

**Katy Independent School District**  
**Alexander Elementary School**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

In pursuit of excellence, the mission of the Roosevelt Alexander Elementary community is to create a positive, safe, nurturing environment where students are challenged, achievement is maximized, and full potential is realized.

## Vision

Nurture, Challenge, Achieve

# Comprehensive Needs Assessment

Revised/Approved: September 26, 2015

## Demographics

### Demographics Summary

Alexander Elementary is a twenty-year old, Pre-K-5th grade campus in Katy ISD. Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from information available in May-August of 2018. Student enrollment at Alexander Elementary is projected to reach 943 students for the 2018-2019 school year.

Alexander Elementary serves a diverse student population. August 2018 enrollment data show that 939 students attend Alexander Elementary with the following enrollment by Race/Ethnicity: Asian - 41.32%; Black/African American - 4.79%; Hispanic -12.35%; Two or More Races - 3.83%; and, White - 37.38%.The 5.9% student mobility rate for Alexander Elementary is below the state average of 16.5%.

Attendance rates have remained steady at above 97%, higher than both the district and state averages. The campus attributes this achievement to strong parental involvement and a focus on high-quality education. The campus is predominately a neighborhood school. However, we have missed attendance targets for Quartile 1, possibly impacted by flu, Hurricane Harvey, and extended absences due to international travel and vacations during the school year.

Alexander Elementary's student groups include: At-Risk - 32.1%; Economically Disadvantaged - 24.7%; English Language Learners - 21.3%; GT - 14.3%; and, Special Education - 11.2%.

### Demographics Strengths

Diversity

Low Mobility

High Parental Involvement

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate is slightly missing the target for Quartile 1 to support the campus earning Distinction Designation . **Root Cause:** Flu, Hurricane Harvey, families who traveled for long periods of time, internationally as well as extended vacations during the school year.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

#### **2018 Accountability Ratings Overall Summary**

Alexander met and exceeded in all areas.

Overall: Scaled Score of 94 - Met Standard

Student Achievement STAAR Performance: Scaled Score of 94 - Met Standard

School Progress Academic Growth: Scaled Score of 90 - Met Standard

School Progress Relative Performance (Eco Dis: 17.8%): Scaled Score of 88 - Met Standard

Closing the Gaps: Scaled Score of 94 - Met Standard

#### **Distinction Designations**

Alexander Elementary earned the following Distinction Designations for 2017-2018 school year based on 2018 STAAR results:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness

## **5th Grade Student Performance on 2018 STAAR Tests**

### **5th Grade Reading: 98% "passed"**

61% (106/174) of RAE fifth grade students mastered grade level expectations

21% (37/174) of RAE fifth grade students met grade level expectations

16% (28/174) of RAE fifth grade students approached grade level expectations

2% (3/174) of RAE fifth grade students did not meet grade level expectations

### **5th Grade Math: 99% "passed"**

54% (94/174) of RAE fifth grade students mastered grade level expectations

30% (52/174) of RAE fifth grade students met grade level expectations

16% (27/174) of RAE fifth grade students approached grade level expectations

<1% (1/174) of RAE fifth grade students did not meet grade level expectations

### **5th Grade Science: 94% "passed"**

51% (89/174) of RAE fifth grade students mastered grade level expectations

28% (49/174) of RAE fifth grade students met grade level expectations

15% (26/174) of RAE fifth grade students approached grade level expectations

6% (10/174) of RAE fifth grade students did not meet grade level expectations

#### **4th Grade Student Performance on 2018 STAAR Tests**

##### **4th Grade Reading: 95% "passed"**

55% (89/163) of RAE fourth grade students mastered grade level expectations

24% (39/163) of RAE fourth grade students met grade level expectations

17% (27/163) of RAE fourth grade students approached grade level expectations

5% (8/163) of RAE fourth grade students did not meet grade level expectations

##### **4th Grade Math: 96% "passed"**

63% (102/163) of RAE fourth grade students mastered grade level expectations

18% (30/163) of RAE fourth grade students met grade level expectations

15% (24/163) of RAE fourth grade students approached grade level expectations

4% (7/163) of RAE fourth grade students did not meet grade level expectations

**4th Grade Writing: 91% "passed"**

44% (71/162) of RAE fourth grade students mastered grade level expectations

31% (51/162) of RAE fourth grade students met grade level expectations

15% (25/162) of RAE fourth grade students approached grade level expectations

9% (15/162) of RAE fourth grade students did not meet grade level expectations

**3rd Grade Student Performance on 2018 STAAR Tests**

**3rd Grade Reading: 95% "passed"**

46% (73/157) of RAE third grade students mastered grade level expectations

18% (28/157) of RAE third grade students met grade level expectations



31% (48/157) of RAE third grade students approached grade level expectations

5% (8/157) of RAE third grade students did not meet grade level expectations

### **3rd Grade Math: 91% "passed"**

48% (76/157) of RAE third grade students mastered grade level expectations

25% (40/157) of RAE third grade students met grade level expectations

17% (27/157) of RAE third grade students approached grade level expectations

9% (14/157) of RAE third grade students did not meet grade level expectations

### **Student Academic Achievement Strengths**

Alexander Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including earning four Distinction Designations in the following areas:

- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness

Over 90% of our Alexander Elementary students met minimum expectations on their STAAR tests.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 100% of students are not making expected progress. **Root Cause:** Student progress monitoring efforts were not formalized.

**Problem Statement 2:** For the past three years, 3rd grade student performance has been lower than the upper grades on both the Math and Reading STAAR tests, overall. **Root Cause:** Students are not exposed to the rigor nor testing experience until the very end of 2nd grade.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Alexander Elementary has a strong tradition of high quality instructional practice. The majority of our teachers have between 5-20 years of experience. Our teachers work in high performing collaborative teams. We have highly capable Instructional Coaches who provide ongoing professional development and support. Both Assistant Principals are strong instructional leaders. The principal has leadership experience at all three levels of schooling: high school, junior high school and elementary. The diversity in strengths of the administrative and instructional team represent a wealth of experience to draw from when making decisions about teaching and learning.

### **School Processes & Programs Strengths**

The workshop model is strong.

Teachers and staff are always looking to learn and grow, lifelong learning is valued by all staff.

Teacher retention rate is high in most areas.

## **Perceptions**

### **Perceptions Summary**

Alexander has a strong tradition of community involvement and a strong PTA.

### **Perceptions Strengths**

Alexander Elementary School staff and the Alexander PTA work collaboratively to ensure students have multiple opportunities for academic and social-emotional development.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Discipline records
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

Revised/Approved: July 24, 2017

## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** 100% of RAE staff members will increase focus on T-TESS Dimension 2.4 (The teacher differentiates instruction, aligning methods and techniques to diverse student needs) by consistently monitoring student progress and adjusting instruction to ensure each student achieves a minimum of one year of academic growth.

**Evaluation Data Source(s) 1:** Planning Notes

Lesson Plans

Response to Intervention Collaboratives

Pre-Assessments

Teacher Common Formative Assessments

Small Group Instruction

Progress Monitoring Notes

Conferring Notes


Goal Setting and Professional Development (GSPD) Conference Notes

T-TESS Observation and Walkthrough Feedback

Learning Walk Feedback

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

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Oct       | Jan | Apr | June      |
| 1) Analyze multiple sources of student data through Collaborative Data Review Meetings.  | 2.4      | Administration<br>Instructional Coaches<br>Teachers                     | Continual review and discussion of student progress will guide differentiation for individual students.   |           |     |     |           |
| 2) Provide extensive, aligned professional learning to staff in all curricular areas, through workshops, conferences, speakers, as well through professional reading materials, books studies, PDR, staff meetings and Pineapple PD. |          | Principal<br>Assistant Principals<br>Instructional Coaches<br>EST ISSTs | Staff will attend relevant, high-quality professional learning throughout the school year, transfer knowledge gained to fellow staff members and implement research-based strategies to positively impact student learning. |           |     |     |           |

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| 3) Execute plans of action using a variety of resources to increase student achievement. |  | Instructional<br>Coaches<br>ESL ISSTs<br>Teachers | Teachers will provide individualized instruction based on individual student need positively impacting student progress. |  |  |  |  |
|        |  |   |  |  |  |  |  |



**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** RAE will achieve a Distinction Designation for Top 25% in Comparative Closing the Gaps through continuous monitoring and adjusting of instruction as documented in Student Learning Objectives (SLO) student tracking forms, team planning notes, student progress monitoring systems, and appraiser-staff conferences.

**Evaluation Data Source(s) 2:** SLO Student Tracking Forms  
 Planning Notes  
 Student Progress Monitoring Notes  
 Spring 2019 STAAR Performance Data

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

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Oct       | Jan | Apr | June      |
| 1) Based on pre-assessment data, teachers will develop and implement student action plans using small group instruction. |          | Principal<br>Assistant Principals<br>Instructional Coaches<br>Teachers | Teachers will continuously adjust instruction based on individual student needs to positively impact student progress along a continuum. |           |     |     |           |
| Funding Sources: 199 - General Fund - 0.00   |          |  |  |           |     |     |           |
|  |          |  |  |           |     |     |           |

**Goal 2: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.**

**Performance Objective 1:** RAE administration and teacher leaders will work collaboratively with PTA Leaders and community volunteers to plan, coordinate, and facilitate events to support the academic and social emotional needs of RAE students.

**Evaluation Data Source(s) 1:** Calendar of Events  
Event Chairperson Document

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


| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Oct       | Jan | Apr | June      |
| 1) RAE administration will communicate a calendar of events to the RAE staff and community. |          | Principal<br>Assistant Principals<br>Secretary | The staff and community will be informed in advance of events in order to attend and support various events throughout the year. |           |     |     |           |
| 2) RAE administration will divide events to coordinate with teachers and volunteers.        |          | Principal<br>Assistant Principals              | Events will be coordinated in an efficient and effective manner.   |           |     |     |           |
|   |          |  |  |           |     |     |           |

**Goal 3: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** RAE Administration will monitor and respond to 100% of student reports on the Katy ISD Tip Line as well as incidents reported on campus in person or via the Safety Net process.

**Evaluation Data Source(s) 1:** Katy ISD Tip Line Reports  
 Reports from students, teachers and/or parents.  
 Safety Net Reports

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

| Strategy Description   | ELEMENTS | Monitor                           | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|-----------------------------------|--|-----------|-----|-----|-----------|
|  |          |                                   |  | Formative |     |     | Summative |
|  |          |                                   |  | Oct       | Jan | Apr | June      |
| 1) Review and respond to reports submitted within 24 hours.                        |          | Principal<br>Assistant Principals | Timely review and response will contribute to a timely solution, providing students with support needed. |           |     |     |           |
|  |          |                                   |  |           |     |     |           |

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** RAE Principal will promote student voice and leadership for 100% of fifth grade students through implementation of the RAE Kindness Crew lunch meetings and challenges.

**Evaluation Data Source(s) 2:** Meeting attendance for all 5th grade students for the 2018-2019 school year

Meeting agendas and notes

Student participation in challenges, initiatives, and events

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

| Strategy Description  | ELEMENTS | Monitor                | Strategy's Expected Result/Impact            | Reviews   |     |     |           |
|---|----------|------------------------|--|-----------|-----|-----|-----------|
|   |          |                        |  | Formative |     |     | Summative |
|   |          |                        |  | Oct       | Jan | Apr | June      |
| 1) Engage all students in creating a positive school culture. |          | Principal<br>Counselor | More positive leaves less room for negative. |           |     |     |           |
|   |          |                        |  |           |     |     |           |

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** 100% of RAE staff will promote Positive Behavior Intervention and Supports (PBIS).

**Evaluation Data Source(s) 3:** Discipline Report Data

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

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact                        | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Oct       | Jan | Apr | June      |
| 1) Implement the gRAEt framework by setting expectations, providing students with StingRAE bucks as positive reinforcement for good behavior, and working with a continuum of consequences to address needs in partnership with parents. |          | Principals<br>Assistant Principals<br>Teachers | Students will achieve success in academics and behavior. |           |     |     |           |
|  |          |  |  |           |     |     |           |

# State Compensatory

## Personnel for Alexander Elementary School:

| <u>Name</u>        | <u>Position</u> | <u>Program</u>   | <u>FTE</u> |
|--------------------|-----------------|------------------|------------|
| Amy Davies         | Teacher         | Academic Support | 1          |
| Elizabeth Franklin | Teacher         | Academic Support | 1          |

## Campus Advisory Team

| <b>Committee Role</b>    | <b>Name</b>          | <b>Position</b>              |
|--------------------------|----------------------|------------------------------|
| Administrator            | Charmaine Hobin      | Principal                    |
| Administrator            | Kristi Gonzales      | Assistant Principal          |
| Classroom Teacher        | Samantha Bastian     | 1st Grade Teacher            |
| Classroom Teacher        | Mary Rice            | 3rd Grade Teacher            |
| Classroom Teacher        | Indu Jhaver          | ESL Teacher                  |
| Business Representative  | Amein Alsuezi        |                              |
| Community Representative | Missy Chapman        |                              |
| Community Representative | Connie Stirgus       |                              |
| Parent                   | Scott Hiett          |                              |
| Parent                   | Chaitali Kulkarni    |                              |
| Parent                   | Vicky Constantinides |                              |
| Parent                   | Ryan Healey          |                              |
| Parent                   | Jingyu Cui           |                              |
| Classroom Teacher        | Amy Davies           | Reading Intervention Teacher |

## Campus Funding Summary

| <b>199 - General Fund</b> |                  |                 |  |                     |               |
|---------------------------|------------------|-----------------|--|---------------------|---------------|
| <b>Goal</b>               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                                    | <b>Account Code</b> | <b>Amount</b> |
| 1                         | 2                | 1               | STEM Boxes, Professional Development, Books, Manipulatives |                     | \$0.00        |
| <b>Sub-Total</b>          |                  |                 |  |                     | \$0.00        |
| <b>Grand Total</b>        |                  |                 |  |                     | \$0.00        |



# Addendums

**TEXAS EDUCATION AGENCY**  
**2017 Accountability Summary**  
 ROOSEVELT ALEXANDER EL (101914117) - KATY ISD

**Accountability Rating**

**Met Standard**

**Met Standards on**

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

**Did Not Meet Standards on**

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

**Distinction Designation**



Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

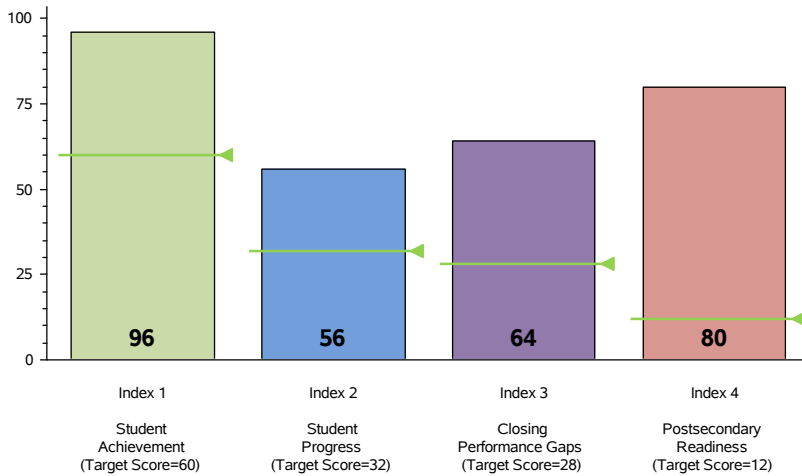
DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

**Campus Demographics**

**Performance Index Report**



**Performance Index Summary**

| Index                         | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement       | 1,282         | 1,336          | 96          |
| 2 - Student Progress          | 672           | 1,200          | 56          |
| 3 - Closing Performance Gaps  | 1,398         | 2,200          | 64          |
| 4 - Postsecondary Readiness   |               |                |             |
| STAAR Score                   | 80.3          |                |             |
| Graduation Rate Score         | N/A           |                |             |
| Graduation Plan Score         | N/A           |                |             |
| Postsecondary Component Score | N/A           |                | 80          |

|  |                |
|--|----------------|
| Campus Type  | Elementary     |
| Campus Size  | 1,019 Students |
| Grade Span   | EE - 05        |
| Percent Economically Disadvantaged                       | 4.9            |
| Percent English Language Learners                        | 25.7           |
| Mobility Rate  | 7.3            |
| Percent Served by Special Education                      | 8.6            |
| Percent Enrolled in an Early College High School Program | 0.0            |

**System Safeguards**

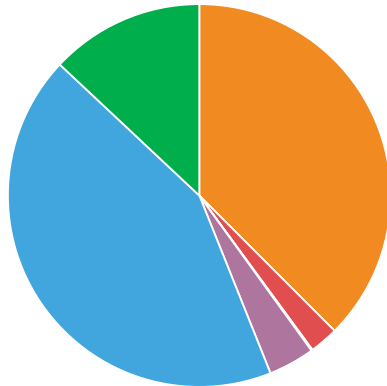
**Number and Percentage of Indicators Met**

|                     |                            |
|---------------------|----------------------------|
| Performance Rates   | 19 out of 19 = 100%        |
| Participation Rates | 12 out of 12 = 100%        |
| Graduation Rates    | N/A                        |
| <b>Total</b>        | <b>31 out of 31 = 100%</b> |

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

# 117 - Alexander Elementary

Student Profile



Student Statistics

|                            |        |
|----------------------------|--------|
| Total Enrollment           | 1,024  |
| At-Risk                    | 36.91% |
| Low Income                 | 4.79%  |
| Limited English Proficient | 25.49% |
| Special Education          | 9.08%  |
| Career Technology Educat.. | 0.00%  |
| Bilingual                  | 0.00%  |
| ESL                        | 24.80% |
| Gifted/Talented            | 14.16% |
| Title I                    | 0.00%  |
| Attendance Rate            | 96.86% |

| Race/Ethnicity                   | #   | %      |
|----------------------------------|-----|--------|
| White                            | 441 | 43.07% |
| Hispanic                         | 133 | 12.99% |
| Asian                            | 384 | 37.50% |
| Black/African American           | 25  | 2.44%  |
| Two or More Races                | 40  | 3.91%  |
| Native Hawaiian Pacific Islander | 1   | 0.10%  |

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.