

Denton Independent School District



Alexander
ELEMENTARY

Alexander Elementary

Accountability Rating: D

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to spark curiosity and empower students to be critical thinkers who collaborate with others to solve real-world problems through STEM learning.

Vision

We believe to accomplish our mission as a STEM campus, we will work together as a Professional Learning Community to:

- Engage in ongoing professional development for all teachers.
- Sustain our STEM certification and implementation.
- Promote resilience, creativity, and critical thinking.
- Nurture relationships and celebrate our many cultures, traditions, and individual student strengths.
- Provide real-world connections in all areas of learning.

Value Statement

Innovation - We encourage students to think outside the box, explore new ideas, and use creative problem-solving to make real-world connections.

High expectations- We believe every student can achieve great things, and we challenge them to reach their fullest potential through effort and perseverance.

Resilience (grit)- We teach students to keep going when things get tough, to learn from mistakes, and to see challenges as opportunities to grow, adapting their strategies until they find success.

Integrity- We model honesty, fairness, and doing the right thing — even when no one is watching.

Courage- We inspire students to take positive risks and face challenges with confidence.

Kindness - We promote and expect empathy, compassion, and respect for others in words and actions every day.

Collaboration - We work as diverse teams of thinkers, sharing ideas, testing solutions, and building on each other's strengths to solve complex problems.

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Comprehensive Needs Assessment

Demographics

Summary

Alexander Elementary is a campus that has been established in our community, the heart of Denton, for decades. We are proud to have several programs that benefit a diverse population, including the One-Way Dual Language Program; Special Education Self-Contained programs including the Functional Life Skills class, Early Childhood Special Education Pre-K, and the Positive Academic and Behavior Skills Class; EXPO (Gifted and Talented), and many extra curricular programs.

Over 65% of our students are considered economically disadvantaged. Our school is one of ten campuses in the district eligible to receive free meals for all students through the Community Eligibility Program.

Our ethnicity breakdown includes:

- Hispanic - 66%
- White - 19%
- African American - 14%
- Asian - 1%
- American Indian - 1%

Our special programs breakdown includes:

- Special Education - 21%
- Dyslexia - 7%
- 504 - 4%
- Gifted/Talented - 9%
- Emergent Bilingual - 44%

Our staff consists of Teachers, Specialists, Paraprofessionals, Counselors, Administrators, Cafeteria Staff, and Custodians. Two of our staff (Assistant Principal and Bilingual Specialist) have Doctorate degrees, and several teachers have their Master's Degree. More than 50% of classroom teachers have received their National STEM Certification through the National Institute of STEM Education. All of our teaching positions currently have teachers certified in their subject area, except for our PABS Self-Contained program - as of September 2025 we have a Long Term Sub certified in Sped. The teaching years of experience range from 0 - 25+ years of experience. We have focused our hiring the past two years on strong candidates with experience, certified in their content area.

Discipline data shows that over 300 office referrals were submitted during the 24-25 school year, which was a 25% reduction from the previous year. However, 300 referrals is very high, and each referral takes admin's time from being in the classroom and causes loss of learning time from the students involved in the referral. The following plan of action is currently in place to significantly reduce behavior referrals (as well as the actual behaviors):

- A school-wide behavior matrix was revised and implemented for this 25-26 school year with very defined expectations for classroom discipline vs the need for office referrals.
- Having a full-time behavior interventionist would be key in further reducing office referrals. We currently have a part-time behavior interventionist.
- Classroom Teachers will address Tier 1 behaviors.
- Our two counselors are used as part of the behavior response team to address Tier 2 behaviors. We have a full time counselor who provides guidance counseling instruction in the classroom, as well as BRT assistance and de-escalation support. We have a full time Student Impact Counselor who also assists with Tier 2 and de-escalation, as well as conducts assessments for students who threaten to harm themselves. Without the two full time counselor positions, campus admin would not be able to be in classrooms to provide valuable feedback to teachers.
- Admin will address Tier 3 behaviors.
- We currently have a House System in place to promote good citizenship skills and celebrate positive student behaviors each quarter, as well as promote teamwork and friendship skills.
- Our campus utilizes a "Paw-sitive Panther" award on a daily basis for any student who shows great citizenship skills, earning their name on a paw on the Pawsitive Panther wall, as well as a reward and celebratory conversation with campus admin.

Strengths

We have a diverse group of students who are enrolled in a variety of specialized programs to serve their individual needs. Our campus also has several extracurricular clubs, including:

- GOAL (soccer)
- Ballet Folklorico dance group
- Girls Coding Group
- STEM clubs
- Yearbook club
- Choir

Our families are committed to their children's excellence in education, and partner with their teachers to provide a strong foundation of learning throughout the year.

Our PTA has significantly increased membership already this year, and has increased funding earned from the same time last year through Community Spirit Nights, Membership, and Community Donations. They have additional fundraising and family engagement events planned for this year, such as their Fall Festival/Trunk or Treat.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



We had over 300 office referrals during the 25-26 school year.

Teachers needed a specific outline and training regarding a behavior matrix to determine who addresses behaviors at different tiers. A defined Behavior Response Team, including a full time Behavior Interventionist, is needed to address Tier 2 and 3 behaviors to keep students from losing learning time and admin from being in classrooms to provide instructional feedback.

 = Priority

Student Learning

Summary

Data:

- **Kindergarten: 43% of students were on reading level at the end of the year.**
- **1st grade: 53% of students were on reading level at the end of the year.**
- **2nd grade: 29% of students were on reading level at the end of the year.**
- **Less than 60% of K-2 students were on level on PNA by End of Year**
- **Less than 60% of all STAAR tests in grades 3-5 were passed.**
- **39% of 5th Graders passed their Science STAAR.**

This data indicates a **downward trend in reading proficiency**, with significant gaps emerging by 2nd grade. Students are not progressing at the rate necessary to build foundational literacy skills and read on grade level. While we gained 6 points in our Science scores, the data shows a need to strengthen Science instruction K-5.

Longitudinal STAAR data shows that we are not making sufficient improvements in ELA, Math, or Science. This appears to be due to the following factors:

- a need to vertically align instruction and best practices across all grade levels
- a need for PD and support for workshop model for K-2
- a need to implement an aligned progress monitoring tool with regular meetings to address and follow up on next steps
- a need for increased feedback from campus admin and instructional coach, and instructional support for teachers

Due to our continued rating of a "D", we are implementing the Effective Schools Framework for School Improvement.

Identified Needs

1. Instructional Practices

- Teachers need ongoing **professional development in the Reading, Writing, and Math Workshop model** to strengthen Tier 1 instruction.
- **Small-group instruction** is inconsistent or not prioritized. Teachers must implement daily targeted small groups for differentiated support as part of their Tier 1 classroom interventions in addition to each grade level's Tier 2 Intervention Time.
- Teachers must **adhere to the master schedule** to protect literacy blocks and ensure consistency across grade levels.
- Teachers are in need of pd and guidance to facilitate effective instruction to our Emergent Bilingual students to foster growth in their TELPAS domains - Reading, Writing, Listening, and Speaking - in order for students to grow at least one composite rating by End of Year.
- Admin walkthroughs should be focused on workshop model, small group implementation, and alignment of curriculum and strategies - all teachers will be on T-Tess since we are a TIA school.
- Science instruction must be strengthened from PK-5th grade, with cross-curricular STEM integration

across all grade levels through our STEM certification.

- All staff should be familiar with and follow with fidelity the Denton ISD Core Behavioral Framework, the Denton ISD Elementary Instructional Expectations and Framework, The DISD curriculum/storyboards/ birds eye view for lesson planning, and the district instructional strategies.
- Our campus will continue to complete the National Campus STEM Certification through the National Institute of STEM Education, and teachers will continue to pursue their National Teacher STEM Certification through NISE as well. Our goal is to eventually have 100% of classroom teachers and most specialists/interventionists certified each year.

2. Special Education & Inclusion

- We are again considered an Additional Targeted Support school based on our low-achieving scores for our special education population. Special education teachers will need to adjust inclusion models to provide effective **intentional, specially designed instruction** to all special education students.
- Collaboration between general education and special education teachers needs strengthening to support inclusion effectively.

3. Progress Monitoring

- Systems for **tracking reading growth** are inconsistent, leading to missed opportunities for timely interventions. Regular name & need meetings are held; teachers need additional time and support to gather data and implement next steps in a timely manner.
- More frequent use of formative assessments and progress monitoring tools are needed to drive instructional decisions.
- Professional Learning Communities - Teachers need time in the master schedule to meet on a regular basis each week to collaboratively plan each subject, and to utilize data to drive instruction.
- Campus administrators should conduct frequent walkthroughs and observations to engage in an ongoing feedback cycle, in order to provide effective support and guidance for teaching staff.

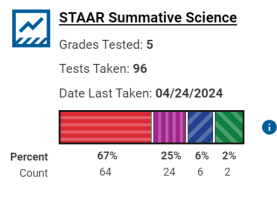
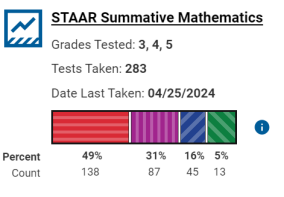
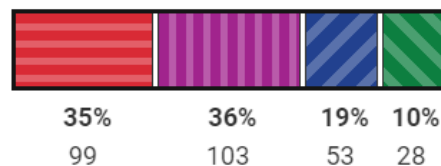


STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **283**

Date Last Taken: **04/16/2024**





TELPA Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **225**

Date Last Taken: **03/21/2024**



Percent	19%	47%	24%	10%
Count	43	105	54	22

Strengths

Our students in grades 3-5 scored slightly higher in Language Arts. Our Kinder students had a higher rate of "on level" for EOY PNA. Our specialists provide co-teaching, modeling, and learning labs to provide teachers with the resources and training they need to present strong tier 1 instruction to our students throughout the year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Only 39% of 5th Graders reached Approaches or above on the 2025 Science STAAR	Teachers will need to implement effective instructional strategies and progress monitoring strategies for Science instruction.
2★	Less than 60% of students in grades 3-5 reached Approaches or above on the 2024 Math STAAR, and less than 60% of students in grades K-2 were on level on the PNA.	Math instruction is not consistently aligned across all grade levels; our progress monitoring system needs to be strengthened to support next instructional steps.
3★	Less than 60% of 1st and 2nd graders were on level in Reading by the EOY, and less than 60% of Kindergarteners were on level in Letter ID/Sounds and Phonological Awareness by EOY.	Literacy instruction needs to be aligned so workshop model can be utilized in Reading and Writing, with sufficient time for Phonics instruction and intervention.
4★	Less than 50% of our Emergent Bilingual Students grew one rating in their Composite TELPAS score for 2025.	English needs to be further embedded in bilingual instruction in our dual language classes.

★ = Priority

School Processes & Programs

Summary

Professional Learning Communities (PLCs) are used to ensure collaboration among staff for student success. We also leverage our district's curriculum and instruction resources, including the District's Instructional Framework, and District Instructional Practices & Strategies, to align teaching practices and support student learning. Additionally, there's a focus on aligning the master schedule, ensuring that teachers have the time they need to provide effective tier 1 instruction in their content areas.

Teams meet weekly as Professional Learning Teams to analyze data and plan instruction and intervention. These PLC's are held with teachers, specialists, and campus administrators to progress monitor each student's achievement and goals, and determine next steps. All grade level teams also have two days of collaborative planning each week in addition to the PLC day. The collaborative planning sessions ensure instructional alignment among the teams.

Our specialists create their schedule to align with our master schedule and ensure that each student requiring specialized services receives those services in a way that supports their learning. Our specialists also provide guidance and support to classroom teachers to further strengthen tier 1 instruction.

Alexander Elementary is proud to host the UNT teacher and principal residency programs again this year. We have two teacher residents and one principal resident. Each resident is placed with a strong mentor to help them learn the processes and structure of their positions and provide guidance throughout the year. Having residents in the classrooms and admin team helps provide a strong support system to our students and campus procedures.

We have two first year bilingual teachers on staff. One was a full-time bilingual paraprofessional for the past few years on our campus and very familiar with bilingual instruction, and the other was a full-time teaching resident in a bilingual class last year. Both teachers have been assigned an experienced mentor to provide additional support throughout the year.

Our Guiding Coalition, Team Leaders, Safe & Supportive Schools Team, BERT (Building Emergency Response Team), Behavior Response Team, and committee task forces all provide valuable staff input and implementation for our campus procedures and processes.

Alexander is proud to provide a wide variety of extracurricular activities for students, including GOAL (soccer), Ballet Folklorico, yearbook, and choir. Our Ballet Folklorico group is in its eleventh year, performs at several community events throughout the year, and plans to enter a competition in Dallas again this year!

An area of need includes increased campus admin walkthroughs and feedback cycles for teachers. Instructional Leadership is the primary responsibility of campus administrators, so a significant protected portion of their day should be spent in classrooms providing feedback and coaching to teachers, and monitoring curriculum and high quality instructional practices. This year campus admin has created a protected schedule, allowing them to spend more time in classrooms while a dedicated Behavior Response Team can handle Tier 1 and 2 behaviors. Campus administrators meet weekly to debrief and discuss strengths and needs seen through classroom observations and overall school processes, and create next steps.

Strengths

Our strengths include:

- Strong master schedule aligned with our special program services to allow teachers to maximize tier 1 instruction time while providing specialists time to provide tier 2 and 3 support for students.
- All of our staff is on duty in the morning to greet students and provide positive interactions the minute they enter our campus. We have all 3 campus admin at the front doors (the main entrance for morning arrival) to greet all students and parents. Every teacher is at their door personally greeting their students as they enter the classroom. Our two counselors and our behavior interventionist are out front and in hallways greeting students as well. Both arrival and dismissal are "all hands on deck" events, not just to ensure student safety, but to provide a positive arrival and dismissal experience.
- We have several committees to provide valuable staff input on our campus processes and procedures, including:
 - Guiding Coalition and Campus Leadership Team
 - Team Leaders

- Attendance Committee
- Safe & Supportive Schools Team and Behavior Response Team
- BERT (Building Emergency Response Team)
- STEM Task Force
- Sunshine Committee
- House System Committee

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Campus admin spent a significant amount of time addressing behaviors, which kept them from instructional leadership actions, including classroom walkthroughs and feedback cycles.</p>	<p>There is a need for clarification, full implementation, and further training on the Campus-wide behavior matrix. Campus Admin will need to implement a protected schedule of classroom walkthroughs/ feedback/coaching time to provide effective instructional leadership.</p>
<p>2 ★</p> <p>There were over 300 office referrals and several threat assessments.</p>	<p>There is a need for continued additional staff, such as a Behavioral Specialist and Student Impact Counselor (also called Student Assistance Counselor), to help admin address behaviors.</p>

★ = Priority

Perceptions

Summary


We've recognized that recruitment needs to focus on veteran teachers. As a result, 5 teachers were hired with 10+ years of experience for the 24-25 school year, with additional teachers with experience hired for the 25-26 school year.

We have a need to increase membership in PTA and to increase the number of volunteers for our campus. Our PTA has a very involved and committed, although small, core group of parents and staff who work hard to provide funding to enrich our students' instruction and school experience. So far this 25-26 school year, our new PTA board has significantly increased membership, as well as increased donations received from local businesses.

Staff express a need for consistency in processes on campus, as well as professional development to meet their instructional needs. Our staff is on board with our STEM journey, and almost every staff member attended a STEM PD over the summer - TEA's STEM training in May, PD on our new STEM Curriculum Project Lead the Way in July, and Teacher STEM Certifications through the National Institute of STEM Education throughout the summer (a certification process similar to the TEA Reading Academy).

We do have a high rate of participation in family engagement and community events, such as Book Fair Shopping Night, Spring Carnival, and Folklorico community performances. Our campus has a generational history, with many parents and grandparents having attended our school! We want to continue to build on that community involvement and pride.

Our engagement survey indicated a need for all employees to feel that everyone does their part and follows processes and procedures. We recognize that school improvement is intentional work, and requires an "all hands on deck" approach. We are implementing a book study of "The Energy Bus" to facilitate positivity and initiative with Professional Learning Teams.



Priority Problem Statements

Problem Statement

Root Cause

1
★

Only 39% of 5th Graders reached Approaches or above on the 2025 Science STAAR

Teachers will need to implement effective instructional strategies and progress monitoring strategies for Science instruction.

2
★

Less than 60% of students in grades 3-5 reached Approaches or above on the 2024 Math STAAR, and less than 60% of students in grades K-2 were on level on the PNA.

Math instruction is not consistently aligned across all grade levels; our progress monitoring system needs to be strengthened to support next instructional steps.

3
★

Less than 60% of 1st and 2nd graders were on level in Reading by the EOY, and less than 60% of Kindergarteners were on level in Letter ID/Sounds and Phonological Awareness by EOY.

Literacy instruction needs to be aligned so workshop model can be utilized in Reading and Writing, with sufficient time for Phonics instruction and intervention.

4
★

Less than 50% of our Emergent Bilingual Students grew one rating in their Composite TELPAS score for 2025.

English needs to be further embedded in bilingual instruction in our dual language classes.

5
★

We had over 300 office referrals during the 25-26 school year.

Teachers needed a specific outline and training regarding a behavior matrix to determine who addresses behaviors at different tiers. A defined Behavior Response Team, including a full time Behavior Interventionist, is needed to address Tier 2 and 3 behaviors to keep students from losing learning time and admin from being in classrooms to provide instructional feedback.

6
★

Campus admin spent a significant amount of time addressing behaviors, which kept them from instructional leadership actions, including classroom walkthroughs and feedback cycles.

There is a need for clarification, full implementation, and further training on the Campus-wide behavior matrix. Campus Admin will need to implement a protected schedule of classroom walkthroughs/ feedback/coaching time to provide effective instructional leadership.

7



There were over 300 office referrals and several threat assessments.

There is a need for continued additional staff, such as a Behavioral Specialist and Student Impact Counselor (also called Student Assistance Counselor), to help admin address behaviors.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data

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

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
- Equity data
- T-TESS data
- T-PSS 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**



Compass Points

Performance Objective 1 High Priority

In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 5 minimum expectation STAAR score of :

-63% in Approaches for 3rd Grade Math, 60% in Approaches for 4th Grade Math, 71% in Approaches for 5th Grade Math

-68% in Approaches for 3rd Grade RLA, 77% in Approaches for 4th Grade RLA, 74% in Approaches for 5th Grade RLA

-48% in Approaches for 5th Grade Science

To support the district's tiered minimum performance benchmarks for Grades 3-5, our goal for K-2 will be at least 70% on level on EOY assessments in RLA and PNA, and PreK to be 70% on level on their EOY assessment.

Evaluation Data Source: Common Assessments, STAAR, STAAR interims, Grade Level District and State Assessments, PNA, iReady

Strategy 1 Additional Targeted Support Strategy

All grade level teams will hold structured weekly data meetings to analyze results, identify gaps, and plan targeted instruction or intervention.

Strategy's Expected Result/Impact: Teachers and Specialists will intervene as soon as a student is showing a lack of progress. Students will then have a better chance of meeting district tier 5 expectations on EOY assessments.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly PLC meetings will be held for all grade levels, with specialists included.	Campus Admin, Classroom Teachers, Coach, Specialists	weekly, through May 2026	
2	Teams will follow a written plan (determined at each PLC meeting) outlining team expectations and next steps, with regular weekly meetings to follow up.	Classroom Teachers, Specialists, Campus Admin	May 2026	
3	Teams will use 100% of the district common assessments and monitor results to adjust for instruction.	Classroom Teachers, Coach, Specialists, Campus Admin	May 2026	
4	Campus leaders actively monitor classroom instruction.	Campus admin	May 2026	
5	Campus leaders use walk-throughs and observations to ensure curriculum alignment and strong instructional delivery.	Campus admin, Teachers, Coach	May 2026	
6	Guiding Coalition and Team Leaders will participate in the book study The Energy Bus to encourage collaboration and positivity in Professional Learning Teams.	Campus Admin, Leadership Teams	May 2026	

Funding Sources: Provide subs for PLT's, planning & testing Title I, Part A, \$6,950

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Considerable Progress

March

No Progress

May

May

Strategy 2 Additional Targeted Support Strategy

Interventionists will provide all students requiring HB1416 interventions 100% of their required minutes, and all students PK-5 not meeting proficiency standards on common assessments will

receive timely intervention.

Strategy's Expected Result/Impact: Students will meet standard on their EOY assessments, or at least show a minimum of one year's growth.

Staff Responsible for Monitoring: Teachers, Specialists, Administrators, Special Education Inclusion and PABS Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Focus on identifying essential standards and planning responses for students not meeting benchmarks.	Classroom Teachers, Specialists	May 2026	
2	Administer regular formative and common assessments tied to priority standards to determine effectiveness of the interventions and revisions for next steps.	Classroom Teachers, Specialists	May 2026	
3	Ensure that common assessment results are representative and usable for campuswide analysis and instructional planning.	Campus Teachers, Specialists, Coach, Admin	May 2026	
4	All teachers will participate in a chapter study of the book "Leveraging Leadership" focusing on Data Driven Instruction.	Campus Teachers, Coach, Admin	December 2025	

Funding Sources: Math Interventionist State Compensatory Education (SCE), \$24,571, Reading Interventionist State Compensatory Education (SCE), \$45,725, Reading Interventionist State Compensatory Education (SCE), \$48,612, Math Interventionist Title I, Part A, \$55,712

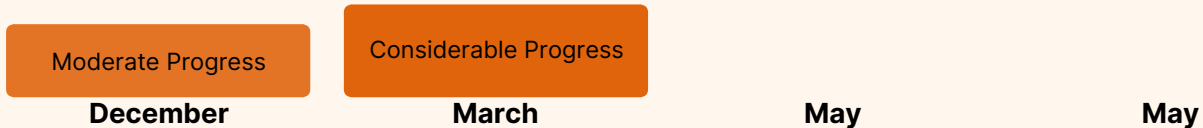
Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3 **Additional Targeted Support Strategy**

Professional Development will be provided on behavior tiers of intervention for all staff, and the tier system implemented to help decrease office referrals and threat statements, and increase positive student behaviors and student engagement.

Strategy's Expected Result/Impact: Students will increase their engagement levels and positive behaviors shown, and disciplinary office referrals and threat statements will decrease.

Staff Responsible for Monitoring: Student Assistance Counselor, Behavior Specialist, Teachers, Counselor, Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leaders collect and use monitoring data to inform campus-wide supports and professional development needs.	Campus Admin	May 2026	
2	Behavior Response Team will be utilized to protect campus administrator time to provide feedback cycles to teachers.	Campus Admin, Specialists	May 2026	
3	All campus staff will utilize the Campus Behavior Matrix to maximize student learning time and align disciplinary strategies.	All staff	May 2026	
4	All teachers will participate in a chapter bookstudy in "Leveraging Leadership" focusing on student culture.	Teachers, Admin, Coach	December 2025	

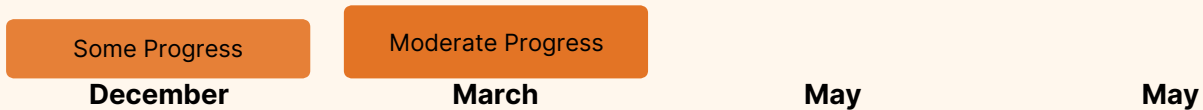
Funding Sources: Student Assistance (Impact) Counselor Title I, Part A, \$89,410, CIS Case Manager Title I, Part A, \$25,000, Campus Behavior Specialist Title I, Part A, \$40,486

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 4 **Additional Targeted Support Strategy**

Teachers will offer at least 2 parent conferences per student to discuss student goals in content areas, achievement, and plans to help them make at least one year's growth in their learning.

Strategy's Expected Result/Impact: Students will make at least one year's growth in their learning, and parents will know how to help their children reach their goals.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will offer 2 parents conferences per year and document those held	Classroom Teachers	May 2026	
2	Teachers will provide updated assessment and report card data to parents at conferences to ensure parents understand their children's progress level and next steps.	Classroom Teachers	May 2026	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Considerable Progress

March

May

May

Strategy 5 Additional Targeted Support Strategy

Teachers will align classroom instruction to the curriculum's content, context, and cognitive demand.

Strategy's Expected Result/Impact: Teachers will be able to provide effective tier 1 instruction each week in all content areas, and students will show at least one year's growth in all EOY assessments. Admin class walkthroughs will show evidence of strong instruction in all content areas.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers use course overviews/storyboards, and Instructional Strategy Cards as guides during planning and observation.	Teachers, Coach, Specialists, Campus Admin	May 2026	
2	The master schedule will be aligned with the recommended minutes for all content areas to allow teachers an appropriate amount of time to effectively provide tier 1 instruction.	Campus Admin, Teachers, Specialists	May 2026	
3	Ensure implementation of the district's written curriculum through twice-weekly collaborative planning sessions.	Campus Admin, Teachers, Specialists, Coach	May 2026	
4	Our Reading Recovery Specialists and Coach will provide co-teaching, coaching, and modeling for our Kinder - 2nd grade teachers in Language Arts and Math workshop model.	Specialists, Coach	May 2026	
5	Common assessments and exit tickets will be collaboratively created and analyzed in plc's to ensure alignment in assessment and scoring.	Teachers, Campus Admin, Specialists, Coach	May 2026	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

Considerable Progress

March

May

May

Strategy 6 Additional Targeted Support Strategy

Since we are an Additional Targeted Assistance campus due to our Special Education achievement data, all Special Ed Teachers will be included in all Name & Need Meetings, and will put instructional plans in place to address those deficits during their schedule of services. Interventionists will support sped students through HB interventions.

Strategy's Expected Result/Impact: We should see an increase of at least 10 percentage points in the number of K-5 Special Education students who show at least One Year's Growth/Progress Measure on STAAR and EOY Reading and Math Data.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers

Actions for Implementation

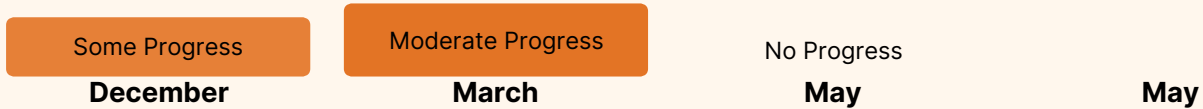
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Admin will hold additional PLC sessions with Sped Inclusion Teachers to specifically progress monitor IEP goal and classroom assessment progress of their students.	Campus Admin, Special Ed Inclusion Teachers	May 2026	
2	Campus leaders actively monitor classroom inclusion and resource instruction and provide feedback to Special Ed teachers for next steps.	Campus Admin, Special Ed Teachers	May 2026	
3	Special Ed teachers will monitor students' classroom progress and recommend adjustment of goals if students show lack of progress on IEP goals or classroom assessments.	Special Ed Inclusion Teachers	May 2026	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 **High Priority**

By May 2026, the percentage of Emergent Bilingual students who have increased their English proficiency on their composite TELPAS score will increase by 10 points.

Evaluation Data Source: TELPAS ratings

Strategy 1

We will have at least two vertical PLC meetings for Bilingual staff in grades PK-5 to ensure instructional alignment.

Strategy's Expected Result/Impact: Bilingual teaching staff will align their instruction across all grade levels so that students will increase their ratings in all 4 TELPAS domains - Reading, Writing, Listening, and Speaking.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Vertical PLC meetings will be held for Bilingual Staff to align practices, discuss progress and instructional action steps to be taken.	Bilingual Specialist, Campus Admin, Bilingual Teachers PK-5	Fall and Spring	

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress
December

Moderate Progress
March

May

May

Strategy 2 **Additional Targeted Support Strategy**

Parent meetings will be held to address TELPAS results and strategies that parents can use at home to help increase their students' English proficiency in Listening, Speaking, Reading, and Writing.

Strategy's Expected Result/Impact: Students will increase their composite TELPAS score by one rating by the End of Year.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School-wide parent meeting will be held to teach parents about TELPAS and how they can support that learning at home.	Bilingual teachers, Bilingual Specialist	September 2025	
2	Teachers of EB students will review their English Proficiency progress with parents during conferences	All classroom teachers of EB students	May 2026	

Problem Statements: Student Learning 3

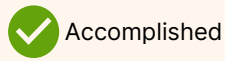
Funding Sources: Parent Involvement Supplies & Snacks Title I, Part A, \$2,923

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

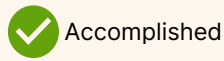
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



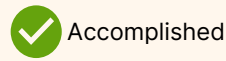
Accomplished

December



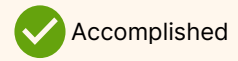
Accomplished

March



Accomplished

May



Accomplished

May

Strategy 3

Campus Admin and Bilingual Department staff will conduct collaborative walkthroughs at least twice per year to discuss classroom strengths and needs regarding Dual Language instruction and classroom environment. Feedback will be provided to the teachers.

Strategy's Expected Result/Impact: Teachers will receive timely feedback regarding their use of Dual Language instructional strategies and classroom environment and make adjustments as needed so their students show growth in all content areas and TELPAS

Staff Responsible for Monitoring: Teachers, Campus Admin, Bilingual Specialist, Bilingual Department

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Walkthrough with Campus Admin, Bilingual Department, Campus Bilingual Specialist; feedback provided to each teacher	Campus Admin, Bilingual Department	Fall and Spring	
2	Bilingual Teachers will immediately implement feedback given for next steps, to be followed up by admin classroom walkthroughs	Bilingual Teachers, Campus Admin	May 2026	

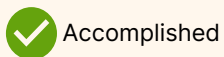
Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

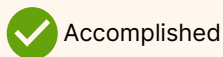
Considerable Progress

December



Accomplished

March



Accomplished

May

May

Strategy 4

Name & Need progress monitoring meetings will include student progress on TELPAS proficiency indicators.

Strategy's Expected Result/Impact: Students will consistently show improvement in Reading, Writing, Listening, and Speaking in English.

Staff Responsible for Monitoring: Classroom Teachers, Bilingual Specialist, Coach, Campus Admin, Interventionists

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will bring student evidence/data showing progress on TELPAS indicators to Name & Need meetings	Classroom teachers	Monthly, through May 2026	

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

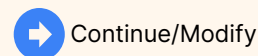
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress
December

No Progress
March

May



May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Less than 60% of 1st and 2nd graders were on level in Reading by the EOY, and less than 60% of Kindergarteners were on level in Letter ID/Sounds and Phonological Awareness by EOY.

Literacy instruction needs to be aligned so workshop model can be utilized in Reading and Writing, with sufficient time for Phonics instruction and intervention.

4

Less than 50% of our Emergent Bilingual Students grew one rating in their Composite TELPAS score for 2025.

English needs to be further embedded in bilingual instruction in our dual language classes.

Performance Objective 3

By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Source: Gifted and Talented Survey

Performance Objective 4

By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Source: Child Nutrition data; Physical Education data

Performance Objective 1 High Priority

By December 2025, our campus will receive our National Certified STEM Campus status through the National Institute of Stem Education, with more than 70% of our classroom teachers receiving their National Teacher STEM Certification through NISE by May 2026.

Evaluation Data Source: National Certification process, Teacher STEM completed certifications, Classroom walkthroughs

Strategy 1

We will continue having teaching staff receive their National STEM certification, with a goal of more than 60% of teachers being STEM certified by the end of the year.

Strategy's Expected Result/Impact: Teachers will receive their National STEM certification and be able to implement their learning to become a full-immersion STEM learning classroom based on the TEA STEM Framework.

Staff Responsible for Monitoring: Classroom Teachers, Campus Admin, Coach

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus Admin and Instructional Coach meet with th NISE coach bi-weekly to review STEM certification progress and determine next steps.	Campus Admin, Instructional Coach	December 2025	
2	Campus Admin and Coach meet with the Campus STEM Task Force to discuss campus progress toward certification, design challenge progress and needs, and Project Lead the Way Curriculum progress.	Campus Admin, Instructional Coach, STEM Task Force	May 2026	
3	We will add teachers to the STEM Certification PD as funds become available.	Campus Principal	May 2026	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

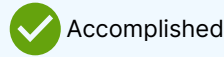
Formative Reviews



December



March



May

May

Strategy 2

We will engage Families through a Family STEM Night, to include hands-on STEM activities, and showcasing STEM learning in the classroom.

Strategy's Expected Result/Impact: Families will gain an understanding of STEM and how it supports and engages student learning.

Staff Responsible for Monitoring: Teachers, Specialists, Admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



December



March



May

May

Strategy 3

The use of fundraising profits, Grants, and Campus Funds will be focused on the STEM initiative through the certifications and classroom supplies

Strategy's Expected Result/Impact: Students in all grades will have access to high quality STEM education through design challenges.

Staff Responsible for Monitoring: Teachers, Admin, Specialists

Actions for Implementation

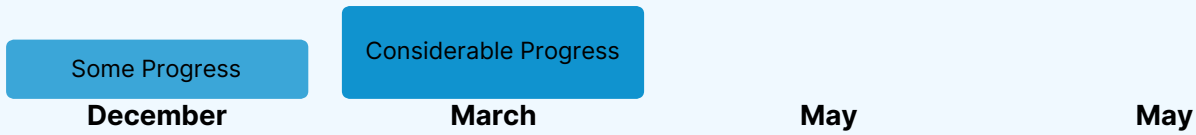
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus Admin will add more teachers to the STEM Cert program as funds become available.	Campus Principal	May 2026	
2	Teachers who are signed up for the certification program will complete the program and implement strategies learned in the classroom across the curriculum on an ongoing basis.	Teachers	May 2026	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Our STEM Task force will monitor and implement the campus STEM certification plan, including the new implementation of our STEM Curriculum, Project Lead the Way.

Strategy's Expected Result/Impact: We have a viable plan in place to begin integrating STEM across all content areas and increase student engagement and achievement.

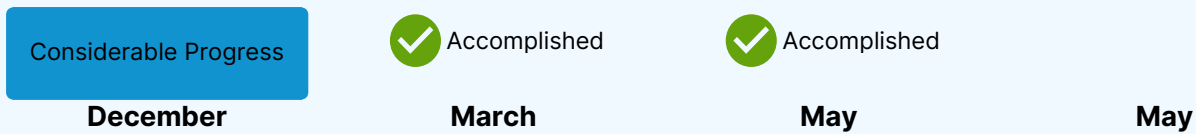
Staff Responsible for Monitoring: STEM Task Force, Guiding Coalition, Admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

Alexander Elementary will partner with the DISD CTE department to offer CTE/STEM engagement opportunities for our students and focus on career clusters that align with STEM.

Strategy's Expected Result/Impact: Students will become engaged in learning about potential STEM pathways and middle school/high school STEM and CTE opportunities.

Staff Responsible for Monitoring: Campus Admin

Actions for Implementation

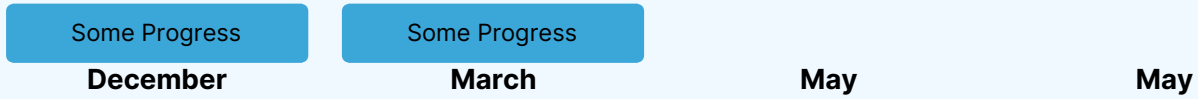
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will meet with CTE department and Teaching & Learning to determine an instructional opportunity for 5th graders during the year.	Campus Admin	may 2026	

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2

By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Source: Teacher Hiring and Retention data

Compass Point 3

Reciprocal Family & Community Relationships

Performance Objective 1

By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

Evaluation Data Source: Parent Participation data; Parent-Teacher conference data; Volunteerism data



State Compensatory Education

State Compensatory

Budget for Alexander Elementary

Total SCE Funds: \$154,002.00

Total FTEs Funded by SCE: 2.99

Brief Description of SCE Services and/or Programs

We have interventionists for both Math and Reading funded through SCE. The interventionists provide valuable accelerated programs of intervention for students who require that service through HB1416 who have not performed satisfactorily on STAAR and EOY assessments. The interventions provided are aligned with the curriculum and state standards, and are supplemental to their regular daily instruction.

Personnel for Alexander Elementary

Name	Position	FTE
Elizabeth Lopez	Reading Interventionist	0.49
Jaritzta Flores	Reading Interventionist	0.5
Kayla Slusarski	Math Interventionist	1
Margarita Ramos Rivera	Reading Interventionist (BIL)	1



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Our Campus Needs Assessment has been created through the continuous collaboration of our Guiding Coalition and analysis of patterns of Campus Achievement data.

1.2 Location for Evidence of Multiple Meetings Held

We offered two Title 1 meetings. In addition, campus admin provides monthly "Coffee and Convo" meetings with parents to provide a chance for them to give input and ask questions about campus goals, procedures. Admin has provided information during these monthly meetings regarding the School Improvement process and ratings, how to access student report cards, assessment scores, and attendance info in HAC, registration support, and how our interventions are provided.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

We begin with our CLT/Guiding Coalition in the Spring, working on campus needs assessment with assessment data, family engagement survey data, employee engagement data, attendance data, and disciplinary data. Our Guiding coalition plans for PD throughout the year, and for August based on the CNA and CIP progress. We meet during the year to address CIP goal and strategy progress and make adjustments as needed for student success.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan will be uploaded to our campus website, and a hard copy available on campus for those who wish to view it.

Title I Personnel

Name	Position	Program	FTE
Leticia Rivas	Campus Behavior Specialist	Title 1	0.5
Tina Taylor	Student Assistance Counselor	Title 1	1