficiency Plan embraces all efforts to provide optimum opportunities to students in our district to achieve high standards of success in the area of literacy. In accordance with House Bill 3, the plan will incorporate a movement towards the strengthening and fostering of foundational reading skills that are at the center of literacy development. This endeavor must take into account all student populations and special groups that may require special literacy adaptations and accommodations in the learning of reading in the classroom. The plan will take into account all educators as important stakeholders in a unified plan to increase reading proficiency among our children in the district with each constituent playing a valuable role in the success of our students.

The literacy plan will demand a continual review of our foundational instructional programs in the PK through 3rd grade and the instructional approaches that are currently in use in our classrooms. A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at the elementary school to prevent failure in reading. The integration of effective reading diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students. Special emphasis

will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of literacy, such as phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing. In accordance with research, these foundation skills continue to be at the forefront of literacy and are considered prerequisites in reaching advanced levels of reading. Improvement in early literacy will require the careful scrutiny of our delivery of instruction in our primary grades, specifically in the areas of phonics instruction, fluency, and the teaching of reading comprehension skills.

In order to efficiently implement a district-wide literacy improvement process, the district must plan accordingly and design a campus-based plan and goals aligned to the overall district and state expectations. Kindergarten through third grade teachers, along with the elementary principal will be required to attend a reading academy by the end of the 2022-2023 school year. The academies will focus on specific content related directly to the foundational reading skills and the use of diagnostic reading data deriving from assessments and screeners. Educators will be able to gain insight on how to interpret results and how they can be used effectively in making data-based decisions on instruction in reading and meeting the learning needs of students. The content of the Reading Academies will be aligned with the 13 Science of Teaching Reading Competencies.

### **Peaster's College, Career, and Military Readiness (CCMR) Plan**

Whether the students decide to pursue a future in academic post-secondary education, the workforce, or the military, the Peaster Independent School District will be there every step of the way to assist the students.

The district will monitor each high school student's progress in the CCMR continuum. Student college readiness will be monitored using TSIA, ACT, SAT, and AP assessment data. Some students will opt for for a career option. to that end, the high school campuses will assist the students as they take Career and Technical course pathways. The goal for CTE students is to obtain an Industry-Based Certification (IBC). For those students who opt to enlist in our armed forces, the district will provide opportunities for them to take the ASVAB.

The combined efforts of the campus administration, counseling department, teachers, students, and the overall education community will ensure the success of the CCMR programs.

## **HB4545**

During the summer of 2021, the Texas Legislature passed House Bill (HB) 4545 during the 87th Legislative Session, which requires school districts to provide accelerated instruction during the 2021–22 school year for students who “Did Not Meet Grade Level” or did not take the STAAR and STARR end-of-course assessments in Spring 2021.

The legislation includes:

The elimination of grade retention and retesting requirements tied to STAAR test results in grades 5 and 8.

The requirement for accelerated instruction for any student (including but not limited to special education, 504, and English Language Learners) who scored in the “Did Not Meet” category on the STAAR assessment in grades 3–8 or STAAR (EOC) end-of-course assessments or did not take the STAAR or EOC assessment

Accelerated instruction is required for any student (including but not limited to special education, 504, and English Language Learners) who scores in the “Did Not Meet” category on the STAAR assessment in grades 3–8 or STAAR (EOC) end-of-course assessments did not take the STAAR or EOC assessment. Accelerated instruction is targeted, supplemental instruction aligned to the TEKS which must help the student in demonstrating proficiency of each content area. It may occur before, after school or be embedded during the school day.

An accelerated learning committee will develop an individual educational plan and monitor progress for any student who scores in the “Did Not Meet” category on a STAAR assessment or did not take the STAAR or EOC assessment in grade 3, 5, or 8 in math or reading.



# Addendums