

# Allen Independent School District

## Preston Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Science

Postsecondary Readiness



**PRESTON**  
• P R I D E •

**Board Approval Date:** September 23, 2019

# Mission Statement

As the Preston family, our mission is to educate and empower lifelong learners and leaders, equipped to reach their full potential as innovative problem solvers to positively impact our world.

## Vision

**The Power of Pride, Side by Side**

## Core Beliefs

### Staff and Community Relationships

We believe in cultivating positive, professional, and collaborative relationships with all members of our Preston family.

### Students

We believe every child deserves a learning environment that embraces diversity, supports character development, and challenges each child to reach his/her full potential.

### Staff

We believe that all staff values and promotes professionalism, positivity, and respect towards one another and all members of our Preston family.

### Parents

We believe open communication and partnering with parents is essential to student success.

### Culture

We believe in a safe and welcoming school environment where there is mutual respect between teachers, students, parents, and administrators.

We believe Preston Elementary provides an uplifting, positive, and supportive learning environment that meets the needs of our diverse learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Preston Elementary is a two year old neighborhood school that is a K-6 campus in Allen ISD. Student enrollment data from 2018-19 school year shows we have the following breakup of students enrolled; 6.34% Hispanic, 52.8% White, 5.41% African American, and 29.10% Asian. Currently, Preston Elementary shows that 541 student are enrolled for the 2019-20 school year.

The campus attributes this achievement to a strong partnership with parents and a focus on high quality education. Preston Elementary student groups include 1.68% ELL, 13.25% GT, and 9.51% SPED and 5.97% DT.

### Demographics Strengths

Preston Elementary has many strengths, some of the most notable include:

1. Showcasing and celebrating diversity.
2. Many families move into our area for our Allen ISD schools. Our families value education and our supportive.
2. Students at Preston Elementary are very accepting of new students regardless of race or ethnicity.
3. We have low numbers of at-risk students, which results in smaller groups for intervention. Students will get more individualized instruction from SSI teachers, classroom teachers, and in tutoring groups.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The need to ensure that all incoming students continue to feel welcomed and valued. **Root Cause:** The rapid growth and construction in the Preston neighborhood will cause an influx in student enrollment for the coming years.

# Student Academic Achievement

## Student Academic Achievement Summary

Overall in Preston's 2nd year, our students continued to perform well in all STAAR tested subjects. On the campus level there is attention to quality assessments, that are created through grade level collaboration and completed during the units at the teacher discretion to drive instruction and grouping of students. District assessment data is desegregated by teachers and support staff to determine SSI, intervention/enrichment, and tutoring placement.

## Student Academic Achievement Strengths

- All of our sub pop groups are meeting state standards for STAAR.
- Average percent of students passing/approaches STAAR in reading 97%.
- Average percent of students passing/approaches STAAR in math 98%
- Average percent of students passing/approaches STAAR in science 98%

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** There was an increase across all grades of limited growth in reading. **Root Cause:** A need for new resources and professional development on strategies to push our students to grow in all areas to meet and master their STAAR.

**Problem Statement 2:** In some areas there was a decline in SPED student achievement on the 2019 STAAR. **Root Cause:** The SPED population is increasing at Preston Elementary, there is a need for continued professional development and teacher support.

# School Processes & Programs

## School Processes & Programs Summary

All Preston staff believe that they have a voice and remain positive and professional. Communication is delivered in a timely fashion throughout the organization.

Staff reviews student assessments in order to provide targeted instruction for improvement. Core SIT meets bi-weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessment decisions. During professional development, vertical teaming, grade level planning, Core SITs, and data talks, instructional activities are aligned with student learning needs and expected outcomes for achievement.

All staff members at Preston Elementary meet the federal and state highly qualified requirements. This results in students being surrounded by staff that holds high expectations for learning.

Parents, teachers and students at Preston Elementary take pride in our school and our school's reputation of success. The perception of Preston Elementary is that it is a safe, positive, and welcoming environment with a strong focus on academic excellence. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices as well as building social character and kindness. We have monthly drills for overall safety and guidance lessons for student well-being, preventing bullying and promoting kindness.

## School Processes & Programs Strengths

- Mentor/Mentee Support
- Trainer of trainer sessions
- Instructional Coaches videoing good teaching practices to share with others
- Teachers leading professional development
- Staff encouraged to provide input and feedback through A/O Team and staff surveys
- Preston PTA provides an abundance of support
- Positive feedback from parents/visitors about communication, a welcoming environment
- Substitutes in the building have provided positive feedback about their experiences

- Instructional minutes are maximized throughout the day for each grade level

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a lack of time for teachers to discuss vertical alignment. Teachers need to create consistent transitions across grade levels as it concerns common academic vocabulary. **Root Cause:** There was a primary focus on merging teams and creating successful academic and operational teams when Preston opened, now that those are in place vertical teams need to be created.

# Perceptions

## Perceptions Summary

We are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. Preston Elementary embraces a culture of collaboration, input, and involvement by all members of our school community.

We are continuing to increase efforts to communicate with families and community stakeholders. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas.

## Perceptions Strengths

- Students take pride in our building.
- Students like activities at PES that bring them together.
- Staff has expressed gratitude for administration support.
  - Preston has a very welcoming and friendly staff. Parents and community are welcomed in a positive and friendly manner.
  - The community feels included in the many activities that are provided by the PTA.
  - School and PTA do a good job of communication to parents via email, phone reminders, newsletters, PTA meetings, PTA Facebook, Twitter, Board meetings and grade level newsletters.
  - School and PTA provide many different opportunities for the families and community to be involved.
  - Our PTA had over 100% membership for the 2018-19 school year, receiving the Platinum Voice for Every Child Award from Texas PTA.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need to ensure that the strong culture and climate at Preston continues to grow. **Root Cause:** The predicted enrollment increases as the the area around Preston reaches build out in the future.

# Priority Problem Statements

**Problem Statement 1:** The need to ensure that all incoming students continue to feel welcomed and valued.

**Root Cause 1:** The rapid growth and construction in the Preston neighborhood will cause an influx in student enrollment for the coming years.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There was an increase across all grades of limited growth in reading.

**Root Cause 2:** A need for new resources and professional development on strategies to push our students to grow in all areas to meet and master their STAAR.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** In some areas there was a decline in SPED student achievement on the 2019 STAAR.

**Root Cause 3:** The SPED population is increasing at Preston Elementary, there is a need for continued professional development and teacher support.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** There is a lack of time for teachers to discuss vertical alignment. Teachers need to create consistent transitions across grade levels as it concerns common academic vocabulary.

**Root Cause 4:** There was a primary focus on merging teams and creating successful academic and operational teams when Preston opened, now that those are in place vertical teams need to be created.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There is a need to ensure that the strong culture and climate at Preston continues to grow.

**Root Cause 5:** The predicted enrollment increases as the the area around Preston reaches build out in the future.

**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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Violence and/or violence prevention 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
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: September 23, 2019

## Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** Preston Elementary will increase accelerated growth by 5% on the math and reading STAAR.

**Evaluation Data Source(s) 1:** Benchmark Test, Simulation Test, STAAR

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Teachers will develop and analyze campus based assessments and common formative assessments in Aware with the support of our instructional coaches and campus administration.	Administrator	Increase in targeted instructional for individual students based on performance levels.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
2) All grade level teachers and support staff will facilitate targeted small group instruction, in order to provide differentiated instruction for student growth and mastery.	Administrator	Increase in students' accelerated growth on assessments.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
3) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	AIM teacher, Administrators	Positively impact growth measures for GT students.				
<b>Funding Sources:</b> Gifted/Talented - 78000.00						
4) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	ELL Facilitator, Administrators	Consistent small group instruction based on student needs resulting in increased student achievement.				
<b>Funding Sources:</b> Title III - 1000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	SSI teacher, Classroom teachers, Administrators	Students to reach Tier Level 1				
<b>Funding Sources:</b> Comp Ed - 4800.00						
6) Provide supplemental learning experiences and services for special education students to support individual learning needs.	SPED teachers, Classroom teachers, Administrators	Demonstrating 1 year of growth				
<b>Funding Sources:</b> Special Education - 527000.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> There was an increase across all grades of limited growth in reading. <b>Root Cause 1:</b> A need for new resources and professional development on strategies to push our students to grow in all areas to meet and master their STAAR.
<b>Problem Statement 2:</b> In some areas there was a decline in SPED student achievement on the 2019 STAAR. <b>Root Cause 2:</b> The SPED population is increasing at Preston Elementary, there is a need for continued professional development and teacher support.

**Goal 1:** Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 2:** Preston Elementary will increase STAAR Math 3rd grade Mastery level from 43% to 53%.

**Evaluation Data Source(s) 2:** Benchmark Test, Simulation Test, STAAR

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) All grade level teachers and support area staff will facilitate small group instruction in order to provide differentiated instruction for student growth and mastery.	Administrator	Increase in students' accelerated growth on assessments.				
2) Data reflection protocols will be created to focus on student growth.	Administrators, Instructional Coaches	Increase in students' accelerated growth on assessments.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 1:** Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 3:** Preston Elementary will increase STAAR Reading 4th grade Mastery level from 50% to 57%.

**Evaluation Data Source(s) 3:** Benchmark Test, Simulation Test, STAAR

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) All grade level teachers and support area will facilitate small group instruction in order to provide differentiated instruction for student growth and mastery.	Administrator	Increase in students' accelerated growth on assessments.				
2) Teachers will utilize instructional coaches to assist with lesson designing, modeling, and data interpretation.	ELA Instructional Coach. Administrators					
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> There was an increase across all grades of limited growth in reading. <b>Root Cause 1:</b> A need for new resources and professional development on strategies to push our students to grow in all areas to meet and master their STAAR.
<b>Problem Statement 2:</b> In some areas there was a decline in SPED student achievement on the 2019 STAAR. <b>Root Cause 2:</b> The SPED population is increasing at Preston Elementary, there is a need for continued professional development and teacher support.

**Goal 1:** Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 4:** Preston Elementary will increase the Approaches level on the math STAAR by 20% for Special Education students in the 2018-2019 3rd grade cohort (current 4th graders).

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Special and general education teachers will utilize instructional coaches to assist with lesson designing, modeling, and data interpretation.	instructional coaches, administrators	Increase in best practices, content knowledge and student expectations for success resulting in higher student achievement.				
<b>Problem Statements:</b> Student Academic Achievement 2						
2) All grade level teachers and support area will facilitate small group instruction in order to provide differentiated instruction for student growth and mastery.	Administrators	Increase in students' accelerated growth on assessments.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> In some areas there was a decline in SPED student achievement on the 2019 STAAR. <b>Root Cause 2:</b> The SPED population is increasing at Preston Elementary, there is a need for continued professional development and teacher support.

## Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

**Performance Objective 1:** Preston Elementary will continue to build a positive campus culture which promotes collaborative relationships among students, staff, and community.

**Evaluation Data Source(s) 1:** Staff survey, feedback from parents

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) Ensure that time and resources are provided for staff to implement Social Emotional Learning into instruction every day.	Administrators and Counselor	Growth in collaborative relationships between students and staff.				
<b>Problem Statements:</b> Demographics 1 - Perceptions 1						
2) Create a new collaborative opportunity, Coffee with the Principals, for parents and community members to be informed and provide feedback.	Administrators	Growth in collaborative relationships between parents and the school				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The need to ensure that all incoming students continue to feel welcomed and valued. <b>Root Cause 1:</b> The rapid growth and construction in the Preston neighborhood will cause an influx in student enrollment for the coming years.
Perceptions
<b>Problem Statement 1:</b> There is a need to ensure that the strong culture and climate at Preston continues to grow. <b>Root Cause 1:</b> The predicted enrollment increases as the the area around Preston reaches build out in the future.

### Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

**Performance Objective 1:** Preston Elementary will increase collaborative opportunities for staff to discuss student achievement.

**Evaluation Data Source(s) 1:** Staff Feedback and Surveys

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	May
1) We will hold four Vertical Team Meetings during the year. The focus of our collaborative time will be around low performing strands in each content area.	Administrators	There will be a tighter standard alignment across grade levels.				
2) We will create time and protocols to discuss student growth with grade level, content and vertical teams.	Instructional Coaches, Administrators	Increase in students' accelerated growth on assessments.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

#### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> There was an increase across all grades of limited growth in reading. <b>Root Cause 1:</b> A need for new resources and professional development on strategies to push our students to grow in all areas to meet and master their STAAR.
<b>Problem Statement 2:</b> In some areas there was a decline in SPED student achievement on the 2019 STAAR. <b>Root Cause 2:</b> The SPED population is increasing at Preston Elementary, there is a need for continued professional development and teacher support.
School Processes & Programs
<b>Problem Statement 1:</b> There is a lack of time for teachers to discuss vertical alignment. Teachers need to create consistent transitions across grade levels as it concerns common academic vocabulary. <b>Root Cause 1:</b> There was a primary focus on merging teams and creating successful academic and operational teams when Preston opened, now that those are in place vertical teams need to be created.

# Campus Funding Summary

<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$4,800.00
<b>Sub-Total</b>					\$4,800.00
<b>Title III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$78,000.00
<b>Sub-Total</b>					\$78,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$527,000.00
<b>Sub-Total</b>					\$527,000.00
<b>Grand Total</b>					\$610,800.00