

Peaster Independent School District
Peaster Junior High
2021-2022 Campus Improvement Plan



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

Revised/Approved: September 27, 2021

Demographics

Demographics Summary

STUDENT ENROLLMENT DETAILS

TOTAL STUDENT ENROLLMENT 2020 - 21

322

STUDENT ENROLLMENT BY RACE/ETHNICITY

AFRICAN AMERICAN
0.3%

ASIAN
0.3%

HISPANIC
16.5%

AMERICAN INDIAN
0.0%

PACIFIC ISLANDER
0.3%

TWO OR MORE RACES
1.6%

WHITE
81.1%

STUDENT ENROLLMENT BY TYPE

31.4% Economically Disadvantaged
4.0% English Language Learner
10.2% Students Receiving Special Education Services
12.7% Gifted and Talented

Demographics Strengths

High Percentage of G/T students

Small class sizes (Under 22 on average)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percent in special programs (ex. 504, SPED): 2019 - 10% 504, 7.2 % SPED 2020 - 10% 504, 10.2% SPED 2021 - 8% 504, 10% SPED
Root Cause: Not keeping accurate data and tracking needs in order to dismiss from special programs.

Student Achievement

Student Achievement Summary

Grade	Subject	Did Not Pass/ State Avg	Passed/ State Avg
6	Reading	47%/39%	Approaches + Meets + Masters 53%/61% Meets + Masters 25%/31% Masters 12%/14% Total 53%/61%
7	Reading	21%/32%	Approaches + Meets + Masters 79%/68% Meets + Masters 55%/44% Masters 28%/25% Total 79%/68%%
8	Reading	11%/38%	Approaches + Meets + Masters 89%/72% Meets + Masters 68%/45% Masters 32%/21% Total 89%/72%
7	Writing	26%/39%	Approaches + Meets + Masters 74%/61% Meets + Masters 37%/31% Masters 3%/9% Total 74%/61
6	Math	26%/34%	Approaches + Meets + Masters 74%/66% Meets + Masters 42%/34% Masters 10%/15% Total 74%/66%
7	Math	32%/46%	Approaches + Meets + Masters 68%/54% Meets + Masters 41%/25% Masters 20%/11% Total 68%/54%
8	Math	18%/40%	Approaches + Meets + Masters 82%/60% Meets + Masters 49%/35% Masters 11%/10% Total 82%/60%

Grade	Subject	Did Not Pass/ State Avg	Passed/ State Avg
8	Alg. I EOC	3%	Approaches 17% Meets 33% Masters 47% Total 97% Approaches + Meets + Masters 63%/56%
8	Soc. Studies	37%/44%	Meets + Masters 27%/27% Masters 7%/13% Total 63%/56% Approaches + Meets + Masters 78%/67%
8	Science	22%/33%	Meets + Masters 53%/42% Masters 26%/23% Total 78%/67%

Student Achievement Strengths

8th Grade Math - 91% passing

8th Grade Reading - 89% passing

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special Programs, At-Risk and ELL perform lower than average on state assessments. **Root Cause:** Need additional support and time to close the gaps.

School Culture and Climate

School Culture and Climate Strengths

Rachel's Challenge and FOR Club started this year

Fellowship of Christian Students - Teach Grace initiative

Project Wisdom - character development

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): High referral rates for classroom management infractions and transition times. These are repeat offenders. **Root Cause:** Outdated character curriculum and ineffective consequences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

District raised salary schedule for 2021-2022 school year

PLC training provided to all staff members

Common planning periods for PLC teams

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Access to current and effective best practice and pedagogy. Teacher professional development has not been aligned to mission, vision and values. **Root Cause:** Lack of quality on-boarding, and meaningful professional development (The Peaster Way).

Problem Statement 2: Hiring quality staff **Root Cause:** Low salary schedule

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Purchased Math Curriculum - Maneuvering the Middle

Purchased Social Studies Curriculum - Lowman

Added Istation for Math and Reading assessments

Purchased Reading intervention kits

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Previous years there has not been a clear process that has monitored or evaluated the curriculum. No use of formative assessments within the curriculum and not an effective process to evaluate instructional strategies and activities. **Root Cause:** Teachers did not have a campus expectation that curriculum, instruction and assessment are aligned to Mission, Vision and Values. Ineffective Needs Assessment. Teachers were not given frequent feedback from observations of the classroom implementation.

Parent and Community Engagement

Parent and Community Engagement Strengths

Added Parent volunteer opportunities - Teach Grace, FCS, Lunch monitors, Help with copies, etc...

Continue to utilize the JH PTO

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent participation drops off in secondary and there is a disconnect between parents and school. **Root Cause:** Secondary stops asking for parent involvement, students are seeking independence from their parents.

Technology

Technology Strengths

Added 40 chromebooks through PEF grant

11 Chrome carts with 260 devices

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of teacher professional development on Google Suite, Eduphoria Suite and access to reliable technology. **Root Cause:** Small technology support staff and network is spotty.

Problem Statement 2: Lack of student devices **Root Cause:** Lack of funding

Priority Problem Statements

Problem Statement 1: High percent in special programs (ex. 504, SPED): 2019 - 10% 504, 7.2 % SPED 2020 - 10% 504, 10.2% SPED 2021 - 8% 504, 10% SPED

Root Cause 1: Not keeping accurate data and tracking needs in order to dismiss from special programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Programs, At-Risk and ELL perform lower than average on state assessments.

Root Cause 2: Need additional support and time to close the gaps.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: High referral rates for classroom management infractions and transition times. These are repeat offenders.

Root Cause 3: Outdated character curriculum and ineffective consequences.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Access to current and effective best practice and pedagogy. Teacher professional development has not been aligned to mission, vision and values.

Root Cause 4: Lack of quality on-boarding, and meaningful professional development (The Peaster Way).

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Previous years there has not been a clear process that has monitored or evaluated the curriculum. No use of formative assessments within the curriculum and not an effective process to evaluate instructional strategies and activities.

Root Cause 5: Teachers did not have a campus expectation that curriculum, instruction and assessment are aligned to Mission, Vision and Values. Ineffective Needs Assessment. Teachers were not given frequent feedback from observations of the classroom implementation.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Parent participation drops off in secondary and there is a disconnect between parents and school.

Root Cause 6: Secondary stops asking for parent involvement, students are seeking independence from their parents.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Previous year teachers worked individually or small teams

Root Cause 7: Lack of PLC process and ILT

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Lack of teacher professional development on Google Suite, Eduphoria Suite and access to reliable technology.

Root Cause 8: Small technology support staff and network is spotty.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 27, 2021

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





Performance Objective 1: 80% of students will meet standard in reading on 2021-22 STAAR administration.

65% of SPED students will meet standard in reading on 2021 -22 STAAR administration.

70% of EL students will meet standard in reading on 2021 - 22 STAAR administration.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR BOY, MOY, EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted instruction to students based off of iStation assessment, beginning of the year, middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.</p> <p>Strategy's Expected Result/Impact: Increased mastery on TEK/Skill</p> <p>Staff Responsible for Monitoring: ELAR Team</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson planning in forethought to include spiraled in TEKS from previous year due to learning gaps. Teams are reviewing curriculum vertically to include missed TEKS/skills/objectives.</p> <p>Strategy's Expected Result/Impact: Close the gaps from previous school year. Increase student academic performance.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 70% of students will meet standard in Social Studies on 2021-22 STAAR administration.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR BOY, MOY, EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted instruction to students based off of middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.</p> <p>Strategy's Expected Result/Impact: Increased mastery on TEK/Skill</p> <p>Staff Responsible for Monitoring: Social Studies Team</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchased campus wide curriculum for grades 6-8 (Lowman). Streamlined TEKS, Vertical alignment</p> <p>Strategy's Expected Result/Impact: Increase the number of students passing the 8th grade STAAR</p> <p>Staff Responsible for Monitoring: Social Studies Team, Admin</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: 90% of students will meet standard in mathematics on 2021-22 STAAR administration

Targeted or ESF High Priority

Evaluation Data Sources: STAAR BOY, MOY, EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted instruction to students based off of Istation assessment, beginning of the year, middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.</p> <p>Strategy's Expected Result/Impact: Increased mastery on TEK/Skill</p> <p>Staff Responsible for Monitoring: Math Team</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lesson planning in forethought to include spiraled in TEKS from previous year due to learning gaps. Teams are reviewing curriculum vertically to include missed TEKS/skills/objectives.</p> <p>Strategy's Expected Result/Impact: Close the gaps from previous school year. Increase student academic performance.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchased Campus Wide Curriculum (Maneuvering the Middle) to streamline TEKS.</p> <p>Strategy's Expected Result/Impact: Increased number of students passing Math STAAR tests.</p> <p>Staff Responsible for Monitoring: Math team, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: 80% of students will meet standard in science on 2021 -22 STAAR administration

Targeted or ESF High Priority





Evaluation Data Sources: STAAR, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted instruction to students based off of middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.</p> <p>Strategy's Expected Result/Impact: Increased mastery on TEK/Skill</p> <p>Staff Responsible for Monitoring: Science Team</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 5: The campus certified staff will be fully trained in Professional Learning Communities by the beginning of the 2021 school year.

Evaluation Data Sources: Staff training rosters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The PLCs will be implemented with fidelity at least 3 times during the 6 week grading cycles.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans and teaching objectives will be aligned in forethought, and increased student learning measured by assessments (formative and summative)</p> <p>Staff Responsible for Monitoring: District and campus admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June
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Goal 1: Peaster ISD will provide an environment in which students engage in meaningful learning.





Performance Objective 6: 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 60% or more of graduating seniors will be College, Career, or Military Ready (CCMR).</p> <p>Staff Responsible for Monitoring: Counselors CTE Director Principal Assistant Superintendent</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Decrease students with multiple referrals from 20% to 10% by setting goals with students by implementing the Social-Emotional Learning (SEL) program.

Evaluation Data Sources: Run biweekly reports, Student behavior contracts, counselor lessons





Strategy 1 Details	Formative Reviews		
Strategy 1: Character Curriculum & Counselor lead Social Emotional Learning instruction in all grade levels. Strategy's Expected Result/Impact: Clarify student behavior expectations which will in turn lower office referrals. Staff Responsible for Monitoring: Counselor, Admin	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and staff. We will continue to model ethical behavior and integrity as the norm for our school culture and take responsibility for our actions when they do not align with these ethical norms and expectations.

HB3 Goal

Evaluation Data Sources: Positive Office Referrals, SEL rosters, Teacher and Student of the Month, Counselor Lesson, Flood program





Strategy 1 Details	Formative Reviews		
Strategy 1: High School PALs will be paired with a Jr. High student and meet once a week. Strategy's Expected Result/Impact: Positive relationships within the district that model appropriate behavior. Staff Responsible for Monitoring: Teachers, Counselor	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Positive office referrals, Doing the right things the right way - recognition in newsletter and on bulletin board. Strategy's Expected Result/Impact: Decrease number of office referrals. Staff Responsible for Monitoring: Admin	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Rachel's Challenge and FOR Club Strategy's Expected Result/Impact: Create a culture of Kindness on the campus. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
 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: Provide a safe and drug free learning environment for students and staff.

HB3 Goal

Evaluation Data Sources: Drills Doc, IdentaKid reports, referral data, bullying data, drug dog visits.





Strategy 1 Details	Formative Reviews		
Strategy 1: Enforce Student Code of conduct, Enforce employee policies for the district at the campus level. Strategy's Expected Result/Impact: Safe learning environment Staff Responsible for Monitoring: Teachers and Admin	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Follow safety procedures, Conduct State required drills, use IdentaKid for campus visitor procedures. Strategy's Expected Result/Impact: Safe and Secure Learning environment Staff Responsible for Monitoring: Admin, Secretaries, teachers monitoring the halls	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: By the end of May, 90% of parents/guardians will feel they understand/have access to materials to help their students with learning standards.

HB3 Goal





Evaluation Data Sources: Parent Survey, Weekly Newsletter, Social Media, Teacher Websites, PTO, PTO Membership and Engagement Nights

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parents will receive weekly communication through blackboard, weekly newsletters, progress reports (if failing), parent portal, teacher websites.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and awareness.</p> <p>Staff Responsible for Monitoring: Teachers, admin</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 2: We are honoring "Greyhounds" of the month. This includes two students at each grade level and one certified staff member.

Evaluation Data Sources: Voted on each month by students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each month a google form is sent out to students to vote on teachers and teachers vote on students. Strategy's Expected Result/Impact: Increase positive culture Staff Responsible for Monitoring: Admin	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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

Performance Objective 3: Peaster ISD schools will have a positive climate as measured by staff and student survey results.

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





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

Performance Objective 4: Peaster ISD will provide multiple opportunities for parent and community engagement throughout the district.

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

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

Performance Objective 5: Peaster ISD will recognize staff who foster a positive culture.

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Lesson planning in forethought to include spiraled in TEKS from previous year due to learning gaps. Teams are reviewing curriculum vertically to include missed TEKS/skills/objectives.
1	3	2	Lesson planning in forethought to include spiraled in TEKS from previous year due to learning gaps. Teams are reviewing curriculum vertically to include missed TEKS/skills/objectives.

RDA Strategies

Goal	Objective	Strategy	Description
1	2	2	Purchased campus wide curriculum for grades 6-8 (Lowman). Streamlined TEKS, Vertical alignment
1	3	3	Purchased Campus Wide Curriculum (Maneuvering the Middle) to streamline TEKS.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted instruction to students based off of iStation assessment, beginning of the year, middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.
1	1	2	Lesson planning in forethought to include spiraled in TEKS from previous year due to learning gaps. Teams are reviewing curriculum vertically to include missed TEKS/skills/objectives.
1	2	1	Targeted instruction to students based off of middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.
1	2	2	Purchased campus wide curriculum for grades 6-8 (Lowman). Streamlined TEKS, Vertical alignment
1	3	1	Targeted instruction to students based off of Istation assessment, beginning of the year, middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.
1	3	2	Lesson planning in forethought to include spiraled in TEKS from previous year due to learning gaps. Teams are reviewing curriculum vertically to include missed TEKS/skills/objectives.
1	3	3	Purchased Campus Wide Curriculum (Maneuvering the Middle) to streamline TEKS.
1	4	1	Targeted instruction to students based off of middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted instruction to students based off of iStation assessment, beginning of the year, middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.
1	2	1	Targeted instruction to students based off of middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.
1	2	2	Purchased campus wide curriculum for grades 6-8 (Lowman). Streamlined TEKS, Vertical alignment
1	3	1	Targeted instruction to students based off of Istation assessment, beginning of the year, middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.
1	3	3	Purchased Campus Wide Curriculum (Maneuvering the Middle) to streamline TEKS.
1	4	1	Targeted instruction to students based off of middle of the year, and end of the year assessments. Students will be required to attend WIN until they show 80% mastery on identified TEK/skill.

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:

Sixty percent of all students meeting the state's "Meets" standard at third grade reading.

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 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