

Peaster Independent School District
Peaster Elementary
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

Demographics

Demographics Summary

Demographics

Our campus serves approximately 785 students in grades PreKindergarten through Fifth grade. Our campus provides support in a variety of areas such as English Language Learners, Economically Disadvantaged, At Risk as well Special Education.

The demographics of Peaster Elementary are listed below:

Economically Disadvantages: 23.8%

At Risk: 15.7%

English Learners: 2.8%

Special Education: 8.9%

Gifted Talented: 5.2%

Demographics Strengths

Demographic Strengths

Peaster Elementary has a diverse population that meets the needs of all students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We had a 20 point decrease in reading from 2018 to 2019 with EL students. **Root Cause:** Professional Development and Resources for EL students were limited.

Student Achievement

Student Achievement Summary

A review of the data indicates a need to provide students with quality instruction on the first teacher with a focus on balanced literacy with a focus on writing across all academic areas. We will focus on implementing professional development and support for teachers to ensure these needs are met. Through Professional Learning Community summer training, the use of updated resources, and a systematic approach to the Response To Intervention process, our school staff will be equipped to meet all the student learning needs. With a new master schedule, we will provide students with engaging instruction using 21st-century teaching and learning styles, to differentiate instruction to maximize all students' greatest potential.

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%

Mathematics

Third

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

Fourth

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

Fifth

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

Writing

Fourth

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

Seventh

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

Problem Statement: Identifying students' academic achievement needs early in the school year to implement interventions, differentiated instructions to close academic gaps. In addition, we will implement critical writing across the campus in all subject areas.

Student Achievement Strengths

Students Academic Achievement Strengths

Peaster Elementary School improved 30% in 3rd grade Special Education Reading, 33% in 3rd grade Hispanic Reading, and an overall 32% increase in Special Education in Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students meeting passing standard on Writing at SPED 0%, ELL 0%, ECO 13% and ALL 24 % on 2018-19 STAAR. **Root Cause:** Limited resources for interventions and classroom support for all students. The 4th grade is departmentalized so that the teacher can focus solely on Reading Language Arts.





Priority Problem Statements

Goals

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

Performance Objective 1: All students will increase academic achievement in the area of English Language Arts.





Evaluation Data Sources: All student groups will increase performance standards in reading by 15% on the 2021-2022 Reading STAAR. All student groups will increase monthly in reading on the monthly progressing evaluation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will monitor student's data at the beginning, middle, and end of the year using our universal screeners, as well as monitor student's monthly progress.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor and track student's Direct Reading Assessment at the beginning, middle and end of the year. In addition, teachers will track and monitor student's Istation Scores (ISIP) to ensure all students are showing growth.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide formative assessments designed to prepare students to be confident and successful students. Teachers will implement Balanced Literacy to help build and strengthen student's literacy skills.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will be provided to all students to ensure daily quality instruction is provided.</p> <p>Students will be engaged in a balanced literacy framework that gives a balance between reading and writing instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will provide classroom interventions aligned with classroom instruction for all students not meeting state standards.</p> <p>Strategy's Expected Result/Impact: Teachers will provide interventions to close the gap in academic achievement using a variety of tools such as Istation interventions, Jennifer Sarravallo, Jan Richardson's Rise Intervention Program, and Literacy Leveled Intervention Kits.</p> <p>Effective differentiated strategies will be used to meet the unique needs of all learners.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff and Administration.</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: All students will increase academic achievement in area of mathematics.

Evaluation Data Sources: All student groups will increase performance standards in reading by 15% on the 2021-2022 Math STAAR. All student groups will increase monthly in math on the monthly progressing evaluation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will monitor universal screeners, progress monitoring data sets, as well as formative and summative assessments during each grading cycle.</p> <p>Strategy's Expected Result/Impact: Teachers will use monthly Istation data to monitor monthly progress, and students will practice fact fluency daily. Students will use Envision Placement Assessment as a universal screener to help target instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff, and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide Tier 1 instruction using math resources aligned across the campus to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Teachers will implement hands-on experimental learning opportunities using task-oriented resources. Teachers will use IXL, Target Math, Envisions, and Mentoring Minds across the campus to ensure a vertical math curriculum to prepare students for the higher-level material year to year. Effective differentiated strategies will be used to meet the unique needs of all learners.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff, and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will provide classroom interventions aligned with classroom instruction for all students not meeting state standards.</p> <p>Strategy's Expected Result/Impact: In order to close the gap in academic achievement, teachers will provide interventions using a variety of tools such as Istation interventions, IXL, and Envisions math interventions.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff and Administration.</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: The campus-certified staff will attend professional training in Professional Learning Communities before the 2021-2022 school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC's will be implemented with fidelity weekly during the nine week grading period.</p> <p>Strategy's Expected Result/Impact: The teacher's lesson plans and learning objectives will be aligned in Forethought. Teachers will implement more effective planning of differentiated lessons that provide appropriate learning experiences for all students.</p> <p>Staff Responsible for Monitoring: Campus and District Administrators</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 4: 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: Sixty percent of all students will meet the state's standard of "meets" standard at third grade reading..</p> <p>Strategy's Expected Result/Impact: 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 2021-22 K, 1, Principal 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>Staff Responsible for Monitoring: Campus Principal Assistant Superintendent</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: The school will improve parental involvement to increase student success.

Evaluation Data Sources: All parents will be asked to participate in a parent survey twice a year.
All parents will have the opportunity to join the Parent Teacher Organization





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will conduct parent involvement nights such as Meet The Teacher, Parent Conference Day, Science Night, Fall Festival prior throughout the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Staff will provide sign-in sheets after each event to ensure participation and attendance.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will provide effective communication with the school community.</p> <p>Strategy's Expected Result/Impact: Teachers and Administration will share weekly Newsletters with updated information. Our marquee provides information for all parents and community members. Our school website and social media apps are updates on a regular basis.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Special Education Staff and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will implement the WATCH D.O.G.S is a national innovative program focusing on the prevention of violence in our children's schools by using the positive influence of fathers and father figures for a two-fold purpose.</p> <p>Strategy's Expected Result/Impact: Parents and Staff will collaborate to ensure children have a positive father and father figure influence on campus.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	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 2: Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and staff.

HB3 Goal

Evaluation Data Sources: 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..





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students are provided immediate feedback for positive reinforcement.</p> <p>Strategy's Expected Result/Impact: Students receive Brag Tags for immediate positive feedback and recognition for making our campus a better learning environment.</p> <p>We have Positive Office Referrals for students to come to the office for being the best student possible.</p> <p>We have monthly outstanding students recognized at the school board meeting.</p> <p>Staff Responsible for Monitoring: Teachers and Administration.</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers new to Peaster Elementary are provided a mentor on campus for academic guidance and support on a daily basis. In addition, all first-year teachers have an opportunity to attend the New Teacher Academy.</p> <p>Strategy's Expected Result/Impact: Teachers new to the profession and/or new to Peaster ISD are provided a mentor on campus and are enrolled in the New Teacher Academy.</p> <p>Staff Responsible for Monitoring: Teachers, Administration and Ms. Bell</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Our counselors provide group therapy as well as whole group guidance classes to increase the social, emotional, and mental development of all students.</p> <p>Strategy's Expected Result/Impact: Counselors provide lunch bunch, one on one counseling as well as weekly guidance classes to help all students in the area of academic achievement, social and emotional development, better preparing all students to become well adjusted for the future.</p> <p>Staff Responsible for Monitoring: Students and Staff</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers are provided immediate feedback for positive reinforcement.</p> <p>Strategy's Expected Result/Impact: We have Employee of The Month to help increase positive feedback for staff and acknowledge their commitment and hard work on a daily basis. In addition, teachers are provided feedback on walk-throughs throughout the semester to support their professional growth.</p> <p>Staff Responsible for Monitoring: Administrators and Staff</p>	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: Upper elementary students implemented our safety patrol for morning and afternoon drop off. Safety drills are conducted monthly.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Safety patrol members help load and unload students daily during drop off and pick up times. Strategy's Expected Result/Impact: Students open doors in the morning and help students into the building to begin their day. After school, students escort students to the proper pick-up location to ensure all students are picked up safely. Staff Responsible for Monitoring: Peaster Elementary staff and students.</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All visitors check-in to the campus in the office using our Ident-A-Kid identification system. Strategy's Expected Result/Impact: All visitors wear a visible badge while visiting the campus. This helps all staff know that visitors are safe to be on the campus. Staff Responsible for Monitoring: Office Staff and Faculty</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 1: The school will provide a safe learning environment for all students and staff to ensure students and staff are prepared to quickly make their way to safety in the event of an emergency situation.

Evaluation Data Sources: All students and staff will practice safety drills.
All staff will be provided with safety materials.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will practice monthly safety drills using their "go bags" to ensure all safety precautions are in place.</p> <p>Strategy's Expected Result/Impact: All teachers check-in during safety drills using the walkie talkies. Teachers carry their go-bags during drills in case an emergency situation arises.</p> <p>Staff Responsible for Monitoring: All staff and students</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: Peaster ISD schools will have a positive climate as measured by staff and student survey results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff and student morale will be increased as measured by surveys. Strategy's Expected Result/Impact: Staff and student morale will be increased as measured by surveys. Staff Responsible for Monitoring: Superintendent Campus principals	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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	Formative		
	Jan	Mar	June
 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.

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