

Allen Independent School District
Preston Elementary
2020-2021 Campus Improvement Plan



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 three year old neighborhood school that is a K-6 campus in Allen ISD. Student enrollment data from 2019-2020 school year shows we have the following breakup of students enrolled; 7.8% Hispanic, 52.1% White, 5.1% African American, and 28.7% Asian. Currently, Preston Elementary shows that 560 students are enrolled for the 2020-21 school year. Preston Elementary student groups include 1.28% ELL, 13.16% GT, and 13.53% SPED and 7.13% DT.

Demographics Strengths

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

1. Showcasing and celebrating diversity.
2. Continuing to grow as the neighborhood around us develops.
3. Many families move into our area for our Allen ISD schools.
4. Students at Preston Elementary are very accepting of new students.
5. Supportive parents that are involved in their child's education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 Learning

Student Learning Summary

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. Due to schools being closed because of COVID-19, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. Included in this plan are Preston's accountability ratings for the 2018-2019 school year.

Student Learning 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 Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 collaborating with staff to share instructional best practices
- 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 (Prioritized): 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 2019-2020 school year, receiving the Platinum Voice for Every Child Award from Texas PTA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 Learning

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 Learning

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

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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
- 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
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 18, 2020

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

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

Evaluation Data Sources: Staff survey, feedback from parents

<p>Strategy 1: Preston Elementary teachers and staff will collaborate across the campus through leadership teams, committees, grade level team meetings, Campus Improvement Team, and Vertical Alignment Teams.</p> <p>Strategy's Expected Result/Impact: Academic progress of students, improved instruction</p> <p>Staff Responsible for Monitoring: Preston Elementary administration, teachers, Instructional Coaches</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 2: Preston Elementary will share information and collaborate with parents through the News from Preston parent newsletter, Preston Parent Q&A form, and Virtual Coffee Chats.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 3: Preston Elementary Principal, Assistant Principal, and PTA President will meet monthly to discuss, plan, and implement meaningful school programs and family engagement events that encourage and enhance school community partnerships.</p> <p>Strategy's Expected Result/Impact: School programs and family engagement events</p> <p>Staff Responsible for Monitoring: Preston administration, teachers, and PTA</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 will provide learning opportunities that leverage technology and inspire collaboration, problem solving and innovation to enhance student learning.

Evaluation Data Sources: Learning plans, student work, Vertical Alignment Team discussions/feedback, professional development discussions

<p>Strategy 1: Preston Elementary teachers and students will utilize a variety of technology platforms and digital tools to enhance student learning.</p> <p>Strategy's Expected Result/Impact: Increased awareness and successful utilization of digital tools and resources</p> <p>Staff Responsible for Monitoring: Preston administration, teachers, Instructional Coaches</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 2: Preston Elementary students will have the opportunity to create and submit How-To videos to support digital learning for all students.</p> <p>Strategy's Expected Result/Impact: Increased capability and usage of digital learning tools and platforms.</p> <p>Staff Responsible for Monitoring: Preston Elementary administration and staff</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 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 1: All students at Preston Elementary will show academic growth in the areas of Reading and Math based on BOY and EOY data.

Evaluation Data Sources: Campus Assessments, MAP Growth, District Assessments, STAAR

<p>Strategy 1: Preston Elementary teachers will target student growth in reading and math through collaborative planning with Instructional Coaches and data meetings to implement high level instruction.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 2: Preston Elementary Kindergarten teachers, First Grade teachers, SSI teacher, Instructional Coaches, Special Education teachers, and administrators will participate in the Allen ISD Reading Academies to increase foundational reading instructional practices.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 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: Performance Objective 2: The percentage of 3rd grade students that score Meets Grade Level or above on the Reading STAAR will increase from 75.9% to 79% by June 2024.

HB3 Goal

Evaluation Data Sources: 2021 - 2024 Reading STAAR results

<p>Strategy 1: Teachers of primary students will receive professional learning related to best practices in the area of early literacy. Training will be provided through processes developed by the Texas Education Agency.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 2: Teachers of primary students will utilize mClass and MAP Growth Reading data to determine specific deficit areas for individual students. Data will be used to provide both core and intervention instruction.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 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 3: Performance Objective 3: The percentage of 3rd grade students that score at Meets Grade Level or above on Math STAAR will increase from 75.9% to 78.5% by June 2024.

HB3 Goal

Evaluation Data Sources: 2021-2024 Math STAAR results

Strategy 1: Teachers of primary students will utilize MAP Growth Math data to determine specific areas of need for individual students. Data will be used to provide both core and intervention instruction.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums