

Lewisville Independent School District

Peters Colony Elementary School

2024-2025 Campus Improvement Plan



PETERS COLONY ELEMENTARY
PANTHERS

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We, at Peters Colony Elementary, are a dedicated group of about 90 individuals who believe in growing students as both learners and leaders in a PK-5 elementary school setting. Each staff member in the building, no matter what their role, knows how they impact student success at Peters Colony. Currently, we have about 610 PK-5 students.

Our school is located in The Colony, TX, nestled in the neighborhood near the intersection of North Colony Blvd. and John Yates Blvd. The Colony, Texas is a small town adjacent to Frisco and Lewisville. The local economy is booming with new businesses and chain stores opening frequently. There are multiple four-year colleges within an hour's drive of Peters Colony (The University of North Texas (UNT), Texas Woman's University (TWU), UNT Frisco, TWU Dallas, Dallas Baptist University (DBU)), and Southern Methodist University (SMU) to name a few. There are also college extension campuses spread throughout the district. We work with these universities to place student observers and student teachers who are studying for a career in the education field. Many past student teachers at Peters Colony ES have been hired for full-time positions on campus and throughout the district.

Below are the approximate demographics of our student population at the end of the 2022/23 school year:

Ethnicity & Race	Other demographics
18.7% White	15.2% Mobility Rate
11.3% Black	21% Special Education
64.2% Hispanic	4% Gifted and Talented
1% Asian	48% English Language Learners
4.3% Two or more races	68.5% Free and Reduced Lunch
< 1% Pacific Islander	70% At Risk
< 1% American Indian	93.2% Attendance Rate

As a staff, we believe personal connections with students are imperative to student success. Rita Pierson says, "Kids don't learn from people they don't like." We pride ourselves on being a Restorative Practices campus, where our focus is on restoring relationships rather than being solely focused on punitive consequences. All students participate in daily connection activities where they build social skills and community with each other.

We also strongly believe in the power of the community in the success of our scholars. On campus, we house Communities in Schools (CIS) which works with families and students in need alongside our two counselors. This program offers clothes and food (weekly weekend snacks to students and meal packages for long holidays to families) and directs families in need to local charities for larger needs such as funding for rent and monthly bills. We have worked to build strong community partnerships with local businesses including Boy Scouts of America, Raising Canes, The Colony Chiropractic, Marco's Pizza, and Pappa's Sno Cones.

As we enter the 2024-25 school year, we are eager to watch our population grow academically and socially, and for PCE to become a school of choice. This will also impact our

community engagement in positive ways!

Demographics Strengths

- PCES is located in an ethnically diverse community with representation from many states in the USA, and multiple countries in Central and South America, and Africa
- Having a multicultural student and staff composition creates an environment of awareness throughout our campus
- Our demographics aid in the formation and continuation of a two-way dual language program where students are learning academic and conversational English and Spanish during the normal school day
- The staff has been hired to reflect the cultural diversity of our students
- PCES has a high retention rate of classroom teachers and non-classroom teachers
- Staff members have a strong curriculum background and aid in the planning of the curriculum for the district
- Staff members regularly present in staff meetings and organize professional development sessions using their personal strengths
- 100% of our classroom teachers are ESL certified
- Many of our staff members throughout the campus are CPI-certified
- PCES staff is qualified and highly effective
- Instructional and administrative aides have passed LISD's rigorous screening interviews. They have earned a minimum amount of college credit courses and attended professional development opportunities to support their position.
- Professional development opportunities are available throughout the school year (both during and after contract hours), during the summer (earning credit towards days off during the contract period), in-person throughout the district, on-campus opportunities, online professional development, and book studies. Professional development classes are assigned based on staff and campus goals and options based on professional goals and needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hourly staff need to work extra hours to serve students and their families. **Root Cause:** Many PCES families work multiple jobs, lack reliable transportation, require additional help with school forms, etc...

Student Learning

Student Learning Summary

Curriculum, instruction, and assessment at Peters Colony are all based on the state standards as well as local standards and culture. We use data from past years to improve our instruction as a whole. We look at information collected on students' strengths and weaknesses in order to modify instruction to attain the results we desire. Many of our staff members serve on district curriculum planning committees, all staff members modify instruction to keep students engaged, and staff members are expected to use assessment data to plan. It is because of this process that our students are able to grow academically.

Spring 2024 STAAR Passing Percentages

Subject	Total	AA	Hisp	White	2 or More	Econ Dis	SPED	BIL	ESL
3rd Reading	72%	64%	74%	79%	--	68%	43%	74%	--
4th Reading	77%	57%	80%	91%	63%	77%	58%	81%	--
5th Reading	72%	54%	73%	92%	---	65%	52%	75%	67%
3rd Mathematics	67%	67%	70%	62%	--	63%	35%	71%	--
4th Mathematics	52%	33%	56%	55%	25%	51%	26%	65%	--
5th Mathematics	58%	42%	62%	64%	---	55%	45%	69%	17%
5th Science	36%	8%	38%	62%	---	28%	19%	34%	33%

Student Learning Strengths

- Simultaneous literacy in two-way dual language programs to ensure a solid foundation of literacy in English and Spanish
- Staff members on district curriculum writing committees for various subject areas in both English and Spanish
- Set the expectations for lesson plan format and due dates each week
- Training on implementation of formative and summative assessments
- Training for new staff on curriculum guides for each grade level
- Professional Learning Communities for each grade level focus on student's strengths and needs
- MTSS, 504, and ARD Committee meetings focus on the student's current strengths and areas for growth
- Dual language students, on average, outperform students in the English-only classrooms on STAAR tests in 3rd-5th grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station. **Root Cause:** COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families

School Processes & Programs

School Processes & Programs Summary

Peters Colony staff is qualified and highly effective. Educators keep abreast of the development of creative and innovative techniques. Staff has the opportunity to build capacity through clusters and coaching. Campus teachers participate in regular professional development. Trend walkthrough data will be utilized to strengthen and develop individual growth in effective instructional strategies. New teachers are assigned veteran teachers on campus and through the district to aid in professional growth.

All curriculum taught on campus follows the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) for the assigned grade levels. The curriculum for each subject area is planned by a district curriculum writing committee that is comprised of district writers as well as campus teachers. The fidelity of implementation is monitored through walkthroughs on the campus conducted by administrators and district professionals. The students' retention and ability to synthesize information is monitored through formative and summative assessments.

Technology is available to students in prekindergarten through fifth grade. Peters Colony ES has iPads, MacBook Airs, Google Chromebooks, and personal computers available to students. A campus technology committee is in place to help teachers learn more about technology; district technology professionals are available to assist staff and students. Fourth and fifth-grade students have the opportunity to rent an iPad for the school year that can be taken home. All fifth-grade students create an ePortfolio to store work for the remainder of their time in the district.

Peters Colony is a diverse community that works together to improve the lives and education of our students. We have many students who come from poverty, and PCES is a safe place for students to interact and learn from each other as well as staff members. Staff, students, and parents work together to bridge understanding of culturally diverse communities and students' needs. Staff and parents feel that PCES respects the unique contributions of all people to the culture and climate of the school.

Discipline data shows that 80% of the office referrals that resulted in some sort of consequence (from a student conference where the parent was called through a DAEP referral) were written for male students. To increase positive behaviors, our counselors, administrators, special education staff, and other support staff work on processing behaviors, restorative practices, and building relationships with students and families. When students are removed from the general education classroom, it is a result of behavior that puts other students in danger (punching, throwing objects, running from assigned areas, fighting, etc.). If a student is removed from the classroom for a non-safety issue, it is usually a last resort when the classroom has become too much of a distraction to complete their work. These students are regularly returned to the classroom once work is completed.

School Processes & Programs Strengths

- PCES has a high retention rate of classroom teachers and non-classroom teachers
- Staff members have a strong curriculum background and aid in the planning of curriculum for the district
- Staff members regularly present in staff meetings and organize professional development using their personal strengths
- 100% of our classroom teachers are ESL certified
- PCES staff is qualified and highly effective
- High retention rate for staff members (average teacher is between 11-20 years of experience)
- Shared decision-making across the campus
- Transparency of information shared through social media, family calls, and websites
- Staff has been trained and know what warning signs to look for in the area of bullying
- Content and language objectives are posted and reviewed for each subject area
- Professional Learning Communities are set and routinely scheduled
- Restorative Practices are being utilized on all grade levels

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Problem Statement 2 (Prioritized): Students need a more robust variety of experiences to develop a love for school and learning **Root Cause:** The importance of the role of public school as a way to close gaps and bring the community together, and how that role has become larger yet more challenging in recent years

Perceptions

Perceptions Summary

Peters Colony ES creates a home-to-school connection through consistent communication with parents and families. All families are contacted by students' advising teachers within the first few weeks of school to build rapport. All families are invited to any meetings about academic or behavioral concerns involving their students. This includes RtI, 504, and ARD committee meetings. All teachers offer face-to-face or telephone parent conferences at least twice a year for all students. At these meetings, parents are given resources and ideas about how to support their students' academic and social growth in order to be successful.

Parents are involved through meetings and communications involving their personal students as well as opportunities to volunteer and lead on campus. Volunteer opportunities include helping with arrival and dismissal routines, helping during lunch or recess, laminating and making copies, or volunteering in classrooms. Leadership opportunities include serving on our Building Leadership Team as a parent or community volunteer, leading activities such as the Panther Prowl Fun Run or book fair, or serving as a board member with our Parent Teacher Association (PTA) organization. We have also had community support by The Colony Animal Shelter during our National Elementary Honor Society supply drive; local restaurants and doctors during our Health and Fitness Night; mentor programs offered for 3rd-5th grade students; and multiple community members volunteering their day to be a part of our career day event.

Although teachers allow parents to volunteer and be a part of the classroom, it is not an expectation. Teachers in younger grades (PreK-1st grade) have more parental involvement during activities such as class parties and field trips. Through conversations with parents, communication directly from teachers (phone calls, text messages, and emails) are the most effective forms of communication. For mass communications, Skylert calls are the most effective at the beginning of the year, and Facebook is valuable throughout the year. The least valuable forms of communication for our parents are Twitter and our marquee. All communication (except the marquee due to space) is distributed in both English and Spanish. Communication directly from the teacher is offered in the language of strength for the parent. We have many bilingual (English/Spanish) staff members as well as a translator aide available.

We have an open invitation to parents and community members to attend Building Leadership Team meetings held at 3:15 on Thursdays once a nine weeks. Parents, community members, and a district representative participated. The Campus Needs Assessment and Campus Improvement Plan were developed, reviewed, revised, and implemented by this team. Our campus also has an open-door policy where parents and community members are able to meet with administrators and a translator, if needed, to voice concerns. This enables parents to communicate directly to leadership in the language that they are most comfortable with.

Community partnerships are built through direct communication from our campus to businesses (including partnerships with The Colony Animal Shelter, Carter Blood Care, McDonald's, etc.), through connections built by our parents and community members (Cisco and Kids Hope USA), and through a district outreach program, Volunteer Roundup.

Our counselors and Communities in School representatives are integral parts of making students and families feel safe and heard on campus. They teach students the warning signs for bullying as well as how to ask for help. Students who are new to the campus are shown around the building and introduced to staff by the counselors or students under their leadership.

Because our staff has been hired to reflect the students we have on campus, student groups feel they are represented by staff members. With a focus on cultural proficiency, staff members see how being a diverse group of professionals helps our diverse groups of students. Some students come on campus without the foundation of respect built for other cultures, so Peters Colony strives to instill respect in all our students.

Perceptions Strengths

- Parents view Peters Colony as a safe place for their students
- Students can communicate their frustrations and concerns with staff members with which they have built a relationship
- Community partnerships have been created that allow local businesses and community services to work alongside the staff and students of Peters Colony

- Consistent communication in various forms keeps families up-to-date on things that are occurring on campus
- Parents are invited to be active stakeholders in their children's education
- Peters Colony works with students to teach them academics as well as soft skills

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are seeking better communication with the school and teachers, including more resources to support academics at home. **Root Cause:** After COVID, it has been a challenge to strike the right chord with level of communication

Priority Problem Statements

Problem Statement 1: A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station.

Root Cause 1: COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Hourly staff need to work extra hours to serve students and their families.

Root Cause 2: Many PCES families work multiple jobs, lack reliable transportation, require additional help with school forms, etc...

Problem Statement 2 Areas: Demographics

Problem Statement 3: Resources must be utilized effectively in order to address academic and social-emotional struggles.

Root Cause 3: COVID gaps, effect of low income on majority of student body

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students need a more robust variety of experiences to develop a love for school and learning

Root Cause 4: The importance of the role of public school as a way to close gaps and bring the community together, and how that role has become larger yet more challenging in recent years

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents are seeking better communication with the school and teachers, including more resources to support academics at home.

Root Cause 5: After COVID, it has been a challenge to strike the right chord with level of communication

Problem Statement 5 Areas: Perceptions

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
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female 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
- Emergent Bilingual (EB) /non-EB 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
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 19, 2024

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal





Evaluation Data Sources: See campus scorecard for targeted outcomes

ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: We will utilize tailored professional development, supplemental materials, interventions, and tutoring to ensure that we maximize student learning; We will spend funds on the above items to implement programs and initiatives that will support student learning, as informed by data and best practices.</p> <ul style="list-style-type: none"> - small group instruction - printing and laminating supplemental materials - after hours tutoring - additional supplies - rolling stool to promote small group instruction at horseshoe tables - additional student books, particularly in Spanish <p>Strategy's Expected Result/Impact: increased test scores as measured by iStation, STAAR, and interim assessments with a focus on 3rd-grade target scores (see campus scorecard)</p> <p>Staff Responsible for Monitoring: admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Extra Duty Pay - 211 - Title I, Part A - \$5,000, Paper - 211 - Title I, Part A - \$6,000, online subscriptions: pebble go - 211 - Title I, Part A - \$1,999, Classroom supplies - 211 - Title I, Part A - \$2,000, Student books - 211 - Title I, Part A - \$1,000, Laminating Film - 211 - Title I, Part A - \$2,000, rolling stools for small group instruction - 211 - Title I, Part A - \$797.58, Online subscription: Brinpop - 211 - Title I, Part A - \$3,664, Title I temp tutor - 211 - Title I, Part A - \$12,096</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Peters Colony staff will use the PLC framework to improve Tier I math instruction and student performance.</p> <p>Strategy's Expected Result/Impact: More than 78% of 3rd graders will perform at grade level as measured by iStation Math ISIP.</p> <p>Staff Responsible for Monitoring: admin, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Hourly staff need to work extra hours to serve students and their families. **Root Cause:** Many PCES families work multiple jobs, lack reliable transportation, require additional help with school forms, etc...

Student Learning

Problem Statement 1: A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station. **Root Cause:** COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families

School Processes & Programs

Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.


Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.


Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


Evaluation Data Sources: See campus scorecard for targeted outcomes
 Attendance Rate
 Chronic truancy

Strategy 1 Details	Reviews			
<p>Strategy 1: PCES admin will work with attendance clerk, Title I aide (assistant attendance clerk), counselors, Communities in Schools, and ACE to increase attendance and engagement. Strategies include:</p> <ul style="list-style-type: none"> - mystery student of the day - AttenDANCE parties - educate parents and families at parent engagement events <p>Strategy's Expected Result/Impact: Chronic absenteeism will reduce to below 10% ADA will improve to above 94%</p> <p>Staff Responsible for Monitoring: Krista Brown, attendance clerk, assistant attendance clerk</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: refreshments for parent meetings and attenDANCE - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Hourly staff need to work extra hours to serve students and their families. Root Cause: Many PCES families work multiple jobs, lack reliable transportation, require additional help with school forms, etc...</p>

School Processes & Programs

Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Perceptions

Problem Statement 1: Parents are seeking better communication with the school and teachers, including more resources to support academics at home. **Root Cause:** After COVID, it has been a challenge to strike the right chord with level of communication

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
 Compliance with safety drills
 Completion of staff and student safety trainings

Strategy 1 Details	Reviews			
<p>Strategy 1: PCES staff will implement safety procedures to ensure the safety and security of all staff and students.</p> <ul style="list-style-type: none"> - All students and staff will wear an ID badge to identify themselves. - Each team will have a 2-way radio to communicate safety concerns immediately. - Each team will have a step ladder to use when needing to reach high areas in the classroom for hanging instructional materials or demonstrating instruction. <p>Strategy's Expected Result/Impact: Staff will be able to identify people who do not belong on campus. Staff communication will be immediate with the 2-way radios. Staff and students will not stand on chairs or tables, preventing injury.</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Student ID maker and materials - 211 - Title I, Part A - \$146,011, 2-way radios - 211 - Title I, Part A - \$3,743.70, Step ladders - 211 - Title I, Part A - \$419.86</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. Root Cause: COVID gaps, effect of low income on majority of student body</p>

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.


Performance Objective 6: Campus Behavior Goal:


* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.


High Priority


Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Welcome Week for explicit Tier I instruction on behavior expectations and routines Variety of clubs for students to connect and engage in school: chess, pep squad, horticulture, STEM, STUCO, Kindness Ambassadors, Guys with Ties, Rise Up Girls, etc...</p> <p>Strategy's Expected Result/Impact: discipline disproportionality ratios will decrease to below 2.0 with our AA boys Staff Responsible for Monitoring: admin, counselors, classroom teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2 Funding Sources: materials for clubs - 211 - Title I, Part A - \$1,000, Extra duty pay - 211 - Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Hourly staff need to work extra hours to serve students and their families. Root Cause: Many PCES families work multiple jobs, lack reliable transportation, require additional help with school forms, etc...</p>
School Processes & Programs
<p>Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. Root Cause: COVID gaps, effect of low income on majority of student body</p>

School Processes & Programs

Problem Statement 2: Students need a more robust variety of experiences to develop a love for school and learning **Root Cause:** The importance of the role of public school as a way to close gaps and bring the community together, and how that role has become larger yet more challenging in recent years

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD.

High Priority


Evaluation Data Sources: See campus scorecard for targeted outcomes


Staff survey


Parent survey


Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: Peters Colony will communicate and encourage engagement with all stakeholders using intentional language that communicates our vision, mission, and campus goals. We will utilize tools and methods such as the weekly Panther Post parent communication newsletter, weekly Panther Picayune staff newsletter, Title I parent meetings, Counselor Coffee Talks, Pulse Checks, Multicultural Event, community events, and curriculum engagement events.</p> <p>Strategy's Expected Result/Impact: Increased parent and staff survey results regarding communication and increased REcognize SomeOne submissions</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies for Multicultural event - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents are seeking better communication with the school and teachers, including more resources to support academics at home. Root Cause: After COVID, it has been a challenge to strike the right chord with level of communication</p>

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
 You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
	Review content area			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station. **Root Cause:** COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families

School Processes & Programs

Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station. **Root Cause:** COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families

School Processes & Programs

Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Problem Statement 2: Students need a more robust variety of experiences to develop a love for school and learning **Root Cause:** The importance of the role of public school as a way to close gaps and bring the community together, and how that role has become larger yet more challenging in recent years

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Reviews			
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station. Root Cause: COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families</p>
School Processes & Programs
<p>Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. Root Cause: COVID gaps, effect of low income on majority of student body</p>

School Processes & Programs

Problem Statement 2: Students need a more robust variety of experiences to develop a love for school and learning **Root Cause:** The importance of the role of public school as a way to close gaps and bring the community together, and how that role has become larger yet more challenging in recent years

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Hourly staff need to work extra hours to serve students and their families. **Root Cause:** Many PCES families work multiple jobs, lack reliable transportation, require additional help with school forms, etc...

School Processes & Programs

Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Problem Statement 2: Students need a more robust variety of experiences to develop a love for school and learning **Root Cause:** The importance of the role of public school as a way to close gaps and bring the community together, and how that role has become larger yet more challenging in recent years





Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
 You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	May	
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A gap exists between Peters Colony and district scores on major assessments such as STAAR and Station. **Root Cause:** COVID gaps, lower starting points for many students who come from low-income, multilingual, or immigrant families

School Processes & Programs

Problem Statement 1: Resources must be utilized effectively in order to address academic and social-emotional struggles. **Root Cause:** COVID gaps, effect of low income on majority of student body

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Peters Colony Elementary Building Leadership Team are involved in monitoring the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Peters Colony Elementary Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaquelin Navarro	Title I Aide	Title 1	(resigned 9/4)
Rachael Howell	TITLE I AIDE	TITLE I, PART A	1