

Allen Independent School District
Preston Elementary
2022-2023 Campus Improvement Plan



Mission Statement

As the Preston family, our mission is to educate, encourage, and empower lifelong learners and leaders who are equipped to reach their full potential as innovative problem solvers who 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 community.

Students

We believe every child deserves an education that embraces diversity, builds character development through social and emotional learning, and challenges them to reach their full potential.

Staff

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

Parents

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

Culture

We believe in providing a safe, welcoming, and inclusive environment that demonstrates mutual respect among staff, students, and parents/guardians.

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 Kindergarten through Sixth grade neighborhood school in Allen ISD. The diversity in our school community provides multiple perspectives and enriches the culture and learning environment. There are 810 students enrolled at Preston Elementary. School enrollment data shows the following makeup of students enrolled; 38.3% Asian, 12% African American, .7% American Indian, .1% Pacific Islander, 41% White, 9% Hispanic, and 7.9% two or more races. Preston Elementary student groups include 9% economically disadvantaged, 8.27% Emergent Bilingual, 14.5% Special Education, 15% Gifted and Talented, and 13.5% considered at-risk. The average daily attendance rate for the 2021-2022 school year was 97%.

The Preston Elementary staff is highly qualified and dedicated to meeting the needs of all students. The staff at Preston offers a variety of experience and consists of 36 grade level teachers, 20 professional support staff, and 15 educational assistants.

Demographics Strengths

The Preston Elementary staff, parents, students, and community are all involved in the growth and development of our school. All stakeholders have the opportunity to participate in making decisions in the best interest of our students and school. The Preston PTA and parent community is very active and supportive of the school activities, climate, and educational programs. Preston Elementary has many strengths, some of the most notable include:

- Showcasing and celebrating diversity.
- Continuing to grow as the new neighborhood around us develops.
- Many families move into the neighborhood to attend Preston due to the positive perceptions among the Preston community.
- Students at Preston Elementary are very accepting of new students.
- Preston parents are involved in their child's education and eager to support our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Preston Elementary will focus on maintaining a positive and inclusive environment for all stakeholders. **Root Cause:** The Preston Elementary community and surrounding community is experiencing population growth, resulting in an increase of student enrollment, new families, and additional teachers and staff.

Student Learning

Student Learning Summary

Preston Elementary staff believes every child deserves an education that embraces diversity, builds character development through social and emotional learning, and challenges them to reach their full potential. The staff at Preston takes pride in students performing at or above the district and national average on MAP and MClass assessments. Teachers and staff collaboratively review student data and provide supports through quality instruction, intervention, enrichment, and tutoring.

Student Learning Strengths

Classroom teachers, professional support staff, and educational assistants work collaboratively to support student needs and student growth. Student data is collected throughout the year through mClass and MAP testing. Teachers and staff use this data to identify student needs for intervention and enrichment across the campus. Strengths in the area of student learning include:

- Core SIT meetings, Data Dives, and Power Planning meetings to discuss review student needs and plan for intervention and enrichment
- Strategic plan for meeting HB4545 minutes
- Communication between general education teachers & case managers
- Preston is above the district and national norm on MAP Reading, Math, and Science K-6
- Preston is above District average in K, 1, and 2 grades
- Growth goal (10 points) was made in every grade level in Science 3-6 (MAP data)
- K-6 Math MAP data shows that 96% of students receiving intervention support outside of the classroom demonstrated growth from beginning to end of year
- K-3 Reading MAP and mClass data shows that 98% of students receiving intervention support outside of the classroom demonstrated growth from beginning to end of year

2022 STAAR data

3rd math: 89% passed, 68% meets or above, 44% masters

3rd reading: 89% passed, 70% meets or above, 53% masters

4th math: 92% passed, 75% meets or above, 40% masters

4th reading: 91% passed, 68% meets or above, 48% masters

5th math: 93% passed, 79% meets or above, 51% masters

5th reading: 92% passed, 80% meets or above, 57% masters

5th science: 88% passed, 62% meets or above, 31% masters

6th math: 92% passed, 85% meets or above, 62% masters

6th reading: 95% passed, 77% meets or above, 55% masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement and growth is inconsistent among some student populations. **Root Cause:** Interventions and supports for students in special populations is not targeting specific needs for student growth.

School Processes & Programs

School Processes & Programs Summary

The staff at Preston Elementary believes that all staff members promote and value professionalism, positivity, and respect towards all members of our Preston family. With this belief, the staff is able to create a collaborative environment. Preston Elementary takes pride in offering many programs and opportunities during and after school. The Preston staff implements an in-depth Social Emotional Learning curriculum to maintain an inclusive environment, while supporting the emotional needs of students.

School Processes & Programs Strengths

- We have highly qualified, passionate teachers in positions of strength based on their certification.
- Teachers and staff collaborate regularly throughout the year and utilize a variety of resources to track student growth.
- Instant data through technology is useful for remediation and planning for extended learning.
- We have programs and supports in place for student intervention and enrichment.
- Professional development opportunities are offered throughout the school year.
- Preston prides itself on a variety of programs and opportunities to showcase and empower students such as Preston Publishers, Art Show, Student Council, Empowered Leaders, etc.
- There are many opportunities for students to engage in STEAM activities. STEAM Night was held for the first time this spring, the Library incorporates Makerspace/STEAM lessons at least once per month, and students in all grade levels do classroom STEAM lessons monthly as provided by the Instructional Coach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to revisit or revamp staff expectations that target student support. **Root Cause:** Staff expectations for targeting student support are not as clear and concise as they need to be.

Perceptions

Perceptions Summary

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

- Preston is a warm and friendly environment that seeks to welcome students, parents, and the community in a positive way.
- Preston offers variety of events throughout the school year to celebrate and engaged students, families, and community members (i.e. Veteran's Day, Heritage Night, STEAM Night).
- Students feel safe and cared for while at school.
- Teachers work collaboratively to provide quality instruction, monitor student achievement and growth, and implement strategies to support student learning.
- The staff feels safe and supported by school administration and the community.
- School and PTA communicate to parents through a variety of outlets, including email, phone reminders, newsletters, PTA meetings, PTA Facebook, Twitter, Board meetings and grade level newsletters.
- The Preston PTA supports the campus and provides many opportunities to encourage involvement from Preston Elementary families and the community.
- The Preston PTA has received many awards and recognition for their efforts and support at Preston Elementary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Preston Elementary will continue to be an environment that provides a positive campus culture, sets high standards for student success, and encourages and promotes community involvement. **Root Cause:** The increase in student enrollment at Preston Elementary.

Priority Problem Statements

Problem Statement 1: Student achievement and growth is inconsistent among some student populations.

Root Cause 1: Interventions and supports for students in special populations is not targeting specific needs for student growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to revisit or revamp staff expectations that target student support.

Root Cause 2: Staff expectations for targeting student support are not as clear and concise as they need to be.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Preston Elementary will continue to be an environment that provides a positive campus culture, sets high standards for student success, and encourages and promotes community involvement.

Root Cause 3: The increase in student enrollment at Preston Elementary.

Problem Statement 3 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
- Planning and decision making committee(s) meeting data

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

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 23, 2022

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Preston Elementary will continue to be an environment that provides a positive campus culture, sets high standards for student success, and encourages and promotes community involvement.

Evaluation Data Sources: Feedback and surveys from staff, students, and community

Strategy 1 Details	Reviews			
<p>Strategy 1: Preston Elementary educators will contribute to the academic success of students by working in high-performing, collaborative teams.</p> <p>Strategy's Expected Result/Impact: Academic progress of students, improved instruction</p> <p>Staff Responsible for Monitoring: All PES staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Preston Elementary educators will participate in professional learning opportunities to increase teacher efficacy and positively impact student learning.</p> <p>Strategy's Expected Result/Impact: Build capacity for teachers, positive impact on student learning</p> <p>Staff Responsible for Monitoring: All PES staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Preston Elementary and the Preston PTA will collaborate to encourage and promote community involvement and the implementation of meaningful programs/events that benefit the entire community we serve.</p> <p>Strategy's Expected Result/Impact: Enhance the partnership between Preston Elementary and the Preston PTA to benefit our students and the school community as a whole.</p> <p>Staff Responsible for Monitoring: Administration, PES staff that coordinates events with PTA</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Preston Elementary educators will provide learning opportunities that promote future ready skills and academic growth for all students.

Evaluation Data Sources: Student data for district and state assessments, student work, collaborative team meeting discussions/feedback, professional development learning and discussions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Preston Elementary educators will use instructional best practices to differentiate, target and meet the specific needs of students.</p> <p>Strategy's Expected Result/Impact: District and state assessments will show student progress</p> <p>Staff Responsible for Monitoring: All PES staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Preston Elementary educators will utilize student data to achieve optimal student growth.</p> <p>Strategy's Expected Result/Impact: Student data will show growth</p> <p>Staff Responsible for Monitoring: All PES staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Preston Elementary educators will provide learning experiences for gifted learners, supporting enrichment opportunities and promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p> <p>Funding Sources: - GT Allotment - \$83,166</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Preston Elementary educators will provide learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p> <p>Funding Sources: - Special Education: State Special Allotment - \$892,423</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Preston Elementary educators will provide supplemental learning experiences and services for identified at-risk students, promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$77,840</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Preston Elementary educators will provide supplemental learning experiences for Emergent Bilingual students, promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Preston Elementary educators will provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p> <p>Funding Sources: - Dyslexia: State Allotment - \$46,165</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: The percentage of third grade students that score Meets Grade Level or above on STAAR Reading will increase from 75.9% to 79% by June 2024.

HB3 Goal

Evaluation Data Sources: 2021 - 2024 Reading STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Preston Elementary educators will utilize instructional best practices, analyze student data, and provide targeted intervention support to meet the literacy needs of our students and achieve optimal student growth.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p> <p>Funding Sources: - Early Education: State Allotment - \$76,471</p>	Formative			Summative
	Sept	Dec	Mar	May
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 75.9% to 78.5% by June 2024.

HB3 Goal

Evaluation Data Sources: 2021-2024 Math STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Preston Elementary educators will utilize instructional best practices, analyze student data, and provide targeted intervention support to meet the needs of our students and achieve optimal student growth.</p> <p>Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.</p> <p>Staff Responsible for Monitoring: All PES staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$76,471.00
Sub-Total					\$76,471.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$46,165.00
Sub-Total					\$46,165.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$77,840.00
Sub-Total					\$77,840.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$892,423.00
Sub-Total					\$892,423.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$83,166.00
Sub-Total					\$83,166.00