

Peaster Independent School District
Peaster High School
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

Ethnic Distribution:
(1.1%)

Economically Disadvantaged: 98 (27.5%)

Student Enrollment by Program: Bilingual/ESL Education 4

African American: 2 (0.6%)
(89.6%)

Section 504 Students: 37 (10.4%)

Career & Technical Education 319

Hispanic: 62 (17.4%)

English Learners (EL): 4 (1.1%)

Gifted & Talented Education 20 (5.6%)

White: 285 (80.1%)

Students w/ Disciplinary Placements (2017-18): 8 (2.3%)

Special Education 31 (8.7%)

American Indian: 1 (0.3%)

At-Risk: 29 (8.1%)

Asian: 0 (0.0%)

Mobility (2017-18): Total Mobile Students = 39 (11.0%)

Pacific Islander: 1 (0.3%)

Students with Intellectual Disabilities: 22 (6.1%)

Two or More Races: 5 (1.4%)

Demographics Strengths

Small ESL population. High percentage of CTE participation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Almost 20% of students are identified as receiving 504 or Special Education services. **Root Cause:** Quite possibly over identifying or not dismissing those qualified for dismissal.

Student Achievement

Student Achievement Summary

Algebra 1 EOC	17-18	18-19	State %
% Approaches	98	78	84
% Meets	74	42	62
% Masters	34	14	39

Biology EOC	17-18	18-19	State %
% Approaches	97	94	88
% Meets	83	71	63
% Masters	33	23	26

English 1 EOC	17-18	18-19	State %
% Approaches	83	84	63
% Meets	67	63	49
% Masters	1	18	12

English 2 EOC	17-18	18-19	State %
% Approaches	80	79	67
% Meets	64	65	51
% Masters	9	6	8

US History EOC	17-18	18-19	State %
% Approaches	95	90	93

TSIA Results (Graduates \geq Criterion) (Annual Graduates)

State Campus

Reading: 2017-18 32.1% 58.6%

2016-17 23.4% 46.6%

Math: 2017-18 23.7% 51.4%

2016-17 19.8% 43.1%

Both 2017-18 18.1% 44.3%

Average SAT Score (Annual Graduates) ***

Average ACT Score (Annual Graduates) ***

State Campus

State Campus

All Subjects 2017-18 1036 1053

All Subjects 2017-18 20.6 21.1

Eng Lang Arts

Eng Lang Arts 2017-18 20.3 20.3

and Writing 2017-18 521 534

Math 2017-18 20.6 22.4

Math 2017-18 515 519

Science 2017-18 20.9 21.5

Student Achievement Strengths

Above state averages for Eng I/II and Biology.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education "Meets or above" at 33%.

School Culture and Climate

School Culture and Climate Summary

High levels of student and community participation and interest:

NHS, StuCo, FCA/FCS, Veterans' Day, Student of the month, Red Ribbon Week, Academic awards assembly, High levels of participation in UIL and club activities, Peaster Stock Show, PTO, Homecoming, PISD and campus Facebook pages, teacher of the month, weekly newsletter.

School Culture and Climate Strengths

An extremely large percentage of our students and community members are involved in at least one (most are involved in several) school related activity on a regular basis. PHS/PISD is, in reality, the community foundation for Peaster.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: ??

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers by Highest Degree Held:

No Degree: 0.0 (0.0%)

Bachelors: 29.0 (70.8%)

Masters: 11.9 (29.2%)

Doctorate: 0.0 (0.0%)

Teachers by Years of Experience:

Beginning Teachers 4.3 (10.5%)

1-5 Years Experience 8.5 (20.8%)

6-10 Years Experience 2.7 (6.6%)

11-20 Years Experience 8.7 (21.3%)

Over 20 Years Experience 16.7 (40.9%)

Average Years Experience of Teachers: 15.4

Staff Quality, Recruitment, and Retention Strengths

Most teachers who come here want to stay for an extended period.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: ??

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Most of our teachers are "singlets" - they are the only one teaching their subject. As such, there has been no common curriculum purchased or developed, other than self-developed scope and sequences based on the TEKS. As a result, common assessments have not been emphasized. Beginning with 2020, PLCs have met to discuss common and shared instructional practices and key objectives.

Curriculum, Instruction, and Assessment Strengths

Teachers are very willing to share.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Learning to address common objectives and strategies. **Root Cause:** Prior to 2020, no PLC culture.

Parent and Community Engagement

Parent and Community Engagement Summary

High levels of student and community participation and interest:

NHS, StuCo, FCA/FCS, Veterans' Day, Student of the month, Red Ribbon Week, Academic awards assembly, High levels of participation in UIL and club activities, Peaster Stock Show, PTO, Homecoming, PISD and campus Facebook pages, teacher of the month, weekly newsletter.

Parent and Community Engagement Strengths

An extremely large percentage of our students and community members are involved in at least one (most are involved in several) school related activity on a regular basis. PHS/PISD is, in reality, the community foundation for Peaster.





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 the passing percentages of the English I, II and Algebra I EOC tests by 3% , in comparison to the 2020-2021 scores, exhibiting adequate yearly progress.





Evaluation Data Sources: 2020-2021 EOC scores, 2021-2022 EOC Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate grades and failure rates on a weekly basis. Targeted instruction based off of 6 weeks exams, EOC practice exams and the end of year assessments. Students will be required to attend specific WIN tutorials based on identified TEK/skill levels.</p> <p>Strategy's Expected Result/Impact: Ensure students are attending WIN tutorials to ensure mastery of concepts</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Campus Administration</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will include spiraled TEKS/EOC objectives in lessons on a daily basis.</p> <p>Strategy's Expected Result/Impact: Lesson plans, administration, department chair, walkthroughs, teacher mentor</p> <p>Staff Responsible for Monitoring: Instructional Staff</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: The district, certified staff will be fully trained in PLC by the beginning of the 2021 school year.

Evaluation Data Sources: PLC conference for all staff, PLC meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC will be implemented with fidelity at least 3 times during a 6 week grading period. Strategy's Expected Result/Impact: Teacher lesson plans and objectives will aligned in Forethought. Staff Responsible for Monitoring: Campus Administrators, 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 3: 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 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>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;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Increase SAT/ACT scores from the previous year by providing additional course time and tutorial opportunities for students. PHS will offer the PSAT during the school day at Peaster High School and pay for all 10th grade students to take the PSAT on the Peaster High School campus





Evaluation Data Sources: SAT and ACT reports, Nation Merit Achievement Honors Awardees
Numbers of students who are taking the PSAT.

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

Performance Objective 1: 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: Office referrals, Teacher and Student of The Month, Counselor Lessons, Flood program, FOR Club

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor student participation in various groups, clubs and extra curricular activities. Strategy's Expected Result/Impact: All students are apart of a club, group or extra-curricular activity. Staff Responsible for Monitoring: Sponsors, Campus Administration	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Core Essentials, Character Building Program Strategy's Expected Result/Impact: Students exhibit positive character traits. Staff Responsible for Monitoring: Counselor, Staff and Administration	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: Provide a safe and drug free learning environment for student and staff.





HB3 Goal

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

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

Performance Objective 1: Recognize 'Greyhound of the month' for staff and students





Evaluation Data Sources: Staff input

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers nominate students and then vote Administration gather input from staff and then campus administration chooses one staff member to be recognized at the district level</p> <p>Strategy's Expected Result/Impact: Improve campus morale</p> <p>Staff Responsible for Monitoring: Staff and Campus Administration</p>	Formative		
	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Work in partnership with the PTO.

Evaluation Data Sources: PTO meetings, parent participation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent- Teacher Organization have partnered with the high school campus to help our campus with recognizing teacher's birthday, staff luncheons, etc.</p> <p>Strategy's Expected Result/Impact: Encourage a positive culture</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff members will be recognized monthly at the campus/department levels.</p> <p>Strategy's Expected Result/Impact: Increased staff morale</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals District Directors</p>	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 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