

Dallas Independent School District
195 Preston Hollow Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

Preston Hollow Elementary encourages all students to become global, life-long learners through student led learning, effective instruction, and discovery.

Vision

The Preston Hollow Elementary Vision is to inspire inquirers to become internationally-minded leaders.

Value Statement

We believe through inquiry, scholarly voice, and scholar action, we will continuously improve and develop all students towards reaching their full potential by owning our results, celebrating successes, and highlighting the value of others.

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	6
Student Learning	6
School Processes and Programs	6
Perceptions	6
Overall Needs Assessment Conclusion	7
Demographics	8
Student Enrollment and Demographics	8
Enrollment by Grade	8
Ethnicity	8
Gender	9
Student Characteristics and Special Populations	9
Economic Disadvantage	9
At-Risk Students	9
Emergent Bilingual Students	9
TELPAS Profile	10
Special Programs	10
Special Education	10
Gifted and Talented	10
Dyslexia	10
Section 504	10
Foster Care and Homeless Students	10
Attendance and Mobility	11
Attendance	11
Mobility	11
Parent and Community Profile	11
Demographic Strengths	11
Demographic Needs	12
Student Learning	13
STAAR Achievement	13
Reading/ELA	13
Mathematics	13
Science	13
Academic Growth	14
Emergent Bilingual Student Achievement	14
Special Education Achievement	15

Attendance and Learning	15
Strength 1: Achievement and Distinction in Reading/Language Arts	15
Strength 2: Reading Outcomes Across High Focus Student Populations	15
Strength 3: Multilingual Progress and TELPAS Growth Outcomes	15
Strength 4: Science Baseline Performance and Advanced Mathematics Mastery	16
School Processes & Programs	17
Curriculum and Instruction	17
Professional Development	17
Leadership and Decision-Making	17
Student Support Services	18
Family and Community Engagement	18
Extracurricular and Co-Curricular Opportunities	18
Technology Integration	18
Strength 1: Strong IB and Dual Language Program Implementation	19
Strength 2: Collaborative Planning and Data-Driven Systems	19
Strength 3: Strong Family Communication and Engagement	19
Strength 4: Comprehensive Student Support Systems	19
Perceptions	20
Parent Perceptions and Family Engagement	20
Learning Environment	20
Family Engagement and Communication	20
Satisfaction	20
Participation	20
Staff Perceptions and Climate	21
Teacher-Teacher Trust	21
Beliefs and Priorities	21
Culture of Feedback and Support	21
Positive Culture and Environment	22
Communication and Community Outreach	22
Partnerships and Community Involvement	22
Strength 1: Strong Parent Satisfaction and Trust	23
Strength 2: Strong Family Engagement and Communication	23
Strength 3: Peer Collaboration and Role Clarity Among Staff	23
Strength 4: Parent Perception of Campus Safety and Environment	23
Priority Problem Statements	24
Comprehensive Needs Assessment Data Documentation	26
Goals	28
Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.	28
Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.	34

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030. 40

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030. 41

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030. 42

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Preston Hollow Elementary School is a Title I, International Baccalaureate (IB) Primary Years Programme, and Dual Language campus serving 355 students in grades Pre-K through 5. The campus continues to serve a highly diverse student population. Students are predominantly Hispanic (67%), Black or African American (22%), economically disadvantaged (82%), at-risk (64%), and Emergent Bilingual (47%), creating a unique opportunity to leverage the strengths of the campus multilingual and culturally rich community while addressing persistent achievement gaps.

Demographics

Preston Hollow student population reflects the diverse community it serves. Half of all students (50%) participate in the One-Way Dual Language program. The campus also serves significant populations of economically disadvantaged students (82%), students identified as at-risk (64%), students receiving special education services (15%), and students experiencing homelessness (2%) or foster care placement (1%). Attendance remained relatively stable at 92.81%, although it remains below the district goal of 96%. These demographics require continued focus on language acquisition supports, attendance improvement, social-emotional services, and equitable access to academic opportunities.

Student Learning

The campus earned a 2026 Accountability Rating of **C (72)** and received a distinction designation in Reading/Language Arts. Academic performance across student groups yielded a School Progress score of 73 (C), a Student Achievement score of 67 (D), and a Closing the Gaps score of 70 (C). Reading achievement remains a major strength across grade levels, with 73% achieving Approaches, 53% achieving Meets, and 26% achieving Masters Grade Level. However, mathematics achievement remains below desired levels, with 32% reaching Meets Grade Level across Grades 3 through 5. Based on three consecutive years of missed performance targets among continuously enrolled students in mathematics achievement, mathematics growth, and overall STAAR student achievement, the campus has been federally identified for Targeted Support and Improvement (TSI). These identified gaps require targeted updates to Tier 1 instruction, data disaggregation protocols, and intervention systems.

School Processes and Programs

The campus has established strong instructional frameworks through the IB Primary Years Programme and the One-Way Dual Language Program. Weekly collaborative planning, professional learning communities, MTSS processes, and targeted intervention supports contribute to campus instructional systems. Students benefit from a variety of extracurricular opportunities including robotics, chess, soccer, folklórico, and leadership programs that support the development of the whole child. While implementation of these programs is strong overall, variation exists in instructional fidelity across classrooms and grade levels, particularly regarding IB inquiry practices, language acquisition strategies, and intervention implementation. Continued refinement of systems for monitoring program effectiveness and instructional consistency will support improved student outcomes.

Perceptions

Parent, staff, and community feedback indicate that Preston Hollow maintains a positive school culture centered on relationships, communication, and student success. Parent survey results demonstrate exceptionally high levels of satisfaction regarding safety (96%), communication (93%), engagement (97%), and overall confidence in the school, with 90% of families expressing satisfaction with the direction of the campus and willingness to recommend the school to others. The campus significantly expanded communication efforts through Facebook, Instagram, X, ClassDojo, newsletters, and family engagement events, increasing stakeholder participation and visibility of campus successes. Staff climate data indicate positive perceptions regarding teacher trust (84.1%) and role clarity (80.0%). Opportunities remain to strengthen campus culture (49.1%), discipline enforcement consistency

(25.7%), professional development impact (36.4%), and staff participation in decision-making processes. Additionally, while family participation in general events is strong, parent participation in formal leadership and advisory structures remains limited.

Overall Needs Assessment Conclusion

Preston Hollow Elementary enters the 2026–2027 school year with significant strengths, including distinction-level Reading performance, successful implementation of IB and Dual Language programming, positive parent perceptions, effective communication systems, and high peer trust among staff. The campus greatest opportunities for improvement include increasing mathematics achievement and growth among continuously enrolled students, closing achievement gaps among special populations, strengthening instructional consistency across classrooms, improving attendance, enhancing staff professional development, and expanding leadership opportunities for staff and families. Through strategic implementation of targeted mathematics interventions, rigorous Tier 1 instruction, collaborative planning structures, and strong family partnerships, Preston Hollow is well positioned to fulfill its Local Improvement Plan requirements and ensure academic success for all students.

Demographics

Demographics Summary

Preston Hollow Elementary School is a Title I campus within Dallas ISD serving **355 students in grades Pre-K through Grade 5**. The campus offers a schoolwide Title I program, a One-Way Dual Language Program, the International Baccalaureate (IB) Primary Years Programme, gifted and talented services, special education services, and multilingual supports designed to meet the needs of a diverse student population.

The campus earned an overall **C Accountability Rating (72)** in 2026 and received a distinction designation in Reading/Language Arts, demonstrating strong academic progress in Reading/Language Arts.

Student Enrollment and Demographics

Enrollment by Grade

Preston Hollow serves 355 students across seven grade levels, with the largest enrollment in 5th Grade (53 students). Enrollment decreased from 389 students in 2025–2027 to 355 students in 2026–2027, representing a 9% decline.

Grade	Enrollment
Pre-K 3	32
Pre-K 4	41
Kindergarten	42
Grade 1	43
Grade 2	47
Grade 3	48
Grade 4	53
Grade 5	49
Total	355

Ethnicity

The student population reflects a highly diverse community with a strong Hispanic majority and significant African American representation.

Student Group	Count	Percent
Hispanic/Latino	238	67%

Student Group	Count	Percent
Black/African American	77	22%
White	22	6%
Two or More Races	14	4%
Asian	4	1%
American Indian	0	0%

Gender

Gender	Count	Percent
Male	205	58%
Female	150	42%

Student Characteristics and Special Populations

Economic Disadvantage

Economic disadvantage remains one of the defining characteristics of the campus. More than three-fourths of students qualify as economically disadvantaged.

- Economically Disadvantaged: **291 students (82%)**

Although still high, economic disadvantage indicators show some improvement compared to the previous year, with increases in students not qualifying for economically disadvantaged status.

At-Risk Students

A substantial portion of the student population is identified as at-risk.

- At-Risk Students: **228 students (64%)**

This percentage indicates a continued need for academic interventions, attendance monitoring, social-emotional supports, and wraparound services.

Emergent Bilingual Students

Preston Hollow continues to serve a large multilingual population.

- Emergent Bilingual (EB): **166 students (47%)**
- Bilingual Program Participation: **179 students (50%)**
- ESL Program Participation: **10 students (3%)**

The majority of multilingual learners are served through the campus's One-Way Dual Language Program, supporting bilingualism, biliteracy, and academic achievement. The bilingual population decreased slightly within the One-Way Dual Language program from the previous year.

TELPAS Profile

According to the Spring 2026 TELPAS report, fifth-grade students demonstrated the highest overall performance, with 56% scoring at the Advanced or Advanced High level on the composite rating. Third grade followed with 29%, while fourth grade had 27% at these levels. Third-grade students showed the greatest yearly growth, with 59% progressing by at least one proficiency level, compared with 41% in fifth grade and 22% in fourth grade. Overall, fifth grade achieved the strongest proficiency results, while third grade demonstrated the greatest progress.

Special Programs

Special Education

- Students Receiving Special Education Services: **54 students (15%)**
- Decrease from prior year: 45 to 54 students (+4%)

The majority of special education students are served through resource and inclusion settings, with specialized supports provided across instructional settings.

Gifted and Talented

- Gifted and Talented Students: **34 students (9%)**
- Decrease from 57 students in the prior year.

GT enrollment is distributed across all elementary grades, with the highest representation in Grades 3 through 5.

Dyslexia

- Students Identified with Dyslexia: **7 students (2%)**

Section 504

- Students Served through Section 504: **4 students (1%)**
- Increase from two students the previous year.

Foster Care and Homeless Students

- Foster Care: 3 students (1%)
- Homeless: 8 students (2%)

The increase in students residing in shelters and temporary housing highlights a continuing need for social services and family support systems.

Attendance and Mobility

Attendance

Attendance remains a campus priority.

- 2025-2026 Report Period 6 Attendance Rate: **92.81%**
- 2026-2027 Report Period 1 Attendance Rate Projection: **94.9%**

Attendance rates remained stable throughout the spring semester, though still below the district's long-term target of 96%. Attendance rates are increasing with the start of a new school year.

Mobility

Enrollment declined by 9% from the previous year (389 to 355 students), indicating continued student mobility within the attendance zone and family relocation.

Parent and Community Profile

Parent survey results indicate strong community confidence in the campus.

Key strengths include:

- 93% agree that the school provides a safe learning environment.
- 95% agree that the school informs families about student progress.
- 97% agree the school welcomes family and community engagement.
- 96% agree the school responds to concerns in a timely manner.
- 90% are satisfied with the direction and success of the school.
- 90% would recommend Preston Hollow to other families.

These results suggest strong family partnerships and community trust, which are important assets for school improvement efforts.

Demographics Strengths

Demographic Strengths

- Diverse student population reflecting the community served.
- Strong multilingual program with more than half of students identified as Emergent Bilingual.
- Robust participation in Dual Language programming.

- Strong parent satisfaction and engagement.
- Stable attendance above 94%.
- Significant gifted and talented participation.

Demographic Needs

- High concentration of economically disadvantaged students (82%).
- High at-risk population (64%).
- Continued need for support of Emergent Bilingual students.
- Attendance remains below desired levels.
- Continued support needed for homeless, foster care, and highly mobile students.
- Achievement gaps remain evident in accountability for our continuously enrolled students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Preston Hollow Elementary serves a high-needs multilingual student population, with 47% of students identified as Emergent Bilingual and 50% participating in the Dual Language program, creating an ongoing need for instructional, linguistic, and family engagement supports to ensure equitable access to grade-level curriculum and academic success.

Root Cause: The campus continues to experience a high concentration of Emergent Bilingual students and families whose primary language is not English, requiring sustained implementation of bilingual programming, language acquisition supports, and culturally responsive communication systems.

Problem Statement 2 (Prioritized): A significant percentage of Preston Hollow students face barriers associated with economic disadvantage and at-risk status, as 82% of students are economically disadvantaged, 64% are identified as at-risk, and campus attendance remains below the district goal at approximately 94%, impacting student access to consistent instruction and support services.

Root Cause: Many students experience economic hardship, housing instability, mobility, and other risk factors that contribute to inconsistent attendance and increased academic and social-emotional support needs, requiring coordinated intervention systems and family support services.

Student Learning

Student Learning Summary

Preston Hollow Elementary earned an overall **2026 Accountability Rating of C (72)** with a distinction designation in Reading/Language Arts. The campus achieved a School Progress score of **73 (C)** and demonstrated strong academic growth across student groups. However, the Student Achievement domain earned a score of **73 (C)**, and Closing the Gaps earned a score of **70 (C)**, indicating performance gaps among continuously enrolled students, Economically Disadvantaged students, Emergent Bilingual students, and Special Education students in mathematics achievement, academic growth, and overall STAAR student achievement.

STAAR Achievement

Reading/ELA

Reading remains the campus's strongest academic area.

- Grade 4 Reading Meets increased by 1 percentage point, from **48% to 49%**.
- Grade 5 Reading Meets increased by 1 percentage point, from **71% to 72%**.
- 3–5 Reading decreased by approximately 5 percentage points, from **55% to 49%**.
- 3–5 Reading decreased by approximately 11 percentage points in the Masters category, from **35% to 25%**.

Reading performance exceeded district averages across all 4th- and 5th-grade levels and student groups. Economically disadvantaged and Emergent Bilingual students demonstrated substantial growth, particularly in Grade 5 Reading.

Mathematics

Mathematics performance remains an area requiring improvement.

- Grade 3 Mathematics Meets increased slightly from **23% to 24%**.
- Grade 4 Mathematics Meets increased slightly from **31% to 32%**.
- Grade 5 Mathematics Meets decreased by 8 percentage points from **37% to 29%**.
- All Grades Mathematics Meets remained at **30%**.
- All Grades Mathematics Masters decreased slightly from **15% to 11%**.

While growth measures exist, overall mathematics proficiency remains significantly below desired levels, especially in Grades 3 and 4.

Science

Science remains one of the lowest-performing tested areas.

- Grade 5 Science Approaches increased from **47% to 52%**.
- Grade 5 Science Meets decreased from **18% to 4%**.
- Grade 5 Science Masters decreased from **11% to 1%**.

The data indicates that only one-fourth of Grade 5 students achieved Meets Grade Level, showing continued need for science vocabulary development, reading integration, and inquiry-based instruction.

Academic Growth

The overall campus Academic Growth Score on state accountability measures moved from 76 in 2025 to 65 in 2026.

State assessment growth highlights include:

- **Overall Annual Growth Score:** Earned a score of 63 in 2026, compared to 72 in 2025.
- **Reading/Language Arts Growth:** Earned 67.5 points out of 90 evaluated tests in 2026.
- **Mathematics Growth:** Earned 45.0 points out of 89 evaluated tests in 2026.
- **Reading Accelerated Learning:** 10 out of 19 eligible students advanced from Did Not Meet Grade Level to Approaches Grade Level or above.
- **Mathematics Accelerated Learning:** 5 out of 37 eligible students advanced from Did Not Meet Grade Level to Approaches Grade Level or above.

These results demonstrate that student growth in mathematics requires structured instructional alignment to accelerate performance including implementing systematic progress monitoring and targeted interventions for continuously enrolled students.

Emergent Bilingual Student Achievement

Emergent Bilingual students continue to show progress in both language acquisition and academic performance.

- 169 students (56.3%) are identified as Emergent Bilingual.
- Dual Language students outperformed campus averages in Reading performance.
- EB students improved Reading Meets performance from **49% to 50%**.
- TELPAS results indicate students in grades 3-5 demonstrated stronger English language proficiency, with 38% reaching Advanced or Advanced High, compared to 14% in grades K-2
- Among 91 students in grades 3-5, 36 students, or 40%, progressed by at least one proficiency level.

TELPAS data show that many students continue progressing through proficiency levels, demonstrating the effectiveness of the Dual Language model and bilingual programming.

Special Education Achievement

Students receiving Special Education services continue to perform significantly below campus averages.

Examples include:

- Grade 3 Reading Meets: 26%
- Grade 3 Mathematics Meets: 24%
- Grade 4 Reading Meets: 49%
- Grade 4 Mathematics Meets: 32%
- Grade 5 Mathematics Meets: 29%
- Grade 5 Science Meets: 4%

Special Education student performance remains a major Closing the Gaps concern, requiring targeted intervention and inclusion support.

Attendance and Learning

Attendance continues to impact student learning.

- Attendance averaged approximately **92.8%** during the spring semesters.
- Grade 5 had the highest attendance rate at 95.1%.
- PK attendance remained below 90%.

Chronic absenteeism reduces instructional time and disproportionately affects at-risk students.

Student Learning Strengths

Strength 1: Achievement and Distinction in Reading/Language Arts

Reading/Language Arts represents the strongest academic area for the campus. On the 2026 STAAR assessment, 73% of students achieved Approaches Grade Level or above, 53% achieved Meets Grade Level or above, and 26% reached Masters Grade Level. Performance in this domain earned the campus an official TEA Distinction Designation in Academic Achievement in Reading/Language Arts.

Strength 2: Reading Outcomes Across High Focus Student Populations

Special populations demonstrated solid performance in Reading/Language Arts on state assessments. Current and monitored Emergent Bilingual students achieved a 73% Approaches rate and 49% Meets rate. Economically disadvantaged students achieved a 66% Approaches rate and 45% Meets rate. Gifted and Talented students achieved high levels of mastery, with 97% reaching Approaches, 85% Meets, and 61% Masters Grade Level.

Strength 3: Multilingual Progress and TELPAS Growth Outcomes

Emergent Bilingual students demonstrated steady progress in English language acquisition and academic performance. On the 2026 TELPAS assessment, 38% of Emergent Bilingual students in grades 3 through 5 achieved Advanced or Advanced High proficiency. Additionally, 40% of multilingual learners in grades 3 through 5 advanced by at least one proficiency level over the prior year.

Strength 4: Science Baseline Performance and Advanced Mathematics Mastery

On the 2026 STAAR, 57% of Grade 5 students achieved Approaches Grade Level or above in Science. Gifted and Talented students demonstrated strong mathematics performance, with 88% reaching Approaches Grade Level and 36% reaching Masters Grade Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Continuously enrolled students lack sufficient math achievement and growth. On the 2026 STAAR, only 32% achieved Meets Grade Level in Grades 3 to 5, dropping to 29% in Grade 5. Data show gaps in Math Academic Achievement, Math Academic Growth, and Student Success.

Root Cause: Teachers need support in data disaggregation, rigorous Tier 1 TEKS instruction, formative assessment, targeted small-group intervention, and progress monitoring.

Problem Statement 2 (Prioritized): Grade 5 STAAR Science performance reveals significant gaps at higher proficiency levels, with only 6% of students reaching Meets Grade Level and 2% reaching Masters Grade Level, despite 57% reaching Approaches Grade Level.

Root Cause: Students have limited opportunities to engage in rigorous scientific inquiry, academic vocabulary development, and content-area literacy practices that support deeper conceptual understanding and performance on STAAR Science assessments.

Problem Statement 3 (Prioritized): Students receiving Special Education services continue to perform significantly below campus averages in Reading and Mathematics, contributing to achievement gaps identified in Closing the Gaps accountability measures.

Root Cause: Special Education students require more consistent implementation of inclusive instructional practices, targeted interventions, progress monitoring, and alignment between core instruction and individualized supports to ensure access to grade-level TEKS.

School Processes & Programs

School Processes & Programs Summary

Preston Hollow Elementary is an **International Baccalaureate (IB) Primary Years Programme (PYP)** and **Dual Language Schoolwide Title I campus** serving 355 students in grades Pre-K through 5. The campus mission focuses on developing globally minded, bilingual learners through inquiry-based instruction, student agency, and high-quality teaching practices.

Curriculum and Instruction

The campus instructional framework is built around:

- International Baccalaureate Primary Years Programme (IB PYP)
- One-Way Dual Language Program
- TEKS-aligned curriculum
- Data-driven instruction
- MTSS intervention systems
- Inquiry-based learning experiences
- Student-centered instructional practices

Teachers participate in weekly collaborative planning sessions designed to align curriculum, assessments, and instructional strategies while integrating IB transdisciplinary units and learner profile attributes. The Dual Language model supports biliteracy through Spanish and English instruction aligned to district and state expectations.

Professional Development

Professional learning is strategically aligned to:

- IB philosophy and instructional practices
- Dual Language implementation
- TEKS alignment
- Data analysis and intervention planning
- Language acquisition strategies
- Student engagement and academic growth

The campus uses PLCs, instructional coaching, classroom observations, and feedback cycles to support teacher development and instructional effectiveness.

Leadership and Decision-Making

Leadership structures include:

- Campus Instructional Leadership Team (CILT)
- Grade-level PLCs
- IB leadership structures
- MTSS problem-solving teams
- Title I planning processes

- Parent engagement opportunities

These structures are intended to support collaborative decision-making, campus improvement planning, and continuous improvement efforts aligned with district priorities and IB standards.

Student Support Services

The campus provides multiple support systems to meet diverse student needs, including:

- Special Education services (54 students)
- Dyslexia services (7 students)
- Emergent Bilingual and ESL services (176 students)
- Gifted and Talented services (34 students)
- MTSS interventions
- Counseling services
- Attendance monitoring and interventions
- Homeless and Foster Care supports

Family and Community Engagement

Parent survey data indicate strong communication systems and family engagement practices.

- 93% agree that the school provides a safe learning environment.
- 95% agree that the school informs families about student progress.
- 97% agree the school welcomes family and community engagement.
- 96% agree the school responds to concerns in a timely manner.
- 90% are satisfied with the direction and success of the school.
- 90% would recommend Preston Hollow to other families.

Despite strong participation in campus events, participation in formal decision-making structures remains limited, as noted in the prior CIP needs assessment.

Extracurricular and Co-Curricular Opportunities

Students participate in a variety of enrichment opportunities that support the IB learner profile and whole-child development, including:

- Robotics
- Chess
- Soccer
- Folklórico
- Student Leadership
- Academic enrichment opportunities

These programs help strengthen student engagement, leadership development, and cultural identity.

Technology Integration

Technology is integrated into instruction through district-supported platforms, digital assessment systems, intervention programs, and classroom technology resources that support differentiated instruction, progress monitoring, and student engagement.

School Processes & Programs Strengths

Strength 1: Strong IB and Dual Language Program Implementation

Preston Hollow has established sustainable IB and Dual Language frameworks that promote inquiry-based learning, bilingualism, and internationally minded learning experiences. More than half of students participate in bilingual programming, supporting the campus vision and mission.

Strength 2: Collaborative Planning and Data-Driven Systems

Teachers engage in weekly collaborative planning, PLCs, and instructional support processes designed to align curriculum, analyze student performance data, and respond to student learning needs. These structures contributed to the campus earning a distinction designation in Reading/Language Arts.

Strength 3: Strong Family Communication and Engagement

Parent survey results indicate high levels of trust, communication, and satisfaction. Families report feeling welcomed, informed, and supported by campus staff, creating strong partnerships that support student success.

Strength 4: Comprehensive Student Support Systems

The campus provides multiple layers of support through Special Education, Dyslexia, MTSS, Emergent Bilingual programming, counseling services, and intervention systems designed to meet the needs of diverse learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While the campus has established IB and Dual Language frameworks, implementation fidelity varies across classrooms and grade levels, resulting in inconsistent instructional experiences and student outcomes.

Root Cause: Variability in teacher experience, onboarding of new staff, and inconsistent monitoring of instructional expectations have resulted in differing levels of implementation of IB planning, inquiry-based instruction, and Dual Language practices across grade levels.

Problem Statement 2 (Prioritized): Despite academic growth, campus systems for intervention and acceleration are not consistently implemented across all grade levels and student groups, contributing to continued achievement gaps among Special Education, Emergent Bilingual, economically disadvantaged, and continuously enrolled students.

Root Cause: Intervention systems, progress monitoring practices, and instructional responses to data vary among classrooms, limiting the effectiveness of MTSS supports and acceleration efforts for students requiring additional academic support.

Problem Statement 3: Although family engagement in campus events is high, participation in campus leadership, Title I planning, and shared decision-making processes remains limited.

Root Cause: Families have multiple barriers to participation, including scheduling conflicts, limited awareness of leadership opportunities, and a need for more intentional outreach strategies that encourage involvement in campus decision-making processes.

Perceptions

Perceptions Summary

Preston Hollow Elementary continues to maintain a positive culture focused on strong relationships, family engagement, communication, and student-centered decision-making. Feedback from parents and staff indicates high levels of trust in the campus, confidence in school leadership, and satisfaction with the learning environment.

Parent Perceptions and Family Engagement

The 2025–2026 Parent Climate Survey reflects strong parent confidence in the campus and demonstrates improvement in several key areas compared to the previous year.

Learning Environment

Parents reported overwhelmingly positive perceptions regarding safety, respect, communication, and academic preparation:

- **93%** believe their child is learning what is needed for the next grade.
- **93%** believe the school provides a respectful learning environment.
- **96%** believe the school provides a safe learning environment.
- **99%** are satisfied with school maintenance and cleanliness.
- **93%** report receiving information regarding student grades and academic progress.

Family Engagement and Communication

Family engagement remains one of the campus's strongest areas.

- **97%** agree the school welcomes family and community engagement.
- **96%** feel comfortable interacting with teachers and administrators.
- **99%** report receiving information in a language they understand.
- **96%** believe the campus actively seeks parent feedback.
- **96%** report concerns are addressed in a timely manner.

Satisfaction

Parent satisfaction remains exceptionally strong.

- **90%** are satisfied with the direction and success of the school.
- **90%** would recommend Preston Hollow Elementary to other families.

Participation

Parents continue to report that the campus makes participation accessible.

- Nearly **87%** of respondents rated participation opportunities at an 8, 9, or 10 on a 10-point scale.

- Nearly **60%** selected the highest possible rating of 10.

Staff Perceptions and Climate

Results from the Spring 2026 Staff Climate Survey indicate areas of strength in peer collaboration and teacher trust, alongside specific opportunities to improve campus systems, discipline enforcement, professional learning, and feedback loops.

Teacher-Teacher Trust

Staff responses demonstrate strong alignment around campus goals and leadership support.

- Teacher-Teacher Trust Scale Score: **84.1% Positive**
- 86.4% report that teachers in the school trust each other.
- 86.4% report that teachers respect colleagues who are experts at their craft.
- 81.8% feel comfortable discussing feelings, worries, and frustrations with other teachers.
- 81.8% report that teachers respect those who take the lead in school improvement efforts.

Beliefs and Priorities

- Beliefs and Priorities Scale Score: **59.6% Positive**
- 80.0% report understanding their role in implementing the key actions of the campus.
- 60.0% report that the campus bases its actions on the Dallas ISD Student Outcome Goals.
- 57.1% report that key actions are focused on what is best for students.
- 51.4% report receiving the support needed from campus leadership to perform their jobs well.

Culture of Feedback and Support

- Culture of Feedback and Support Scale Score: **53.8% Positive**
- 68.2% report that team experiences with colleagues helped improve instruction.
- 59.1% report that instructional feedback helps improve the quality of instruction.
- 54.5% report having sufficient opportunities and encouragement to develop leadership potential.
- 54.5% report that campus leadership helps improve instructional quality.
- 36.4% report that campus professional development sessions helped improve instruction.

Positive Culture and Environment

- Positive Culture and Environment Scale Score: **49.1% Positive**
- 71.4% report that the campus facility is clean, safe, and free of physical hazards.
- 62.9% report working in an environment of support and respect.
- 54.3% usually look forward to working each day at the school.
- 40.0% report that unruly students are not permitted to disrupt the learning environment.
- 40.0% report that staff morale at the school is strong.
- 25.7% report that student discipline is enforced consistently and effectively on campus.

Communication and Community Outreach

During the 2025–2026 school year, Preston Hollow significantly expanded communication efforts through:

- Facebook
- Instagram
- X (Twitter)
- ClassDojo
- Parent newsletters
- Family engagement events
- IB and Dual Language showcases

These communication platforms increased visibility of campus programs, strengthened school-home connections, highlighted student achievement, and expanded family participation and community engagement opportunities.

Partnerships and Community Involvement

The campus continues to leverage partnerships through:

- IB programming
- Dual Language initiatives
- Parent volunteers
- Family engagement activities
- Community support organizations
- Extracurricular and enrichment programs

These partnerships contribute positively to campus culture and student experiences.

Perceptions Strengths

Strength 1: Strong Parent Satisfaction and Trust

Parents report exceptionally high levels of confidence in the school, with 90% expressing satisfaction with the direction of the campus and 90% willing to recommend Preston Hollow to other families. Parents also report high levels of trust regarding safety, communication, and academic expectations.

Strength 2: Strong Family Engagement and Communication

Parents overwhelmingly report feeling welcomed and informed. Family engagement indicators ranged from 96% to 99% positive, demonstrating strong relationships between school staff and families. The expansion of communication through social media platforms and ClassDojo increased opportunities for stakeholder engagement throughout the year.

Strength 3: Peer Collaboration and Role Clarity Among Staff

Staff survey results indicate strong interpersonal trust and clear alignment around campus execution. Eighty percent of staff members report understanding their specific role in implementing campus priorities. Additionally, 84.1% positive perception in Teacher-Teacher Trust reflects strong peer respect (86.4%) and valuable collaborative team experiences (68.2%).

Strength 4: Parent Perception of Campus Safety and Environment

Parents express strong confidence in the physical learning environment, with 96% agreeing the school provides a safe environment and 99% expressing satisfaction with campus cleanliness and maintenance. Among staff, 71.4% agree the facility is clean, safe, and free of physical hazards.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff perception of positive campus culture and environment is 49.1%, with specific gaps in consistent discipline enforcement (25.7%) and professional development effectiveness (36.4%).

Root Cause: Staff members have limited opportunities to participate in formal leadership development, campus decision-making processes, and structured feedback systems that build leadership capacity and professional ownership across the campus. The campus lacks a consistently monitored, schoolwide behavior management system and structured instructional feedback loops aligned to teacher professional growth.

Problem Statement 2: While family engagement in school activities is high, participation in campus leadership, advisory committees, and shared decision-making opportunities remains limited compared to overall parent involvement.

Root Cause: Families primarily engage through events, communication platforms, and classroom activities; however, additional structures and outreach efforts are needed to increase participation in campus improvement planning, Title I meetings, and shared governance processes.

Problem Statement 3: Although communication with families has improved through social media, ClassDojo, and other communication platforms, the campus lacks a formal system to measure the effectiveness and reach of communication efforts across all stakeholder groups.

Root Cause: Communication efforts have expanded significantly, but consistent processes for analyzing stakeholder engagement data, participation trends, and communication impact have not been fully developed to guide future outreach strategies.

Priority Problem Statements

Problem Statement 1: Continuously enrolled students lack sufficient math achievement and growth. On the 2026 STAAR, only 32% achieved Meets Grade Level in Grades 3 to 5, dropping to 29% in Grade 5. Data show gaps in Math Academic Achievement, Math Academic Growth, and Student Success.

Root Cause 1: Teachers need support in data disaggregation, rigorous Tier 1 TEKS instruction, formative assessment, targeted small-group intervention, and progress monitoring.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Grade 5 STAAR Science performance reveals significant gaps at higher proficiency levels, with only 6% of students reaching Meets Grade Level and 2% reaching Masters Grade Level, despite 57% reaching Approaches Grade Level.

Root Cause 2: Students have limited opportunities to engage in rigorous scientific inquiry, academic vocabulary development, and content-area literacy practices that support deeper conceptual understanding and performance on STAAR Science assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students receiving Special Education services continue to perform significantly below campus averages in Reading and Mathematics, contributing to achievement gaps identified in Closing the Gaps accountability measures.

Root Cause 3: Special Education students require more consistent implementation of inclusive instructional practices, targeted interventions, progress monitoring, and alignment between core instruction and individualized supports to ensure access to grade-level TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Preston Hollow Elementary serves a high-needs multilingual student population, with 47% of students identified as Emergent Bilingual and 50% participating in the Dual Language program, creating an ongoing need for instructional, linguistic, and family engagement supports to ensure equitable access to grade-level curriculum and academic success.

Root Cause 4: The campus continues to experience a high concentration of Emergent Bilingual students and families whose primary language is not English, requiring sustained implementation of bilingual programming, language acquisition supports, and culturally responsive communication systems.

Problem Statement 4 Areas: Demographics

Problem Statement 5: A significant percentage of Preston Hollow students face barriers associated with economic disadvantage and at-risk status, as 82% of students are economically disadvantaged, 64% are identified as at-risk, and campus attendance remains below the district goal at approximately 94%, impacting student access to consistent instruction and support services.

Root Cause 5: Many students experience economic hardship, housing instability, mobility, and other risk factors that contribute to inconsistent attendance and increased academic and social-emotional support needs, requiring coordinated intervention systems and family support services.

Problem Statement 5 Areas: Demographics

Problem Statement 6: While the campus has established IB and Dual Language frameworks, implementation fidelity varies across classrooms and grade levels, resulting in inconsistent instructional experiences and student outcomes.

Root Cause 6: Variability in teacher experience, onboarding of new staff, and inconsistent monitoring of instructional expectations have resulted in differing levels of implementation of IB planning, inquiry-based instruction, and Dual Language practices across grade levels.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Despite academic growth, campus systems for intervention and acceleration are not consistently implemented across all grade levels and student groups, contributing to continued achievement gaps among Special Education, Emergent Bilingual, economically disadvantaged, and continuously enrolled students.

Root Cause 7: Intervention systems, progress monitoring practices, and instructional responses to data vary among classrooms, limiting the effectiveness of MTSS supports and acceleration efforts for students requiring additional academic support.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Staff perception of positive campus culture and environment is 49.1%, with specific gaps in consistent discipline enforcement (25.7%) and professional development effectiveness (36.4%).

Root Cause 8: Staff members have limited opportunities to participate in formal leadership development, campus decision-making processes, and structured feedback systems that build leadership capacity and professional ownership across the campus. The campus lacks a consistently monitored, schoolwide behavior management system and structured instructional feedback loops aligned to teacher professional growth.

Problem Statement 8 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough 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 and high yield strategies
- Action research results
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: June 25, 2026

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1: By May 2027, the average third-grade Reading Domain 1 performance (Approaches, Meets, and Masters) will increase by at least 2 points through implementation of rigorous Tier I reading instruction, data-driven PLCs, and targeted intervention.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Interim Assessments

District Common Assessments

i-Ready Diagnostics

Classroom Formative Assessments

PLC Data Protocols

Walkthrough Data

Strategy 1 Details		Reviews		
Strategy 1: Provide ongoing professional learning on evidence-based literacy instruction, constructed response writing, AI-supported lesson planning, i-Ready Teacher Toolbox, and digital formative assessment platforms to strengthen differentiated instruction. Strategy's Expected Result/Impact: Students will demonstrate improved mastery of grade-level TEKS, increased reading comprehension, stronger written responses, and higher performance on common assessments, STAAR Interim, and STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Reading Instructional Leader Grade 3 Team Leader Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1, 2		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Teachers will participate in weekly PLCs to analyze common assessments, STAAR-aligned exit tickets, i-Ready diagnostic data, and student work to identify misconceptions, plan reteach cycles, and monitor intervention effectiveness. Strategy's Expected Result/Impact: Instruction will become more responsive to student needs through timely reteaching and intervention, resulting in increased student growth and improved proficiency throughout the year. Staff Responsible for Monitoring: Principal Assistant Principal CILT PLC Facilitators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 2		Formative		Summative
		Oct	Feb	Apr

Strategy 3 Details		Reviews		
Strategy 3: Provide ongoing professional learning on evidence-based literacy instruction, constructed response writing, AI-supported lesson planning, i-Ready Teacher Toolbox, and digital formative assessment platforms to strengthen differentiated instruction. Strategy's Expected Result/Impact: Teachers will consistently implement research-based instructional practices that increase student engagement, improve differentiated instruction, and accelerate student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Reading Instructional CILT Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 2		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Preston Hollow Elementary serves a high-needs multilingual student population, with 47% of students identified as Emergent Bilingual and 50% participating in the Dual Language program, creating an ongoing need for instructional, linguistic, and family engagement supports to ensure equitable access to grade-level curriculum and academic success. Root Cause: The campus continues to experience a high concentration of Emergent Bilingual students and families whose primary language is not English, requiring sustained implementation of bilingual programming, language acquisition supports, and culturally responsive communication systems.
Problem Statement 2: A significant percentage of Preston Hollow students face barriers associated with economic disadvantage and at-risk status, as 82% of students are economically disadvantaged, 64% are identified as at-risk, and campus attendance remains below the district goal at approximately 94%, impacting student access to consistent instruction and support services. Root Cause: Many students experience economic hardship, housing instability, mobility, and other risk factors that contribute to inconsistent attendance and increased academic and social-emotional support needs, requiring coordinated intervention systems and family support services.
Student Learning
Problem Statement 3: Students receiving Special Education services continue to perform significantly below campus averages in Reading and Mathematics, contributing to achievement gaps identified in Closing the Gaps accountability measures. Root Cause: Special Education students require more consistent implementation of inclusive instructional practices, targeted interventions, progress monitoring, and alignment between core instruction and individualized supports to ensure access to grade-level TEKS.
School Processes & Programs
Problem Statement 1: While the campus has established IB and Dual Language frameworks, implementation fidelity varies across classrooms and grade levels, resulting in inconsistent instructional experiences and student outcomes. Root Cause: Variability in teacher experience, onboarding of new staff, and inconsistent monitoring of instructional expectations have resulted in differing levels of implementation of IB planning, inquiry-based instruction, and Dual Language practices across grade levels.

School Processes & Programs

Problem Statement 2: Despite academic growth, campus systems for intervention and acceleration are not consistently implemented across all grade levels and student groups, contributing to continued achievement gaps among Special Education, Emergent Bilingual, economically disadvantaged, and continuously enrolled students. **Root Cause:** Intervention systems, progress monitoring practices, and instructional responses to data vary among classrooms, limiting the effectiveness of MTSS supports and acceleration efforts for students requiring additional academic support.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 2: By May 2027, at least 80% of Grade 3 students will demonstrate measurable growth in reading comprehension and written responses through technology-enhanced instruction, teacher professional learning, and increased family literacy engagement.

- High Priority**
- Evaluation Data Sources:** i-Ready Growth Reports
Reading Running Records
Family Participation Logs
ClassDojo Analytics
Social Media Engagement Data
Parent Survey Results

Strategy 1 Details		Reviews		
Strategy 1: Provide ongoing professional learning on evidence-based literacy instruction, constructed response writing, AI-supported lesson planning, i-Ready Teacher Toolbox, and digital formative assessment platforms to strengthen differentiated instruction. Strategy's Expected Result/Impact: Teachers will consistently implement research-based instructional practices that increase student engagement, improve differentiated instruction, and accelerate student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Reading Instructional Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1, 2		Formative		Summative
		Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Preston Hollow Elementary serves a high-needs multilingual student population, with 47% of students identified as Emergent Bilingual and 50% participating in the Dual Language program, creating an ongoing need for instructional, linguistic, and family engagement supports to ensure equitable access to grade-level curriculum and academic success. **Root Cause:** The campus continues to experience a high concentration of Emergent Bilingual students and families whose primary language is not English, requiring sustained implementation of bilingual programming, language acquisition supports, and culturally responsive communication systems.

Problem Statement 2: A significant percentage of Preston Hollow students face barriers associated with economic disadvantage and at-risk status, as 82% of students are economically disadvantaged, 64% are identified as at-risk, and campus attendance remains below the district goal at approximately 94%, impacting student access to consistent instruction and support services. **Root Cause:** Many students experience economic hardship, housing instability, mobility, and other risk factors that contribute to inconsistent attendance and increased academic and social-emotional support needs, requiring coordinated intervention systems and family support services.

Student Learning

Problem Statement 3: Students receiving Special Education services continue to perform significantly below campus averages in Reading and Mathematics, contributing to achievement gaps identified in Closing the Gaps accountability measures. **Root Cause:** Special Education students require more consistent implementation of inclusive instructional practices, targeted interventions, progress monitoring, and alignment between core instruction and individualized supports to ensure access to grade-level TEKS.

School Processes & Programs

Problem Statement 1: While the campus has established IB and Dual Language frameworks, implementation fidelity varies across classrooms and grade levels, resulting in inconsistent instructional experiences and student outcomes. **Root Cause:** Variability in teacher experience, onboarding of new staff, and inconsistent monitoring of instructional expectations have resulted in differing levels of implementation of IB planning, inquiry-based instruction, and Dual Language practices across grade levels.

Problem Statement 2: Despite academic growth, campus systems for intervention and acceleration are not consistently implemented across all grade levels and student groups, contributing to continued achievement gaps among Special Education, Emergent Bilingual, economically disadvantaged, and continuously enrolled students. **Root Cause:** Intervention systems, progress monitoring practices, and instructional responses to data vary among classrooms, limiting the effectiveness of MTSS supports and acceleration efforts for students requiring additional academic support.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1: By May 2027, the average third-grade Mathematics Domain 1 performance (Approaches, Meets, and Masters) will increase by at least 2 points through rigorous Tier I mathematics instruction emphasizing conceptual understanding, problem solving, and mathematical discourse.

High Priority

Evaluation Data Sources: STAAR Interim Assessments

District Common Assessments

i-Ready Math Diagnostics

Exit Tickets

PLC Documentation

Classroom Walkthrough Data

Strategy 1 Details	Reviews		
Strategy 1: Implement daily mathematics instruction focused on conceptual understanding, multiple representations, mathematical discourse, productive struggle, spiral review, and STAAR-aligned problem solving. Strategy's Expected Result/Impact: Students will develop deeper mathematical understanding, improve problem-solving abilities, and increase proficiency on classroom assessments, i-Ready, and STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Math Instructional Coach Grade 3 Team Leader Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Teachers will participate in weekly Mathematics PLCs to analyze assessment data, student work, error patterns, and exit tickets in order to develop targeted reteach plans and acceleration opportunities. Strategy's Expected Result/Impact: Instructional decisions will be based on student evidence, resulting in more effective intervention cycles and increased mathematics achievement. Staff Responsible for Monitoring: Principal Assistant Principal Math Instructional Coach PLC Facilitators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 2		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Preston Hollow Elementary serves a high-needs multilingual student population, with 47% of students identified as Emergent Bilingual and 50% participating in the Dual Language program, creating an ongoing need for instructional, linguistic, and family engagement supports to ensure equitable access to grade-level curriculum and academic success. Root Cause: The campus continues to experience a high concentration of Emergent Bilingual students and families whose primary language is not English, requiring sustained implementation of bilingual programming, language acquisition supports, and culturally responsive communication systems.
Problem Statement 2: A significant percentage of Preston Hollow students face barriers associated with economic disadvantage and at-risk status, as 82% of students are economically disadvantaged, 64% are identified as at-risk, and campus attendance remains below the district goal at approximately 94%, impacting student access to consistent instruction and support services. Root Cause: Many students experience economic hardship, housing instability, mobility, and other risk factors that contribute to inconsistent attendance and increased academic and social-emotional support needs, requiring coordinated intervention systems and family support services.
Student Learning
Problem Statement 1: Continuously enrolled students lack sufficient math achievement and growth. On the 2026 STAAR, only 32% achieved Meets Grade Level in Grades 3 to 5, dropping to 29% in Grade 5. Data show gaps in Math Academic Achievement, Math Academic Growth, and Student Success. Root Cause: Teachers need support in data disaggregation, rigorous Tier 1 TEKS instruction, formative assessment, targeted small-group intervention, and progress monitoring.

Student Learning

Problem Statement 3: Students receiving Special Education services continue to perform significantly below campus averages in Reading and Mathematics, contributing to achievement gaps identified in Closing the Gaps accountability measures. **Root Cause:** Special Education students require more consistent implementation of inclusive instructional practices, targeted interventions, progress monitoring, and alignment between core instruction and individualized supports to ensure access to grade-level TEKS.

School Processes & Programs

Problem Statement 1: While the campus has established IB and Dual Language frameworks, implementation fidelity varies across classrooms and grade levels, resulting in inconsistent instructional experiences and student outcomes. **Root Cause:** Variability in teacher experience, onboarding of new staff, and inconsistent monitoring of instructional expectations have resulted in differing levels of implementation of IB planning, inquiry-based instruction, and Dual Language practices across grade levels.

Problem Statement 2: Despite academic growth, campus systems for intervention and acceleration are not consistently implemented across all grade levels and student groups, contributing to continued achievement gaps among Special Education, Emergent Bilingual, economically disadvantaged, and continuously enrolled students. **Root Cause:** Intervention systems, progress monitoring practices, and instructional responses to data vary among classrooms, limiting the effectiveness of MTSS supports and acceleration efforts for students requiring additional academic support.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 2: By May 2027, at least 80% of Grade 3 students will demonstrate annual growth in mathematics through technology-enhanced personalized learning, teacher professional development, and increased family engagement in mathematics.

- High Priority**
- Evaluation Data Sources:** i-Ready Diagnostic Growth
 - Personalized Instruction Usage Reports
 - Family Event Participation
 - Parent Surveys
 - Classroom Assessments
 - Technology Usage Reports

Strategy 1 Details	Reviews		
Strategy 1: Utilize i-Ready Personalized Instruction, AI-supported lesson design, digital manipulatives, adaptive instructional technology, and ongoing professional learning focused on mathematical reasoning, questioning techniques, and differentiation. Strategy's Expected Result/Impact: Teachers will leverage technology to personalize instruction, increase student engagement, and provide targeted support that accelerates mathematics growth. Staff Responsible for Monitoring: Principal Assistant Principal Math Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Provide quarterly Family Math Nights, home math games, bilingual instructional videos, ClassDojo learning tips, and regular communication through Facebook, Instagram, X, and newsletters to increase family confidence in supporting mathematics learning at home. Strategy's Expected Result/Impact: Families will increase participation in mathematics learning, resulting in improved student confidence, stronger home-school partnerships, and increased mathematics achievement. Staff Responsible for Monitoring: Principal Parent Instructor Counselor Math Coach Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Preston Hollow Elementary serves a high-needs multilingual student population, with 47% of students identified as Emergent Bilingual and 50% participating in the Dual Language program, creating an ongoing need for instructional, linguistic, and family engagement supports to ensure equitable access to grade-level curriculum and academic success. Root Cause: The campus continues to experience a high concentration of Emergent Bilingual students and families whose primary language is not English, requiring sustained implementation of bilingual programming, language acquisition supports, and culturally responsive communication systems.
Problem Statement 2: A significant percentage of Preston Hollow students face barriers associated with economic disadvantage and at-risk status, as 82% of students are economically disadvantaged, 64% are identified as at-risk, and campus attendance remains below the district goal at approximately 94%, impacting student access to consistent instruction and support services. Root Cause: Many students experience economic hardship, housing instability, mobility, and other risk factors that contribute to inconsistent attendance and increased academic and social-emotional support needs, requiring coordinated intervention systems and family support services.
Student Learning
Problem Statement 1: Continuously enrolled students lack sufficient math achievement and growth. On the 2026 STAAR, only 32% achieved Meets Grade Level in Grades 3 to 5, dropping to 29% in Grade 5. Data show gaps in Math Academic Achievement, Math Academic Growth, and Student Success. Root Cause: Teachers need support in data disaggregation, rigorous Tier 1 TEKS instruction, formative assessment, targeted small-group intervention, and progress monitoring.

School Processes & Programs

Problem Statement 1: While the campus has established IB and Dual Language frameworks, implementation fidelity varies across classrooms and grade levels, resulting in inconsistent instructional experiences and student outcomes. **Root Cause:** Variability in teacher experience, onboarding of new staff, and inconsistent monitoring of instructional expectations have resulted in differing levels of implementation of IB planning, inquiry-based instruction, and Dual Language practices across grade levels.

Problem Statement 2: Despite academic growth, campus systems for intervention and acceleration are not consistently implemented across all grade levels and student groups, contributing to continued achievement gaps among Special Education, Emergent Bilingual, economically disadvantaged, and continuously enrolled students. **Root Cause:** Intervention systems, progress monitoring practices, and instructional responses to data vary among classrooms, limiting the effectiveness of MTSS supports and acceleration efforts for students requiring additional academic support.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.