

Katy Independent School District
Alexander Elementary School
2019-2020 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	10
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	15
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.	18
Goal 3: Katy ISD will actively support the emotional well-being of all learners.	19
State Compensatory	23
Personnel for Alexander Elementary School:	23
Campus Advisory Team	24
District Funding Summary	25
Addendums	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a twenty-two year old, Pre-K through 5th grade campus in Katy ISD. Although this improvement plan focuses on the 2019-2020 school year, the demographic information comes from information available in May-August of 2019. Student enrollment was projected to be 940.

Alexander Elementary serves a diverse student population. September 2019 enrollment data show that 950 students attend Alexander Elementary with the following enrollment by Race/Ethnicity: Asian - 38.67%; Black/African American - 4.84%; Hispanic -14.32%; Two or More Races - 3.58%; White - 38.00%; American Indian/Alaskan Native - .21%; and Native Hawaiian Pacific Islander - .32%.

Attendance rates have remained steady at above 98%, higher than both the district and state averages. The campus attributes this achievement to strong parental engagement 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 and extended absences due to international travel and vacations during the school year.

Alexander Elementary's student groups include: At-Risk - 37.37%; Low Income - 16.95%; Limited English Proficient - 27.16%; GT - 12.53%; and, Special Education - 12.63%.

Demographics Strengths

Diversity

High Parental Engagement

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, 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

2019 Accountability Ratings Overall Summary

Alexander met and exceeded in all areas.

Overall: Scaled Score of 97 - Rating A

Student Achievement STAAR Performance: Scaled Score of 95 - Rating A

School Progress Academic Growth: Scaled Score of 904- Rating A

School Progress Relative Performance (Eco Dis: 8.1%): Scaled Score of 85 - Rating B

Closing the Gaps: Scaled Score of 100 - Rating A

Distinction Designations

Alexander Elementary earned 5/6 Distinction Designations for 2018-2019 school year based on 2019 STAAR results:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

5th Grade Student Performance on 2018 STAAR Tests

5th Grade Reading: 98% "passed"

64% (110/171) of RAE fifth grade students mastered grade level expectations

19% (32/171) of RAE fifth grade students met grade level expectations

15% (25/171) of RAE fifth grade students approached grade level expectations

2% (4/171) of RAE fifth grade students did not meet grade level expectations

5th Grade Math: 99% "passed"

68% (116/171) of RAE fifth grade students mastered grade level expectations

14% (24/171) of RAE fifth grade students met grade level expectations

17% (29/171) of RAE fifth grade students approached grade level expectations

1% (2/171) of RAE fifth grade students did not meet grade level expectations

5th Grade Science: 95% "passed"

57% (97/171) of RAE fifth grade students mastered grade level expectations

24% (41/171) of RAE fifth grade students met grade level expectations

15% (25/171) of RAE fifth grade students approached grade level expectations

5% (8/174) of RAE fifth grade students did not meet grade level expectations

4th Grade Student Performance on 2018 STAAR Tests

4th Grade Reading: 95% "passed"

58% (88/153) of RAE fourth grade students mastered grade level expectations

23% (35/153) of RAE fourth grade students met grade level expectations

14% (22/153) of RAE fourth grade students approached grade level expectations

5% (8/153) of RAE fourth grade students did not meet grade level expectations

4th Grade Math: 97% "passed"

71% (109/153) of RAE fourth grade students mastered grade level expectations

16% (24/153) of RAE fourth grade students met grade level expectations

10% (16/153) of RAE fourth grade students approached grade level expectations

3% (4/153) of RAE fourth grade students did not meet grade level expectations

4th Grade Writing: 93% "passed"

39% (59/153) of RAE fourth grade students mastered grade level expectations

35% (53/153) of RAE fourth grade students met grade level expectations

20% (31/153) of RAE fourth grade students approached grade level expectations

7% (10/153) of RAE fourth grade students did not meet grade level expectations

3rd Grade Student Performance on 2018 STAAR Tests

3rd Grade Reading: 93% "passed"

59% (96/164) of RAE third grade students mastered grade level expectations

20% (32/164) of RAE third grade students met grade level expectations

15% (24/164) of RAE third grade students approached grade level expectations

7% (12/164) of RAE third grade students did not meet grade level expectations

3rd Grade Math: 93% "passed"

58% (95/164) of RAE third grade students mastered grade level expectations

21% (34/164) of RAE third grade students met grade level expectations

15% (24/164) of RAE third grade students approached grade level expectations

7% (11/164) 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 five Distinction Designations in the following areas:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps

Over 90% of all 3rd-5th grade Alexander Elementary students met minimum expectations on all 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.

Perceptions

Perceptions Summary

Alexander has a strong tradition of community engagement encouraged and supported by 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.

Priority Problem Statements

Problem Statement 1: 100% of students are not making expected progress.

Root Cause 1: Student progress monitoring efforts were not formalized.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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:

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 Instructional Coaches Teachers	Continual review and discussion of student progress will guide differentiation for individual students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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 Assistant Principals Instructional Coaches 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.				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) Execute plans of action using a variety of resources to increase student achievement.</p>		Instructional Coaches ESL ISSTs AST's (Reading Intervention Teacher and Math Intervention Teacher) Teachers	Teachers will provide individualized instruction based on individual student need positively impacting student progress.				
Funding Sources: 199 - State Comp Ed - 100000.00							
							

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 2020 STAAR Performance Data

Summative Evaluation 2:

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 Assistant Principals Instructional Coaches 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, teachers and staff will work collaboratively with PTA Leaders community volunteers and students to plan, coordinate and facilitate events to support the academic and social emotional needs of RAE students.

Evaluation Data Source(s) 1: Calendars of Events
 Event Chairperson Document
 Parent Engagement Survey
 Volunteer Hours
 Other Surveys, i.e., Playground Enhancement Survey sent 9/9/19
 Action Plan

Summative Evaluation 1:

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 Assistant Principals 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 Assistant Principals	Events will be coordinated in an efficient and effective manner.				
3) Develop a plan with the Campus Advisory Team and Instructional Leadership Team to transition from a focus on parent involvement to a focus on parent engagement.		Principal Assistant Principals	Capitalizing on strengths and interests of stakeholders to find their purposeFULL place of engagement in our school community will ultimately contribute to an increase in student achievement and improve emotional well-being for all school community members.				


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 SpeakUP as well as incidents reported on campus in person.


Evaluation Data Source(s) 1: Katy ISD SpeakUP Reports
Reports from students, teachers and/or parents.

Summative Evaluation 1:


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 Assistant Principals	Timely review and response will contribute to a timely solution, providing students with support needed.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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 2019-2020 school year
 Meeting agendas and notes
 Student participation in challenges, initiatives, and events

Summative Evaluation 2:


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 Counselor	More positive leaves less room for negative.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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:


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 Assistant Principals Teachers	Students will achieve success in academics and behavior.				

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

Performance Objective 4: 100% of RAE Staff will participate in Rebuild Texas project

Evaluation Data Source(s) 4: Attendance sheets
Pre- and Post Survey Completion

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Counselor will provide and facilitate the use of resources and training as a result of participation in the Rebuild Texas grant. PurposeFULL People, Kognito Webinar Emotional Backpack		Counselor Principal Assistant Principals	Administrators, teachers and staff will be better equipped to support students and families through period of trauma and stress.				
							

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

Committee Role	Name	Position
Administrator	Charmaine Hobin	Principal
Administrator	Victoria Nunez	Assistant Principal
Classroom Teacher	Samantha Bastian	Teacher Rep. - 1st Grade
Classroom Teacher	Indu Jhawer	Teacher Rep. - ESL
Classroom Teacher	Mary Rice	Teacher Rep. - 3rd. Grade
Classroom Teacher	Chrisitana Roberts	Teacher Rep. - Special Education
Business Representative	Amein Alsuezi	Business Representative
Business Representative	Diana Vigil	Business Representative
Community Representative	William Shutt	Community Representative
District-level Professional	Marlene Portier	District-Level Representative
Parent	Vicky Constantinides	Parent Representative
Parent	Elizabeth Demaree	Parent Representative
Parent	Kevin Green	Parent Representative
Parent	Suman Katanguri	Parent Representative
Parent	Krishna Pallavi	Parent Representative

District Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Academic Support Teachers		\$100,000.00
Sub-Total					\$100,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	STEM Boxes, Professional Development, Books, Manipulatives		\$0.00
Sub-Total					\$0.00
Grand Total					\$100,000.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
ROOSEVELT ALEXANDER EL (101914117) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		95	A
STAAR Performance	79	95	
College, Career and Military Readiness			
Graduation Rate			
School Progress		94	A
Academic Growth	89	94	A
Relative Performance (Eco Dis: 8.1%)	79	85	B
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned