Lewisville Independent School District

Peters Colony Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

PCES Mission: To engage, inspire, and bring out the best in everyone within a safe and nurturing environment.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
School Processes & Programs 6
Perceptions 7
Priority Problem Statements 8
Comprehensive Needs Assessment Data Documentation 9
Goals 11
Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future. 11
Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them. 18
Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 21
Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce. 24
Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD. 26
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 when you update your priority goals. 28
Title I 36
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 36
1.1: Description of CNA Process 36
1.2: Location for Evidence of Multiple Meetings Held 36
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 36
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 36
2.2: Stakeholders 1114(b)(2) 36
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 36
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) 36
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 37
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 37
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 37
Title I Personnel 38
Policies, Procedures, and Requirements 39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Peters Colony Elementary serves a highly diverse student body of approximately 610 students in grades PK–5. The campus profile requires highly specialized instructional models to meet the unique needs of its learners. The student population features an 86% minority enrollment, with Hispanic students comprising the largest demographic (~70%). Approximately 58.4% of students are identified as Emergent Bilinguals (EBs), and 20.2% receive Special Education services. The campus Economically Disadvantaged rate is 59.2%.

Demographics Strengths

- **Strong Bilingual Infrastructure:** Over 64% of our Emergent Bilingual students are enrolled in structured Bilingual/Dual Language programs, ensuring native-language support and cognitive development.
- **Highly Favorable Staff-to-Student Ratio:** The campus maintains a 13:1 student-to-teacher ratio, which is superior to the state average of 14:1, allowing for smaller group settings.
- **Staff Stability:** The teacher-to-student growth ratio has remained balanced over the last five years, resulting in a stable, experienced teaching staff that deeply understands the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While the overall campus rating improved, achievement gaps remain pronounced for students who are dually identified as both Emergent Bilingual and receiving Special Education services (roughly one-fifth of the campus).
Root Cause: Universal Tier-1 instruction does not consistently integrate language proficiency strategies (ELPS) alongside specialized IEP accommodations, resulting in fragmented learning experiences for multi-coded students.

Student Learning

Student Learning Summary

The campus successfully elevated its overall TEA accountability rating to a **C (Scale Score: 71)** for the current cycle. This academic turnaround was fueled by substantial growth in Reading Language Arts (RLA), where 52% of students achieved proficiency, surpassing the Texas state average of 51%. However, clear performance gaps exist across subjects: Mathematics proficiency sits at 41% (below the state average of 44%), and 5th-grade Science proficiency remains low, tracking in the 25–29% range.

Student Learning Strengths

- **Above-State Reading Performance:** RLA proficiency (52%) outpaced the state benchmark, demonstrating the success of newly implemented literacy frameworks.
- **Accountability Trajectory:** Moving from a D to a C overall rating proves that campus-wide academic intervention systems are successfully rescuing students from critical failure zones.
- **Closing the Gaps Domain Resilience:** The campus earned a 70 (C) in Domain 3, meeting several sub-population growth targets established by the state.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite notable growth in Reading/LA that outpaces the state average, math and science proficiency rates are lagging behind, preventing the campus from breaking into a "B" accountability band.
Root Cause: Professional development and resource allocation over the past cycle heavily favored RLA frameworks. Teachers have not yet received equivalent, systematic training on conceptual math modeling or high-yield strategies for multi-step STAAR word problems.

School Processes & Programs

School Processes & Programs Summary

School processes are anchored by Lewisville ISD’s aligned curriculum frameworks and a heavy emphasis on Professional Learning Communities (PLCs). The jump to a C rating confirms that the campus "WIN" (What I Need) intervention blocks and targeted tutoring systems are highly effective at moving students out of the "Did Not Meet" standard. The current operational challenge lies in shifting focus from basic remediation to advanced cognitive rigor.

School Processes & Programs Strengths

- **Effective Intervention Multipliers:** Roughly 15 instructional or classroom assistants are strategically deployed to optimize small-group remediation during intervention blocks.
- **Established Data Culture:** PLCs meet regularly and use data reactively to catch struggling students, which successfully eliminated the previous "D" rating stagnation.
- **Curriculum Alignment:** The campus utilizes LISD's tightly mapped scope and sequence, ensuring total alignment with the TEKS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Vertical alignment and lesson planning in math and science do not consistently match the cognitive complexity required to move students from basic passing ("Approaches") to high-level mastery ("Meets" or "Masters").
Root Cause: PLC times have focused primarily on remediation and tracking "bubble students" rather than designing advanced, proactive enrichment and rigorous Tier-1 tasks for all students.

Perceptions

Perceptions Summary

Peters Colony Elementary benefits from an incredibly strong, historic neighborhood identity within The Colony High School feeder zone. The school environment is characterized by high staff morale following the accountability upgrade and a shared sense of pride. Parents consistently rate the school as a safe, welcoming, and deeply nurturing environment. However, active academic partnership at home tends to taper off as students enter upper elementary grades.

Perceptions Strengths

- **Enhanced Community/Staff Morale:** The transition to a C rating has removed historical labels, generating measurable pride and motivation among staff, students, and community stakeholders.
- **Safe and Supportive Culture:** School climate surveys indicate above-average satisfaction regarding safety, inclusivity, and the tight-knit "family feel" of the campus.
- **High Attendance at Social Events:** The school experiences exceptional family turnout for community-building and social campus events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades.
Root Cause: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

Priority Problem Statements

Problem Statement 1: While the overall campus rating improved, achievement gaps remain pronounced for students who are dually identified as both Emergent Bilingual and receiving Special Education services (roughly one-fifth of the campus).

Root Cause 1: Universal Tier-1 instruction does not consistently integrate language proficiency strategies (ELPS) alongside specialized IEP accommodations, resulting in fragmented learning experiences for multi-coded students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite notable growth in Reading/LA that outpaces the state average, math and science proficiency rates are lagging behind, preventing the campus from breaking into a "B" accountability band.

Root Cause 2: Professional development and resource allocation over the past cycle heavily favored RLA frameworks. Teachers have not yet received equivalent, systematic training on conceptual math modeling or high-yield strategies for multi-step STAAR word problems.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Vertical alignment and lesson planning in math and science do not consistently match the cognitive complexity required to move students from basic passing ("Approaches") to high-level mastery ("Meets" or "Masters").

Root Cause 3: PLC times have focused primarily on remediation and tracking "bubble students" rather than designing advanced, proactive enrichment and rigorous Tier-1 tasks for all students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades.

Root Cause 4: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

Problem Statement 4 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-PESS data
- Staff mobility/stability
- Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: September 17, 2026

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Peters Colony Staff will respond to reading and math data by offering Saturday School sessions beginning in September. Monthly sessions will alternate focus between math and reading and be offered to K-5th grade students. Beginning in March, sessions will shift to weekly for grades 3-5 with a focus on grade level TEKS. Data used to identify needs: iReady BOY/MOY data, Kinder Profile Cards, WIN time progress monitoring, Amplify Unit Test performance, previous STAAR scores. (Saturday School: 10 sessions) **Strategy's Expected Result/Impact:** Interventions will be provided in a more timely manner to close gaps earlier for students. iReady, profile card, and STAAR scores will increase over last year's data. **Staff Responsible for Monitoring:** classroom teachers, admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1 **Funding Sources:** Extra Duty Pay: Para tutoring support - 211 - Title I, Part A - 211 E 11 6121 00 109 7 24 000 842 0000 - $1,500, Extra Duty Pay: Teacher tutoring - 211 - Title I, Part A - 211 E 11 6117 00 109 7 24 000 842 0000 - $4,500, Tutoring Bus - 211 - Title I, Part A - 211 E 34 6412 00 109 7 24 109 842 0000 - $1,000, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $4,714				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Peters Colony Staff will offer weekly after-school ZAP tutoring for students in grades 2-5. (ZAP - [zeroes aren't permitted] Tutoring) **Strategy's Expected Result/Impact:** Students will have weekly opportunities to catch up on work and receive intervention for failing assignments; 9-week grades, CBA scores, and other interim data will improve **Staff Responsible for Monitoring:** classroom teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1 **Funding Sources:** Extra Duty: ZAP tutoring - 211 - Title I, Part A - 211 E 11 6117 00 109 7 24 000 842 0000 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Peters Colony staff will offer TEKS-based after-school enrichment opportunities for all students, including but not limited to: Pep Squad, Chess Club, Horticulture Club, Patriotic Posse, Beautification Crew, Arts, etc... (After School Enrichment) **Strategy's Expected Result/Impact:** Students' attendance will improve. Students will have increased opportunities to practice language skills in a variety of settings, improving progress in English Language Proficiency. **Staff Responsible for Monitoring:** Attendance Clerk, teachers, admin **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Extra Duty Pay: After School Enrichment - 211 - Title I, Part A - 211 E 11 6117 00 109 7 24 000 842 0000 - $2,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Staff and students will have access to necessary supplementary training, supplies, and subscriptions to support a print-rich environment, multiple modes of presentation, multiple languages, and organizational skills. **Strategy's Expected Result/Impact:** With increased access to instructional materials, iReady, profile card, and STAAR scores will increase over last year's data. **Staff Responsible for Monitoring:** classroom teachers, admin **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Online Subscription: Pebble Go - 211 - Title I, Part A - 211 E 11 6399 00 109 7 24 109 842 0000 - $1,999, Laminating Film - 211 - Title I, Part A - 211 E 11 6399 00 109 7 24 109 842 0000 - $1,056, Online Subscription: Brainpop, Jr. (4 classrooms) - 211 - Title I, Part A - 211 E 11 6399 00 109 7 24 109 842 0000 - $1,100, Paper - 211 - Title I, Part A - 211 E 11 6399 00 109 7 24 109 842 0000 - $1,625, Lead4Ward Rockin'Review - 211 - Title I, Part A - 211 E 13 6299 00 109 7 24 109 842 0000 - $2,000, iReady Toolbox - 211 - Title I, Part A - 211 E 11 6399 00 109 7 24 109 842 0000 - $1,500, Poster Maker Supplies - 211 - Title I, Part A - 211 E 11 6399 00 109 7 24 109 842 0000 - $600				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Peters Colony Elementary will hire temporary staff to lead small group tutoring sessions during the school day with a focus on phonemic awareness and basic math concepts. Data used to identify needs: iReady BOY/MOY data, Kinder Profile Cards, WIN time progress monitoring, Amplify Unit Test performance, previous STAAR scores. (Temp tutors) **Strategy's Expected Result/Impact:** iReady, profile card, and STAAR scores will increase over last year's data. **Staff Responsible for Monitoring:** admin **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Temp Tutor: TBD - 211 - Title I, Part A - 211 E 11 6117 00 109 7 24 TMP 842 0000 - $8,000, Temp Tutor: TBD - 211 - Title I, Part A - 211 E 11 6117 00 109 7 24 TMP 842 0000 - $8,000, Heggerty Books - 211 - Title I, Part A - 211 E 13 6329 00 109 7 24 109 842 0000 - $797.44				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While the overall campus rating improved, achievement gaps remain pronounced for students who are dually identified as both Emergent Bilingual and receiving Special Education services (roughly one-fifth of the campus). **Root Cause**: Universal Tier-1 instruction does not consistently integrate language proficiency strategies (ELPS) alongside specialized IEP accommodations, resulting in fragmented learning experiences for multi-coded students.

Student Learning
Problem Statement 1: Despite notable growth in Reading/LA that outpaces the state average, math and science proficiency rates are lagging behind, preventing the campus from breaking into a "B" accountability band. **Root Cause**: Professional development and resource allocation over the past cycle heavily favored RLA frameworks. Teachers have not yet received equivalent, systematic training on conceptual math modeling or high-yield strategies for multi-step STAAR word problems.

School Processes & Programs
Problem Statement 1: Vertical alignment and lesson planning in math and science do not consistently match the cognitive complexity required to move students from basic passing ("Approaches") to high-level mastery ("Meets" or "Masters"). **Root Cause**: PLC times have focused primarily on remediation and tracking "bubble students" rather than designing advanced, proactive enrichment and rigorous Tier-1 tasks for all students.

Perceptions

Problem Statement 1: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades. **Root Cause**: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By May 2027, 100% of grade-level/content PLCs will consistently engage in a structured lesson internalization and rehearsal process to ensure teachers deeply understand the standards, lesson purpose, rigor, anticipated student responses and misconceptions, and key instructional moves prior to lesson delivery. Consistency Looks Like: Teachers consistently implement HQIM with the intended rigor. PLCs use lesson internalization to prepare for upcoming instruction and student needs. Teachers intentionally plan for student discourse, conceptual understanding, and supports for EB and SPED students. Campus leaders monitor Tier 1 instruction through walkthroughs and provide actionable feedback. **Strategy's Expected Result/Impact:** Teachers will consistently engage in lesson internalization and rehearsal during PLCs to strengthen their understanding of the standards, instructional materials, lesson purpose, rigor, anticipated student responses and misconceptions, and opportunities for differentiation. Teachers will rehearse critical portions of upcoming lessons, receive feedback from peers and instructional leaders, and make instructional adjustments prior to lesson delivery. As a result, classroom instruction will demonstrate increased alignment to the intended rigor of the standards and adopted instructional materials, stronger questioning and checks for understanding, purposeful responses to student misconceptions, and increased student engagement and academic ownership. Campus leaders will monitor implementation and impact through PLC observations, One Vision Walkthrough data, student work, and formative assessment results. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Instructional Facilitator(s), and PLC/Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While the overall campus rating improved, achievement gaps remain pronounced for students who are dually identified as both Emergent Bilingual and receiving Special Education services (roughly one-fifth of the campus). **Root Cause**: Universal Tier-1 instruction does not consistently integrate language proficiency strategies (ELPS) alongside specialized IEP accommodations, resulting in fragmented learning experiences for multi-coded students.
School Processes & Programs
Problem Statement 1: Vertical alignment and lesson planning in math and science do not consistently match the cognitive complexity required to move students from basic passing ("Approaches") to high-level mastery ("Meets" or "Masters"). **Root Cause**: PLC times have focused primarily on remediation and tracking "bubble students" rather than designing advanced, proactive enrichment and rigorous Tier-1 tasks for all students.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies
Peters Colony will reduce out-of-placement discipline from 181 - 160 total.

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Peters Colony Elementary staff will implement Welcome Week - a week of explicit instruction on school and classroom routines and procedures. All classrooms will implement Restorative Practices, including treatment agreements and GTKY circles to build relationships. All classrooms will have a "calm-down" corner for students to self-regulate within the classroom setting. (Safe and Civil and Restorative Practices) **Strategy's Expected Result/Impact:** Decreased out-of-placement discipline **Staff Responsible for Monitoring:** admin, CBC, counselors **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades. **Root Cause**: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

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

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Peters Colony staff will host PCES Connect Meetings: Technology, Literacy, Discipline, etc, in the community to build the home-school connection. (PCES connect) **Strategy's Expected Result/Impact:** Improved parent survey results, decreased discipline **Staff Responsible for Monitoring:** admin **Title I:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Extra Duty Pay: Para Parent Engagement Events - 211- Title I, Parent & Family Engagement - 211 E 61 6121 00 109 7 24 000 842 0000 - $2,000, Extra Duty Pay: Teaching at Parent Events - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 109 7 24 000 842 0000 - $13,000, Books and Activity Materials - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 109 7 24 109 842 0000 - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades. **Root Cause**: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

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 when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. 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. 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. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse. **Title I:** 2.53 **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff **Title I:** 2.53 **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. 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. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. 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 sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers **Title I:** 2.53 **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades. **Root Cause**: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

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 when you update your priority goals.

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 attendance and instructional support 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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. 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.) 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. 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 teh 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. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching. **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While the overall campus rating improved, achievement gaps remain pronounced for students who are dually identified as both Emergent Bilingual and receiving Special Education services (roughly one-fifth of the campus). **Root Cause**: Universal Tier-1 instruction does not consistently integrate language proficiency strategies (ELPS) alongside specialized IEP accommodations, resulting in fragmented learning experiences for multi-coded students.

Student Learning
Problem Statement 1: Despite notable growth in Reading/LA that outpaces the state average, math and science proficiency rates are lagging behind, preventing the campus from breaking into a "B" accountability band. **Root Cause**: Professional development and resource allocation over the past cycle heavily favored RLA frameworks. Teachers have not yet received equivalent, systematic training on conceptual math modeling or high-yield strategies for multi-step STAAR word problems.

School Processes & Programs

Problem Statement 1: Vertical alignment and lesson planning in math and science do not consistently match the cognitive complexity required to move students from basic passing ("Approaches") to high-level mastery ("Meets" or "Masters"). **Root Cause**: PLC times have focused primarily on remediation and tracking "bubble students" rather than designing advanced, proactive enrichment and rigorous Tier-1 tasks for all students.

Perceptions

Problem Statement 1: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades. **Root Cause**: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

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 when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: While baseline parental satisfaction is high, active family partnership in at-home academic support (specifically in math and science) drops significantly in upper elementary grades. **Root Cause**: Campus-to-home tools fail to demystify how math is taught under current state standards, leaving willing parents without the specific, bilingual resources needed to support their children at home.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Peters Colony ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Peters Colony ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Peters Colony ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Peters Colony ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Peters Colony ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Peters Colony ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Peters Colony ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Peters Colony ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Desai, Judith	Title 1 Elem Instructional Facilitator	Title 1 Part A	.5
Gandara, Blanca	Title 1 Aide	Title 1 Part A	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026