

**Katy Independent School District**  
**Alexander Elementary School**  
**2026-2027 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 Learning .....                                                                                                                                                                                                      | 7  |
| School Processes & Programs .....                                                                                                                                                                                           | 10 |
| Perceptions .....                                                                                                                                                                                                           | 12 |
| Priority Problem Statements .....                                                                                                                                                                                           | 14 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                                                                                     | 15 |
| Goals .....                                                                                                                                                                                                                 | 17 |
| Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. ....                                                                                    | 17 |
| Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. ....                                                                                                       | 25 |
| 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. .... | 29 |
| Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. ....                                                                    | 32 |
| State Compensatory .....                                                                                                                                                                                                    | 33 |
| Budget for Alexander Elementary School .....                                                                                                                                                                                | 33 |
| Personnel for Alexander Elementary School .....                                                                                                                                                                             | 33 |

# Comprehensive Needs Assessment

Revised/Approved: June 10, 2026

## Demographics

### Demographics Summary

Roosevelt Alexander Elementary opened in Katy ISD in the fall of 1998. The school is located in the Grand Lakes area of Katy. Since opening twenty-eight years ago, enrollment has gradually decreased. This is attributed to low mobility in the community, with families remaining in the neighborhood through high school graduation. Over the past several years, our campus has experienced notable demographic shifts, including a decline in overall enrollment and a rise in the number of students identified as at-risk.

The end-of-year enrollment for 24-25 was 968. The end-of-year enrollment for the 25-26 school year was 863. We serve students in Pre-K through 5th grade. In addition to our general education classrooms, we offer specialized programs, including: two Early Childhood Special Education (ECSE) classrooms & a Structured LIFE classroom.

Our demographic makeup includes:

Asian: 38.47%

White: 27.35%

Hispanic: 20.28%

Black/African American: 6.26%

2 or more races: 7.65%

We have a diverse population of students from around the world, with unique needs.

Our student statistics include:

At-Risk: 49.59%

Limited English Proficiency: 38.12%

Low Income: 26.54%

Special Education: 23.41%

Gifted and Talented: 12.17%

We have a staff of about 115. Staff are recruited and hired based on training, experience, and potential to be productive and contributing members of our school family. Teachers new to the profession have been assigned a campus mentor, and teachers new to the campus receive a campus buddy. All new-to-

the-profession staff members also participate in the district mentor program. Our professional learning community is a collaborative approach that helps align our staff by communicating the campus routines, procedures, and philosophy to all staff members. Our PLCs also allow us to maximize our teacher leaders by giving them a voice in team planning sessions. Team leaders are strong, and team outlooks are positive and productive.

Additionally, we have a strong parent-teacher association. The PTA executive board is made up of parent and staff members who work collaboratively to use the human and financial resources of our parent body and community to enhance the goals of the school.

### **Demographics Strengths**

We have many demographic strengths. Our families value education and community spirit. They bond with families from their native countries and value building community with families from other countries. Students enjoy school and want to be at school, promoting a healthy attendance rate of 96.44%. Staff, students, and families support building a strong community that values diversity and acceptance in many areas. We promote kindness and understanding among all community members with PurposeFull People/Character Strong program and also have the Special Buddies program, which helps build acceptance between special education and general education students.

Staff experience & knowledge are strong. 33% of our teachers have 6-10 years of experience, and 31% of our teachers have 11-20 years of experience. They are supported by strong collaborative teams and a campus professional development structure that promotes the growth of each individual. Professional development is a high priority on our campus and all staff participate in regular staff development meetings and opportunities. Staff development opportunities are also embedded into their daily jobs by having Math and Reading Model teachers. Staff meetings provide opportunities for choice learning sessions or staff-led professional development. Teacher planning teams meet multiple times each week to align instruction, plan forward, develop assessments, analyze data and student work, and reflect on practice.

Our campus is characterized by a rich and vibrant diversity, representing a wide range of cultures and backgrounds. This multicultural environment provides students with meaningful opportunities to engage in enriching experiences that foster personal growth and a global perspective. Our International Festival is highly anticipated by all stakeholders every year. According to 2025 data, our campus achieved an Accountability Overall Score of 95, resulting in an Overall Rating of A.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic & High Focus) within certain grade levels.

**Root Cause:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

**Problem Statement 2 (Prioritized):** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups.

**Root Cause:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

# Student Learning

## Student Learning Summary

We demonstrated strong academic performance across all grade levels on the 2026 STAAR assessments & TELPAS Administrations.

### 3rd Grade Reading Language Arts STAAR

Approaches: 91%

Meets: 80%

Masters: 52%

### 3rd Grade Math STAAR

Approaches: 90%

Meets: 79%

Masters: 62%

### 4th Grade Reading Language Arts STAAR

Approaches: 91%

Meets: 82%

Masters: 58%

### 4th Grade Math STAAR

Approaches: 90%

Meets: 78%

Masters: 56%

### 5th Grade Reading Language Arts STAAR

Approaches: 95%

Meets: 85%

Masters: 62%

## 5th Grade Math STAAR

Approaches: 95%

Meets: 82%

Masters: 50%

## 2026 TELPAS Scores

Beginner- 4%

Intermediate- 13%

Advanced- 36%

Advanced High- 48%

Our 2025 Campus Accountability Score was an A, and we earned all 6 Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

## Student Learning Strengths

Alexander Elementary has a population of hard-working, dedicated student, teachers and parents. The campus is proud of many different student achievement strengths, including:

- When analyzing student data over time, we meet or exceed the district and state percentages on all tests in the area of Approaching grade level standards.
- Science and math scores on STAAR have improved over time across most grade levels.
- Student achievement and student progress in Literacy continues to be the biggest strength.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our overall Masters levels have a variance based on content area. 2026 STAAR Masters data shows: 59% Reading Language Arts, 56% Math & 36% Science. We lost our Reading & Science Distinction Designations as well.

**Root Cause:** We spent the Spring 2026 without an instructional coach due to leadership transitions. Spring data meetings for STAAR prep should have been more regular. STAAR tutors were also not found.

**Problem Statement 2 (Prioritized):** 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic & High Focus) within certain grade levels.

**Root Cause:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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**Root Cause:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

# School Processes & Programs

## School Processes & Programs Summary

Alexander Elementary classrooms implement the Texas Essential Knowledge and Skills, adhering to the Katy ISD curriculum. The school conducts both campus-based assessments and district/state assessments, regularly reviewing achievement data to identify students needing additional support. Sources of student achievement data include Amira, HMH Module Assessments, campus-developed assessments in math, district DLAs, and interim assessments. Kindergarteners are assessed using the Texas KEA, with both KEA and Amira assessments in grades Kindergarten to 2nd serving as screens for potential dyslexia. Students in grades 3 to 5 are evaluated through STAAR Interims and summative STAAR assessments. Emergent Bilingual (EB) students are assessed annually via TELPAS.

All emergent bilingual students who participate in the ESL program receive English Language Arts and Reading (ELAR) instruction from ESL certified teachers. Teachers are made aware of the English language proficiency levels of the emergent bilingual students in their classrooms. Professional Learning Communities actively utilize the English Language Proficiency Standards (ELPS) to create meaningful opportunities for English learners (ELs) to develop social and academic proficiency in listening, speaking, reading, and writing. Teachers of ELs participate in professional development focused on sheltered and culturally responsive instruction.

Alexander Elementary fosters a strong school culture centered on building relationships with all stakeholders and providing a safe, caring environment, with high expectations for student achievement. Community circles are integrated into the master schedule to allow teachers to facilitate discussions that promote character development and classroom community. The Positive Behavioral Interventions and Supports (PBIS) framework is implemented school-wide, with common expectations explicitly taught and reinforced throughout the building. The campus PBIS committee collaborates regularly to monitor and adjust the system as necessary. Bullying prevention lessons, focusing on being an "upstander" and reporting incidents to a trusted adult, are taught by the counselor across all grade levels. Investigations into allegations of bullying or harassment are conducted swiftly by the administration, involving all parties in the resolution process.

Teachers participate in extensive professional development sessions during the summer, including conferences such as Get Your Teach On, CAMT, and CAST and numerous courses offered by Katy ISD. Teachers collaborate on long-range and weekly lesson planning. Parents, teachers, and students take pride in their school and its reputation for success. The consensus is that Alexander Elementary is a safe, positive environment with a strong focus on academic excellence. High standards for instructional practices and social character development are paramount. The school's focus extends beyond just STAAR scores; learning is prioritized. When students require remediation or reteaching, staff promptly adjust their approaches, working collaboratively toward targeted goals. The RAE administration team is committed to protecting instructional time and providing ample time for planning.

## School Processes & Programs Strengths

The Alexander staff is strongly connected, collaborative, and professional. They work in high-performing teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Feedback and the PLC process support professional growth, which aligns our best practices, incorporates high-yield strategies and focuses on engaged learning with students.

Alexander Elementary is proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans.
- MTSS is being utilized successfully, with students being referred to the appropriate special population.
- A master schedule and calendar maximize instructional time, and ensure that special program minutes are addressed.
- The social and emotional needs of our students are of the highest priority and supported through many initiatives on the campus that foster the school family. This includes a robust campus discipline management plan, implementation of PurposeFULL People curriculum, Conscious Discipline, the PBIS framework, and the House System.
- Safety drills are performed frequently and efficiently.
- Technology is routinely used to support instruction and engage students.
- Teachers work in collaborative planning teams to develop rigorous lessons for students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups.

**Root Cause:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

**Problem Statement 2 (Prioritized):** Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events.

**Root Cause:** As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

# Perceptions

## Perceptions Summary

At Alexander Elementary, we strive to maintain a strong connection with our parents and community stakeholders. We feel extremely fortunate to have a very active and supportive PTA. We work collaboratively to hold family and community events throughout the year. We utilize PBIS to establish the three core behaviors that we always go back to: Be Respectful, Be Accountable and Show Effort. PurposeFull People/Character Strong Program is used through morning meetings. We also have an established House System in place, which has been transformative in further connecting all members of our school family. We reinforce the behaviors of students who are following school expectations and provide support in a positive manner to students who may need additional guidance. For instance, RAE staff re-teach behavior expectations as necessary throughout the school year. CHAMPS expectations are displayed throughout the building and staff is trained in Love and Logic. We believe that through the implementation of positive behavioral supports, we can inspire students to conduct themselves in a responsible and respectful manner. We believe that the skills students are learning through these efforts are essential for life-long success.

We have established a variety of ways for parental and community involvement. Parents and volunteers are encouraged to help in a variety of areas: in the library, in our workrooms, with copies, as parent readers, and as homeroom party helpers. Our ESL team hosts Coffee & Conversations, meetings which provide families and community members a forum to discuss questions or concerns. Parents have opportunities to visit the campus for evening events.

Administration works in collaboration with our PTA to provide staff with events and treats throughout the year. Staff members are encouraged to write "shout-outs" to others and to pass around the Gilda award. Staff are provided multiple platforms and opportunities for shared decision-making and the ability to provide input on campus systems and procedures. All pillars on the RAE Satchel Pulse survey have stayed in the "green" all throughout the 25-26 school year. The participation rate for each cycle of the Stachel Pulse survey throughout the year ranges from 35% to 50%. Administrators are visible on campus daily and strive to create positive experiences for all stakeholders.

## Perceptions Strengths

We work hard to maintain these strengths:

- A robust campus communication plan, including weekly external communication through Smore & Facebook platforms.
- Partnership with sister school to offer school programs and provide school supplies.
- Maintaining a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate.
- Implementation of a PBIS framework that provides common expectations throughout the school and also incentivizes students for meeting the expectations.
- All classrooms participate in daily Community Circles.

- All classrooms create shared classroom agreements.
- The House system connects students and staff from different grade levels and teams.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events.

**Root Cause:** As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

# Priority Problem Statements

**Problem Statement 1:** 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic & High Focus) within certain grade levels.

**Root Cause 1:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Our overall Masters levels have a variance based on content area. 2026 STAAR Masters data shows: 59% Reading Language Arts, 56% Math & 36% Science. We lost our Reading & Science Distinction Designations as well.

**Root Cause 2:** We spent the Spring 2026 without an instructional coach due to leadership transitions. Spring data meetings for STAAR prep should have been more regular. STAAR tutors were also not found.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups.

**Root Cause 3:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events.

**Root Cause 4:** As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

**Problem Statement 4 Areas:** School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- 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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- 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 2: 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Review T-TESS observation summary reports to establish progress on goal.<br><b>Strategy's Expected Result/Impact:</b> 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.<br><b>Staff Responsible for Monitoring:</b> All T-TESS Appraisers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

**Problem Statement 2:** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. **Root Cause:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

**Student Learning**

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**School Processes & Programs**

**Problem Statement 1:** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. **Root Cause:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

**Goal 1:** Strategic Design Goal 2: 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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Physical Education Teachers<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1                                                                                                  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Physical Education Teachers<br><br><b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                         |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. <b>Root Cause:</b> As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less. |

## Perceptions

**Problem Statement 1:** Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. **Root Cause:** As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

**Goal 1:** Strategic Design Goal 2: 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 79% by July of 2027.

**High Priority**

**HB3 Goal**

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will implement a student goal-setting system to facilitate students tracking their progress.<br><b>Strategy's Expected Result/Impact:</b> Increase student performance over time through documented student progress.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Coordinator<br>Instructional Coaches<br>Teachers<br>ESL ISSTs<br>Students<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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### Student Learning

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**Goal 1:** Strategic Design Goal 2: 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 82% by July 2027.

**High Priority**

**HB3 Goal**

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will implement a student goal-setting system to facilitate students tracking their progress.<br><b>Strategy's Expected Result/Impact:</b> Increase student performance over time through documented student progress.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Coordinator<br>Instructional Coaches<br>Teachers<br>ESL ISSTs<br>Students<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic & High Focus) within certain grade levels.<br><b>Root Cause:</b> Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting. |

### Student Learning

**Problem Statement 1:** Our overall Masters levels have a variance based on content area. 2026 STAAR Masters data shows: 59% Reading Language Arts, 56% Math & 36% Science. We lost our Reading & Science Distinction Designations as well. **Root Cause:** We spent the Spring 2026 without an instructional coach due to leadership transitions. Spring data meetings for STAAR prep should have been more regular. STAAR tutors were also not found.

**Problem Statement 2:** 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic & High Focus) within certain grade levels. **Root Cause:** Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> More teachers will feel appreciated and recognized for the positive difference they make at our school.<br><b>Staff Responsible for Monitoring:</b> RAE Admin Team<br>Counselor<br>Team Leaders<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture            | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 2:</b> At least 50% of RAE Staff will respond to the Satchel Pulse surveys throughout the year.<br><b>Strategy's Expected Result/Impact:</b> RAE Administration will have a better sample of feedback upon which to respond to in order to improve school culture and climate.<br><b>Staff Responsible for Monitoring:</b> RAE Admin Team<br>Team Leaders<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                           |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. <b>Root Cause:</b> As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. <b>Root Cause:</b> As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Obtained ESL Certification<br><b>Staff Responsible for Monitoring:</b> RAE ESL Team, RAE Administration, KISD ESL Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes & Programs 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |           |     |     |           |

### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. <b>Root Cause:</b> Variability in Instructional Delivery<br>Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes. |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 3:</b> Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. <b>Root Cause:</b> Variability in Instructional Delivery<br>Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes. |

**School Processes & Programs**

**Problem Statement 1:** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. **Root Cause:** Variability in Instructional Delivery  
Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> RAE administration will communicate a calendar of events to the RAE staff and community.<br><b>Strategy's Expected Result/Impact:</b> The staff and community will be informed in advance of events in order to attend and support various events throughout the year.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principals<br>Secretary<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> RAE administration will divide events to coordinate with teachers and volunteers.<br><b>Strategy's Expected Result/Impact:</b> Events will be coordinated in an efficient and effective manner.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principals                                                                                                                                                                                                                               | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Advertise recorded presentations of the Title III Engagement series focus on parent, family, and community engagement.<br><b>Strategy's Expected Result/Impact:</b> Parents will be informed of resources available to them to partner with schools to ensure their children are successful.<br><b>Staff Responsible for Monitoring:</b> Administration<br>ESL ISST Staff<br>Classroom Teachers<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 4:</b> Information on violence prevention and bullying prevention will be provided to students, parents, and teachers.<br><b>Strategy's Expected Result/Impact:</b> Students will respond to the end of year survey with a positive perception of their safety and sense of connectedness and belonging.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>Staff                                                                                                                                                                               | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                      |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. <b>Root Cause:</b> Variability in Instructional Delivery<br>Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes. |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 3:</b> Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. <b>Root Cause:</b> Variability in Instructional Delivery<br>Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes. |

### School Processes & Programs

**Problem Statement 1:** Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Alexander Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups. **Root Cause:** Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

**Problem Statement 2:** Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. **Root Cause:** As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

### Perceptions

**Problem Statement 1:** Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. **Root Cause:** As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

**Goal 4:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** Alexander Elementary teachers and counselor will continue to support Anti-Bullying efforts by encouraging students to have positive peer relationships and by teaching them alternatives. All RAE students will receive guidance and/or character lessons from their teacher or school counselor at least 4 times per year that focus on responsible behavior, self-esteem, and respect for others.

**Evaluation Data Sources:** PurposeFull People lessons, Red Ribbon Week, Kindness Week

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Kindness week activities during Anti-Bullying Month. Students are encouraged to talk and play with someone new they do not know as well and make a new friend.<br><b>Strategy's Expected Result/Impact:</b> Stronger school community.<br><b>Staff Responsible for Monitoring:</b> Counselor, counselor intern, staff<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                      |           |     |     |           |

#### Performance Objective 1 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. <b>Root Cause:</b> As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Alexander Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. <b>Root Cause:</b> As the demographics of Alexander Elementary continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less. |

# 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 | 3rd Grade Reading Meets or Above |                   | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|                  |                                  | Actual            | 78%  | 80%  | 82%  |      |      |      |
|                  |                                  | State Rate        | 46%  | 49%  | 50%  |      |      |      |
|                  |                                  | Met State Rate    | Yes  | Yes  | Yes  |      |      |      |
|                  |                                  | Internal Goal     | -    | 78%  | 80%  | 82%  | 83%  | 83%  |
|                  |                                  | Met Internal Goal | -    | Yes  | Yes  |      |      |      |

MET 2029 Goal in 2025  
MET 2029 Goal in 2026

|                    |                                  |                 |                    |                    |            |            |         |         |                   |                   |         |         |                    |                    |               |               |              |              |           |           |      |      |
|--------------------|----------------------------------|-----------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|------|------|
|                    |                                  |                 | # 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 Actual     | 11                 | 82%                | 23         | 65%        | 55      | 80%     | 0                 |                   | 55      | 87%     | 0                  |                    | 13            | 69%           | 33           | 52%          | 37        | 62%       | 58   | 78%  |
|                    |                                  | 2026 Target     |                    |                    |            |            |         |         |                   |                   |         |         |                    |                    |               |               |              | 62%          |           | 72%       |      |      |
|                    |                                  | 2026 Actual     | 4                  | 25%                | 28         | 68%        | 28      | 89%     | 0                 |                   | 58      | 86%     | 0                  |                    | 7             | 100%          | 27           | 44%          | 35        | 74%       | 62   | 84%  |
|                    |                                  | Met Target      |                    |                    |            |            |         |         |                   |                   |         |         |                    |                    |               |               |              | N            |           | Y         |      |      |
|                    |                                  | 2027 Target     |                    |                    |            | 78%        |         |         |                   |                   |         |         |                    |                    |               |               |              | 54%          |           |           |      |      |

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 | 3rd Grade Math Meets or Above |                   | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|                  |                               | Actual            | 72%  | 74%  | 79%  |      |      |      |
|                  |                               | State Rate        | 40%  | 44%  | 44%  |      |      |      |
|                  |                               | Met State Rate    | Yes  | Yes  | Yes  |      |      |      |
|                  |                               | Internal Goal     | -    | 72%  | 74%  | 79%  | 80%  | 80%  |
|                  |                               | Met Internal Goal | -    | Yes  | Yes  |      |      |      |

MET 2029 Goal in 2025  
MET 2029 Goal in 2026

|                    |                               |                 |                    |                    |            |            |         |         |                   |                   |         |         |                    |                    |               |               |              |              |           |           |      |      |
|--------------------|-------------------------------|-----------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|------|------|
|                    |                               |                 | # 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 Actual     | 11                 | 73%                | 23         | 52%        | 55      | 73%     | 0                 |                   | 55      | 85%     | 0                  |                    | 13            | 69%           | 33           | 30%          | 37        | 59%       | 58   | 71%  |
|                    |                               | 2026 Target     |                    |                    |            |            |         |         |                   |                   |         | 95%     |                    |                    |               |               |              | 40%          |           |           |      |      |
|                    |                               | 2026 Actual     | 4                  | 25%                | 28         | 61%        | 28      | 82%     | 0                 |                   | 58      | 90%     | 0                  |                    | 7             | 86%           | 27           | 37%          | 35        | 69%       | 62   | 81%  |
|                    |                               | Met Target      |                    |                    |            |            |         |         |                   |                   |         | N       |                    |                    |               |               |              | N            |           |           |      |      |
|                    |                               | 2027 Target     |                    |                    |            |            |         |         |                   |                   |         | 95%     |                    |                    |               |               |              | 47%          |           |           |      |      |