

Katy Independent School District
Alexander Elementary School
2025-2026 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a twenty-seven year old EC-5th grade campus in Katy ISD. This improvement plan focuses on the 2025-2026 school year. Student enrollment was approximately 968 at the end of the 2024-2025 school year.

Student Statistics
Total Enrollment: 864
At-Risk: 41.44%
Low Income: 26.27%
Limited English Proficient: 37.27%
Special Education: 21.64%
Career Technology Education: 0%
Bilingual: 0%
ESL: 35.88%
Gifted/Talented: 11.81%
Title I: 0.46%

Attendance Rate: 96.65%	
Race/Ethnicity	
White: 27.66%	
Hispanic: 19.79%	
Asian: 38.89%	
Black/African American: 5.67%	
Two or More Races: 7.99%	

Demographics Strengths

Diversity

High Parent Engagement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students are not making the same rate of progress as our general education students.

Root Cause: Data tracking has not been consistent.

Student Learning

Student Learning Summary

Preliminary Prior Year Comparison

All Students, No Alt

All

% Approaches Gr Lvl

2023	2024	2025
91%	94%	92%

% Meets Gr Lvl

2023	2024	2025
75%	80%	83%

% Masters Gr Lvl

2023	2024	2025
47%	57%	59%

AMM Avg

2023	2024	2025
71	73	75

Change AMM Avg

+2

Student Learning Strengths

Alexander Elementary has a population of hard-working, high achieving students.

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

RAE earned all six Distinction Designations for which we were eligible.

2025 Accountability Rating Overall Summary

Overall Scaled Score - 95 - A Rating

Student Achievement Scaled Score - 94 - A Rating

STAAR Performance: Component Score - 76

STAAR Performance Scaled Score - 94

School Progress - 95 - A Rating

Academic Growth Component Score - 90 - A Rating

Academic Growth Scaled Score - 95 - A Rating

Relative Performance (Eco Dis: 25.4%) Scaled Score - 91 - A Rating

Closing the Gaps - Component Score - 84 - Scaled Score - 94 - A Rating

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education students are not making the same rate of progress as our general education students.

Root Cause: Data tracking is not consistent.

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 a hard-working Instructional Coach who provides ongoing professional development to teachers and staff. We have two assistant principals who 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 has represented a wealth of experience to draw from when making decisions about teaching and learning. Specifically, we conduct weekly CoreTeam (principal, assistant principals, instructional coach, counselor, secretary, librarian) meetings to make real-time decisions and address needs on a continuous basis.

School Processes & Programs Strengths

Small group instruction is a focus for all teachers.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not responding to first teach.

Root Cause: Students are not setting and tracking their own goals.

Perceptions

Perceptions Summary

Alexander has a strong culture and climate. Administration provides a link weekly for teachers to celebrate accomplishments and request support where needed. Administrators react as appropriate according to responses throughout each week. As a school, we operate with a students first mindset grounded by 4 core values: 1. Be kind to children and to each other. 2. Always be willing to learn and grow. 3. Be open to others' perspectives. 4. Have a high level of commitment. Our entire campus uses our PBIS-based gRAEt Framework which is based on our Community Agreements, CHAMPS and PurposeFull People. Alexander has a strong tradition of community engagement encouraged and supported by a strong PTA. This year, we will continue implementing the house system (developed by the Ron Clark Academy) at RAE.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Satchel Pulse data shows a score lower than 7.5 in the pillar of Appreciation and Recognition.

Root Cause: The current system of appreciation and recognition is not meeting the needs of teachers.

Priority Problem Statements

Problem Statement 1: Special Education students are not making the same rate of progress as our general education students.

Root Cause 1: Data tracking has not been consistent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not responding to first teach.

Root Cause 2: Students are not setting and tracking their own goals.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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 data
- T-PESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data


Goals






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

Performance Objective 1: At least 90% of RAE teachers appraised on full evaluation within the T-TESS appraisal system will achieve at least Proficient in each of the three following T-TESS Dimensions: 1.2: Data and Assessment (The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.), 2.4: Differentiation (The teacher differentiates instruction, aligning methods and techniques to diverse student needs.), and 2.5: Monitor and Adjust (The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.) as measured by T-TESS observation data.

Evaluation Data Sources: Primary Data Sources:
 T-TESS Walkthroughs
 T-TESS Summative Evaluations (Full Observation)

Secondary Data Sources:
 TX KEA
 MAP
 Teacher Campus Based Assessments
 District Content Checkpoints
 Amira
 HMH Literacy Module Assessments
 Lesson Plans
 Small Group Instruction
 Progress Monitoring Notes
 MTSS Collaboratives

Strategy 1 Details	Reviews			
<p>Strategy 1: Review T-TESS observation summary reports to establish progress on goal.</p> <p>Strategy's Expected Result/Impact: Administrators will provide affirmation and/or support for all teachers on full evaluation regarding achieving Proficient in the three focus T-TESS Dimensions: 1.2, 2.4, and 2.5.</p> <p>Staff Responsible for Monitoring: All T-TESS Appraisers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use district mandated progress monitoring tool via Teams to track progress of Special Education students.</p> <p>Strategy's Expected Result/Impact: Teachers will use real-time data to ensure students are receiving needed accommodations. Teachers will use real-time data to determine when accommodations are needed or no longer needed.</p> <p>Staff Responsible for Monitoring: Special Education Teachers/Case Managers General Education Teachers Administration</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education students are not making the same rate of progress as our general education students. Root Cause: Data tracking has not been consistent.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not responding to first teach. Root Cause: Students are not setting and tracking their own goals.</p>

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

Performance Objective 2: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






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

Performance Objective 3: HB3: The percent of Alexander Elementary 3rd grade students who achieve Meets and above in Math will increase to 74% by July of 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Student Progress Monitoring Notes
Spring 2026 STAAR Performance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement a student goal-setting system to facilitate students tracking their progress.</p> <p>Strategy's Expected Result/Impact: Increase student performance over time through documented student progress.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coordinator Instructional Coaches Teachers ESL ISSTs Students</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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

Performance Objective 4: HB3: The percent of Alexander Elementary 3rd grade students who achieve Meets and above in Reading will increase to 80% by July 2026.

High Priority

HB3 Goal







Evaluation Data Sources: Student Progress Monitoring Notes
Spring 2026 STAAR Performance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement a student goal-setting system to facilitate students tracking their progress.</p> <p>Strategy's Expected Result/Impact: Increase student performance over time through documented student progress.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coordinator Instructional Coaches Teachers ESL ISSTs Students</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The Appreciation and Recognition Pillar will be rated at 8.0 or above by staff during feedback cycles as evaluated via the Satchel Pulse survey.






Evaluation Data Sources: Satchel Pulse Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: RAE Admin Team will create a calendar of systematic appreciation and recognition activities with a focus on both individual and team recognitions throughout the year.</p> <p>Strategy's Expected Result/Impact: More teachers will feel appreciated and recognized for the positive difference they make at our school.</p> <p>Staff Responsible for Monitoring: RAE Admin Team Counselor Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: At least 50% of RAE Staff will respond to the Satchel Pulse surveys throughout the year.</p> <p>Strategy's Expected Result/Impact: RAE Administration will have a better sample of feedback upon which to respond to in order to improve school culture and climate.</p> <p>Staff Responsible for Monitoring: RAE Admin Team Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: All Reading Language Arts teachers will be ESL certified within one year of their hire date.



Evaluation Data Sources: State Certificate







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide necessary training and classes to have all Reading Language Arts teachers complete their ESL certification within the first year of teaching at Roosevelt Alexander Elementary School.</p> <p>Strategy's Expected Result/Impact: Obtained ESL Certification</p> <p>Staff Responsible for Monitoring: RAE ESL Team, RAE Administration, KISD ESL Team</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: RAE administration, teachers, and staff will work collaboratively with PTA Leaders, community volunteers, parents, and students to plan, coordinate, and facilitate campus events to build awareness around the importance of campus-community engagement.

Evaluation Data Sources: Calendars of Events
 RAE and PTA weekly communication
 Volunteer Hours

Strategy 1 Details	Reviews			
<p>Strategy 1: RAE administration will communicate a calendar of events to the RAE staff and community.</p> <p>Strategy's Expected Result/Impact: The staff and community will be informed in advance of events in order to attend and support various events throughout the year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Secretary</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: RAE administration will divide events to coordinate with teachers and volunteers.</p> <p>Strategy's Expected Result/Impact: Events will be coordinated in an efficient and effective manner.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Advertise recorded presentations of the Title III Engagement series focus on parent, family, and community engagement.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of resources available to them to partner with schools to ensure their children are successful.</p> <p>Staff Responsible for Monitoring: Administration ESL ISST Staff Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Information on violence prevention and bullying prevention will be provided to students, parents, and teachers.</p> <p>Strategy's Expected Result/Impact: Students will respond to the end of year survey with a positive perception of their safety and sense of connectedness and belonging.</p> <p>Staff Responsible for Monitoring: Administration Teachers Staff</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Alexander Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Academic Support Teachers provide intensive intervention to students who have not passed the state assessments and who have been identified by teachers and administration as students in need of additional academic support.

Personnel for Alexander Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Davies	Academic Support Teacher	1
Jennifer Perez	Academic Support Teacher	1



The Percent of **Alexander** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 78% to 80% by July 2029.

Alexander: Goals		2024	2025	2026	2027	2028	2029
		3rd Grade Reading Meets or Above	78%	80%			
		Actual	78%	80%			
		State Rate	46%	49%			
		Met State Rate	Yes	Yes			
		Internal Goal	-	78%	80%	81%	82%
		Met Internal Goal	-	Yes			

MET in 2025

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Alexander: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%	59%		44%		73%		46%		55%		26%		35%		37%	
		2024 Actual	9	67%	35	66%	48	73%	0		69	90%	0		16	75%	39	49%	38	61%	59	73%
		2025 Target																59%		71%		
		2025 Actual	11	82%	23	65%	55	80%	0		55	87%	0		13	69%	33	52%	37	62%	58	78%
		Met Target																N		N		
		2026 Target																	62%		72%	

The Percent of **Alexander** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 72% to 74% by July 2029.

Alexander: Goals		2024	2025	2026	2027	2028	2029
		3rd Grade Math Meets or Above	72%	74%			
		Actual	72%	74%			
		State Rate	40%	44%			
		Met State Rate	Yes	Yes			
		Internal Goal	-	72%	74%	75%	76%
		Met Internal Goal	-	Yes			

MET in 2025

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Alexander: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%	60%		47%		82%		51%		55%		29%		40%		45%	
		2024 Actual	9	44%	35	51%	48	69%	0		69	88%	0		17	71%	39	31%	39	51%	59	73%
		2025 Target										95%						41%				
		2025 Actual	11	73%	23	52%	55	73%	0		55	85%	0		13	69%	33	30%	37	59%	58	71%
		Met Target										N						N				
		2026 Target										95%							40%			