

Allen Independent School District



Preston Elementary

2026-2027 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

Value Statement

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

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 626 students enrolled at Preston Elementary. School enrollment data shows the following makeup of students enrolled; 44.2% Asian, 14.9% African American, 1.1% American Indian, .2% Pacific Islander, 33.5% White, 11% Hispanic, and 6.1% two or more races. Preston Elementary student groups include 11.82% economically disadvantaged, 18.52% Emergent Bilingual, 32.1% Special Education, 26.67% Gifted and Talented, and 19.5% At-Risk. The average daily attendance rate for the 25-26 school year was 96%. 54% of the current enrollment are male; 46% are female.

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 27 grade level teachers, 19 professional support staff, and 12 educational assistants.

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 individuality, personal growth, and collective impact
- Staff is dedicated to the success of all students, not just the students they serve in their own classroom or program
- Preston parents are involved in their child's education and eager to support our campus

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Preston Elementary has seen an increased need for strong Tier One instruction, behavioral supports and academic interventions to support the influx of students demonstrating deficits in prior learning.	The increasing number of students experiencing educational transitions has resulted in greater variability in academic preparedness and identified gaps in prior learning, creating additional instructional needs and requiring targeted support to ensure students are able to access grade-level curriculum.

★ = Priority

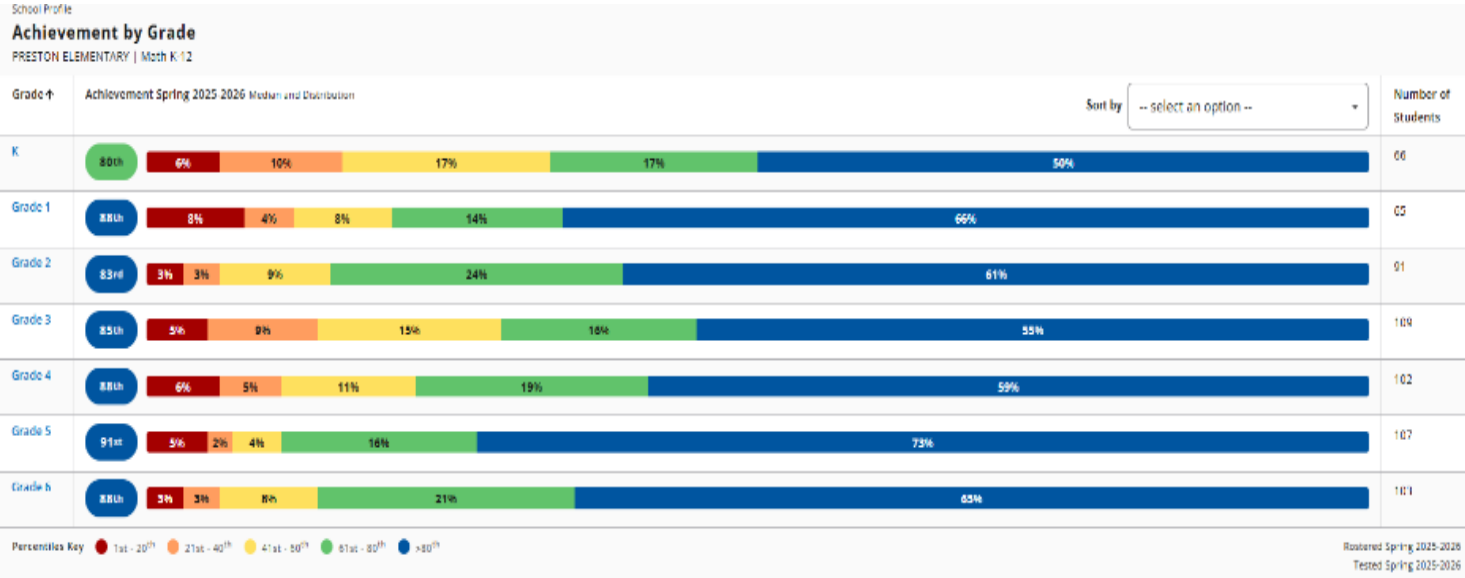
Student Learning

Summary

Preston Elementary staff believes every child deserves an education that embraces individuality, 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. Student performance on the STAAR has shown steady improvement across all performance levels in the past 3 years. Teachers and staff collaboratively review student data and provide supports through quality instruction, intervention, enrichment, and tutoring.

EOY MATH Data 2026

Math (MAP)



BOY READING DATA 26-27

Reading K-2 (mClass)

Population	Measure	Levels	Students
District All grades	Composite Score	BOY	3391
PRESTON ELEMENTARY	Composite Score	BOY	208
By grade By class By teacher			
Population	Measure	Well below Below At Above	Students

Reading 3-6 (MAP)

PRESTON ELEMENTARY

School Profile

Achievement Overview

PRESTON ELEMENTARY | Reading

Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	76th 7% 10% 16% 26% 41%	409

Percentiles Key

1st - 20th

21st - 40th

41st - 60th

61st - 80th

>80th

Rostered Fall 2026-2027

Tested Fall 2026-2027

PRESTON - STAAR Longitudinal Performance - Grades 3-6

RLA	2023				2024				2025				2026			
	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL
3rd	119	87%	62%	30%	96	88%	68%	27%	99	93%	76%	44%	109	84%	68%	45%
4th	139	86%	69%	46%	107	90%	70%	46%	109	95%	79%	46%	100	91%	71%	45%
5th	116	93%	74%	41%	114	95%	79%	46%	107	94%	86%	52%	106	93%	80%	58%
6th	132	98%	88%	65%	105	93%	84%	61%	115	97%	91%	70%	103	97%	93%	76%

Math	2023				2024				2025				2026			
	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL
3rd	119	87%	62%	30%	96	88%	68%	27%	99	91%	70%	36%	109	83%	66%	45%
4th	139	86%	69%	46%	107	90%	70%	46%	111	88%	74%	52%	101	83%	69%	49%
5th	116	93%	74%	41%	114	95%	79%	46%	108	94%	80%	47%	107	95%	79%	39%
6th	132	98%	88%	65%	105	93%	84%	61%	115	98%	86%	54%	103	95%	79%	52%

Science	2023				2024				2025				2026			
	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL	# STs	≥ApGL	≥MeGL	≥MaGL
5th	117	85%	59%	28%	114	85%	51%	32%	108	89%	66%	26%	107	88%	68%	45%

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 classroom and district assessments. 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:

- 45% of 3rd graders mastered RLA STAAR in 2026
- 76% of 6th graders mastered RLA STAAR - in 2026 - a 6-point increase from 2025
- Percentage of 5th graders who mastered Science STAAR increased from 26% to 45% from 2025 to 2026
- Percentage of 3rd grade students who mastered grade level standards on Math STAAR increased from 36% to 45% between 2025 and 2026

- Preston Elementary earned a distinction designation for Academic Achievement in Science in 2026.
- Preston Elementary earned a distinction designation in Top 25%: Comparative Closing the Gaps, meaning our campus ranked in the top 25% among our campus comparison group for closing student achievement gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Preston Elementary students are high achieving overall, but are not demonstrating growth reflective of their abilities.	Tier 1 instruction and intervention in reading and math is not meeting specific needs of high achievers; targeted enrichment opportunities would provide growth opportunities for all students.

★ = Priority

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. Internal processes are in place to monitor supports in behavior and academic growth. Preston Elementary takes pride in offering many programs and opportunities during and after school to strengthen student engagement. The Preston staff implements positive behavior supports, systems for student recognition, campus wide house system initiatives, community circles, and multiple opportunities for family engagement.

Strengths

- Preston Elementary has highly qualified, passionate teachers in positions of strength based on their certification.
- New teachers and staff are supported through campus mentors, Learning Support Specialists, district Instructional Specialists, and strong collaboration with teams.
- Teachers and staff collaborate regularly throughout the year and utilize a variety of resources to track student growth.
- Data is used to monitor student growth and achievement and to provide targeted intervention as well as enrichment for students.
- Professional development opportunities are offered throughout the school year, both at the district and campus level.
- Preston prides itself on a variety of programs and opportunities to showcase and empower students such as Curriculum Night, House Alliance Leaders, Family Showcase, UIL, Spelling Bee, Science Fair, and Kinder Buddies.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Students at all grade levels demonstrate difficulties with basic social skills.	Time constraints limit classroom instruction to content areas and social emotional learning is often reactionary rather than proactive.

 = Priority

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.

Strengths

- Preston is a warm and friendly environment that seeks to welcome students, parents, and the community in a positive way.
- Preston offers a variety of events throughout the school year to celebrate and engage students, families, and community members (i.e. Jenny Preston Jamboree, Veteran's Day, Family Showcase, Trivia Night, Backyard Bash and the Watch DOGS program).
- Students feel safe and cared for while at school.
- Students are recognized and rewarded for individual achievements through Preston Pride Awards and ROAR Rally Recipients
- Student groups are recognized and rewarded collectively through the House System
- 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, campus newsletters, PTA meetings, social media outlets, 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	Root Cause
1 ★ Parent and community involvement has decreased.	Various factors have contributed to a decrease in parent involvement, including charter families moving to secondary schools, parents returning to the workplace, and new families moving into the neighborhood who are not yet connected to the school community.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Preston Elementary students are high achieving overall, but are not demonstrating growth reflective of their abilities.

Tier 1 instruction and intervention in reading and math is not meeting specific needs of high achievers; targeted enrichment opportunities would provide growth opportunities for all students.

2
★

Parent and community involvement has decreased.

Various factors have contributed to a decrease in parent involvement, including charter families moving to secondary schools, parents returning to the workplace, and new families moving into the neighborhood who are not yet connected to the school community.

3
★

Preston Elementary has seen an increased need for strong Tier One instruction, behavioral supports and academic interventions to support the influx of students demonstrating deficits in prior learning.

The increasing number of students experiencing educational transitions has resulted in greater variability in academic preparedness and identified gaps in prior learning, creating additional instructional needs and requiring targeted support to ensure students are able to access grade-level curriculum.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ HB3 CCMR goals
- ☒ 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
- ☒ Federal Report Card and accountability data

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
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data

- ☒ Other PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ 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
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee 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

Parent/Community Data

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



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

By May 2027, Preston Elementary educators will implement a campus-wide expectation protocol with positive behavior supports, resulting in a 10% decrease in office discipline referrals compared to the 2025-2026 school year, as measured by campus discipline data.

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

Strategy 1

Preston Elementary educators will expand the House System to include classrooms, specials, and common areas in order to reinforce positive behaviors and foster accountability.

Strategy's Expected Result/Impact: Improve clarity for students and staff, reduction in student behavior concerns.

Staff Responsible for Monitoring: All PES staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Preston Elementary educators will prioritize essential social skills to establish a positive and productive campus environment that improve personal outcomes for students.

Staff Responsible for Monitoring: All staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Preston Elementary teachers will lead community circles in their classrooms at least two times per week.

Strategy's Expected Result/Impact: Positive relationships with peers and teachers will reduce adverse behaviors and increase student sense of belonging.

Staff Responsible for Monitoring: Admin and classroom teachers

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 4

Preston Elementary will provide leadership opportunities for students to promote citizenship and philanthropy.

Strategy's Expected Result/Impact: Students will gain self-awareness and a better understanding of their impact on their world around them.

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Preston Elementary will increase family engagement by providing at least four evening community events during the school year, with 50% of families participating in at least one event.

Evaluation Data Source: Sign-in sheets and feedback surveys

Strategy 1

Preston Elementary will offer multiple opportunities for families to engage in their student's educational experience.

Strategy's Expected Result/Impact: A strengthened partnership with parents will result in academic and social emotional growth for students.

Staff Responsible for Monitoring: All staff.

Formative Reviews

Some Progress

September

December

March

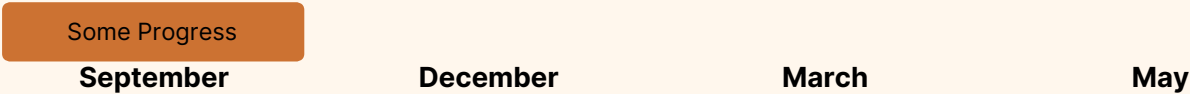
May

Strategy 2

Preston Elementary Administration and PTA will collaborate to collect data regarding planned events, volunteers, and parent feedback.

Strategy's Expected Result/Impact: Preston Elementary and PTA will use the data to make adjustments to current practices.

Formative Reviews



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 strengthen Tier One instruction through consistent implementation of the five components of exemplary lesson design, resulting in an increase in the campus academic growth score in Reading Language Arts and Math from 82% in 2026 to 84% in 2027.

Evaluation Data Source: Student data for district and state assessments, student work, weekly classroom coaching visits, Teacher's Toolkit PD sessions, admin classroom walks

Strategy 1

Preston Elementary educators will assess their own strengths and needs related to the five components of exemplary lesson design and create a professional goal to help refine their skills in the selected component.

Strategy's Expected Result/Impact: District and state assessments will show student progress

Staff Responsible for Monitoring: All PES staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Preston Elementary educators will utilize student data to provide intervention and enrichment opportunities.

Strategy's Expected Result/Impact: Student data will show growth

Staff Responsible for Monitoring: All PES staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Preston Elementary educators will participate in collaborative campus learning walks to support acquisition of skills related to the components of exemplary lesson design.

Formative Reviews

No Progress

September

December

March

May

Strategy 4

Preston Elementary educators will provide learning experiences for gifted learners, supporting enrichment opportunities and promoting critical and creative thinking.

Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.

Staff Responsible for Monitoring: All PES staff

Funding Sources: GT staffing and resources GT Allotment, \$96,433

Formative Reviews

Some Progress

September

December

March

May

Strategy 5

Preston Elementary educators will provide learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.

Staff Responsible for Monitoring: All PES staff

Funding Sources: Special Education: State Special Allotment, \$973,326

Formative Reviews

Some Progress

September

December

March

May

Strategy 6

Preston Elementary educators will provide supplemental learning experiences and services for identified at-risk students, promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.

Staff Responsible for Monitoring: All PES staff

Funding Sources: Comp Ed: State Special Allotment, \$90,717

Formative Reviews

Some Progress

September

December

March

May

Strategy 7

Preston Elementary educators will provide support for emergent bilingual students to promote English language acquisition and academic achievement.

Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.

Staff Responsible for Monitoring: All PES staff

Formative Reviews

Some Progress

September

December

March

May

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 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 75 to 77.5% by Spring 2029.

Evaluation Data Source: Reading STAAR results

Strategy 1

Preston Elementary educators will provide targeted core and intervention instruction to promote academic growth in foundational literacy skills.

Strategy's Expected Result/Impact: District and state assessment will show student growth and progress

Staff Responsible for Monitoring: All PES staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Preston Elementary will implement a campus wide literacy incentive program to promote recreational reading at all grade levels.

Strategy's Expected Result/Impact: Students will gain exposure to a variety of texts and new vocabulary that will enhance comprehension skills and foster critical thinking.

Staff Responsible for Monitoring: Preston Library Media Specialist and Classroom Teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 68% to 70.5% by Spring 2029.

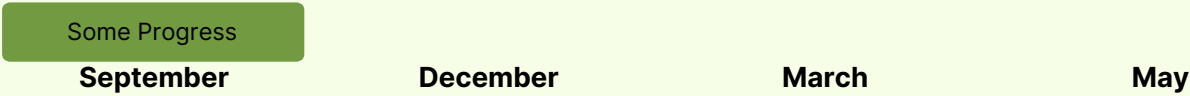
Strategy 1

Preston Elementary educators will implement the district math curriculum with fidelity, analyze student data, and provide targeted intervention support to meet the needs of our students and achieve optimal student growth.

Strategy's Expected Result/Impact: District and state assessment will show student growth and progress.

Staff Responsible for Monitoring: All PES staff

Formative Reviews





Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6		--	\$90,717.00
Sub-Total					\$90,717.00
Budgeted Fund Source Amount					\$90,717.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5		--	\$973,326.00
Sub-Total					\$973,326.00
Budgeted Fund Source Amount					\$973,326.00
+/- Difference					\$0.00

Title III, Part A- ELA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	GT staffing and resources	--	\$96,433.00
Sub-Total					\$96,433.00
Budgeted Fund Source Amount					\$96,433.00
+/- Difference					\$0.00