

Allen Independent School District



Chandler Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Chandler Elementary is to expand the boundaries of education in a nurturing and supportive environment in order to cultivate a community of lifelong learners.

Vision

Where Cheetahs Cultivate, Connect, and Collaborate.

Value Statement

We Believe:

Students have a desire to come to school every day because they have a passion for learning, feel valued, safe, empowered, and most importantly nurtured.

All students are capable of growth and learning through high quality instruction that is differentiated to meet our students' needs.

In building relationships to achieve unity by embracing diversity, creating a sense of community, and partnering with families.

Collaboration and communication are essential in creating a student-centered environment where all are empowered to reach their full potential.

In having a growth mindset and building capacity through high-quality instructional practices.

Communication is the bridge to building and maintaining trusting relationships.

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Comprehensive Needs Assessment

Demographics

Summary

Carlena Chandler Elementary is one of Allen ISD's 16 elementary campuses for grades K-6 and had 722 students enrolled during the 2024-2025 school year. Attendance has remained consistent over the past 7 years and slightly higher than district and state averages. Procedures are implemented to encourage attendance such as frequent parent communication from teachers and administration, parent sign in, student conferences, and awards for attendance. The mobility rate for 2023-2024 was 9.93% which was higher than the district mobility rate of 8.29%. With the intake of the Dual Language program at Chandler Elementary there was a significant increase in our emergent bilingual population.

At Chandler Elementary, staff quality is an important factor in promoting student success on our campus. All teachers and paraprofessionals at Chandler are highly qualified. Teachers are ESL certified. Various activities, such as Sunshine Committee events and team building activities are held on campus to promote team building and a family-type atmosphere.

School and Student Information 2022-2023

Attendance Rate	Data Not Available
Enrollment by Race/Ethnicity	
African American	10.09%
Hispanic	40.86%
White	27.74%
American Indian	0.25%
Asian	16.52%
Pacific Islander	0.00%
Two or More Races	4.54%
Enrollment by Student Group	
Economically Disadvantaged	35.44%
English Learners	39.97%
Special Education	17.02%
Gifted and Talented	7.31%

Strengths

Chandler Elementary has developed a robust set of initiatives tailored to embrace its diverse community and foster a supportive environment. Events like Multicultural Night, Art Night, and Science Night celebrate the rich tapestry of cultures within the school, while the SEL Program promotes emotional intelligence and resilience among students. Music Performances provide a platform for artistic expression, and the Kindness Club instills values of empathy and compassion. Empowered Leaders initiatives encourage student leadership and teamwork. Additionally, the active involvement of parents through PTA programs, coupled with consistent communication in both English and Spanish via newsletters and social media, ensures a strong sense of community engagement. With a remarkable attendance rate of 97.4%, Chandler's commitment to reflection and evaluation under strong leadership ensures ongoing growth and relevance in meeting the needs of its diverse student body.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Chandler Elementary CNA results show that we have a need to support our Hispanic/Latino community (41%) with translation services during school/PTA events.	Change in program placement

★ = Priority

Student Learning

Summary

All schools in Texas must meet standards in three state accountability domains. TEA Announced a temporary delay of the release of the 2024 A-F accountability ratings, but information may be shared soon.

Strengths

A thorough analysis of Chandler Elementary student achievement reveals the following areas of strength:

- **Overall 3rd-6th:**
 - The number of students that scored “Did Not Meet” **increased** from 9.97% to 17.52%
 - The number of SPED students that scored “Did Not Meet” **increased** from 6.34% to 44.72% (all tested subjects grade 3-6).
- **ELA-**
 - 3rd grade “Masters” **increased** from 22.22% to 27.66%.
 - 4th grade “Meets” **increased** from 65.82% to 72%.
 - 6th grade “Masters” remained the same at 45.45% to 44.59%.
- **Math-**
 - 3rd grade “Meets” remained the same at 52.11% to 52.13%.
 - 3rd grade “Masters” **increased** from 14.08% to 18.09%.
- **Science-**
 - 5th grade “Meets” remained the same at 40% to 39.84%.
 - 5th grade “Masters” **increased** from 14.29% to 17.07%.

2024 STAAR Reading Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	78%	52%	28%
4 th Grade	89%	72%	34%
5 th Grade	90%	71%	43%
6 th Grade	87%	72%	45%

2022-2023 STAAR Math Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	79%	52%	18%
4 th Grade	80%	57%	29%

5 th Grade	85%	63%	27%
6 th Grade	87%	65%	27%

2024 STAAR Science Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5th Grade	66%	40%	17%

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Students identified as SPED have shown a decrease in the number of students approaching grade level standards (passing STAAR) in reading and/or math.	On a daily basis, learning is differentiated to meet the students individual needs (often teaching below grade level standards per student's IEP), however for the STAAR test, all students are expected to take one test.
2 Chandler's STAAR and MAP data show limited growth in grades 4, 5, & 6 over the past 3 years.	Chandler's change in student population.

★ = Priority

School Processes & Programs

Summary

Chandler Elementary staff work in a collaborative manner to meet the needs of our students. Teachers and administrators work together to make instructional decisions that support students and instruction. The leadership team works with teachers to review ongoing student data in order to provide targeted instruction for all students. Student learning needs and expected outcomes for achievement are discussed during staff professional development, PLC's, and Data Dives. The Chandler CORE SIT team meets on a regular basis to discuss students who are not making progress with their social emotional or academic learning needs. Student Intervention Team meetings and review ARD or 504 meetings are also called in an effort to make adjustments and help students grow.

Strengths

At Chandler Elementary teachers are encouraged and empowered to take risks within the educational environment, fostering innovation and creativity in their teaching methods. Alongside this, there is dedicated time allocated for the implementation of Social-Emotional Learning (SEL) activities, ensuring that students' emotional and interpersonal skills are nurtured alongside their academic development. Staff members actively utilize differentiated discipline to address students' behavioral needs, promoting a supportive and inclusive school culture. A strong partnership with the Parent-Teacher Association (PTA) further enhances the school community, facilitating collaboration and support between home and school. Additionally, there is a commitment to streamlining processes such as Core SIT (Student Intervention Team), DT (Disciplinary Team), and identifying behaviors, ensuring efficient and effective intervention strategies. Overall, the campus maintains a goal-centered approach, prioritizing the holistic growth and success of every student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Students moving into the community have learning gaps and/ or social and emotional needs. Academic achievement and Social Emotional Learning (SEL) are top priorities.	Students from low socio-economic families may be dealing with isolation, fear, and facing other emotional hardships.
2 Chandler staff needs additional training on behavior management strategies.	Increase in negative student behaviors.

★ = Priority

Perceptions

Summary

Chandler Elementary is dedicated to nurturing and inspiring life-long learning where every student can reach his or her full potential. Our school community is one that is inclusive and fosters developing positive relationships between parents, teachers and students. A welcoming and inviting atmosphere has been established and students are affirmed and encouraged to be the best person they can be.

The community and staff have high expectations for academic success, as well as behavior and citizenship. Chandler staff care about their students, recognize their accomplishments, and encourage them to show appreciation and acceptance of their peers. Staff embraces the "Growth Mindset" and encourages students to persevere when challenged. Staff participate in on-going professional learning to grow professionally by meeting weekly in Professional Learning Communities with our Instructional Coaches, staff meetings, and attending training.

We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. The Chandler Elementary PTA is committed to supporting students and staff in a variety of ways. PTA funds are utilized well for programs and events that enrich the educational, cultural, and personal development of students. The campus website, principal and PTA newsletter, as well as social media allow for continuous efforts to be made in increasing parent involvement here at Chandler.

Chandler Elementary offers a variety of extracurricular activities to meet the needs and interest of all students such as UIL, Cheetah Chasers running club, Safety Patrol, Student News Crew, Student Council, Empowered Leaders, Book Club, and Honor Choir.

Strengths

Chandler Elementary embraces a culture in which personal and academic achievement is fostered for all students.

- Varied after school programs/clubs that meet varied social, emotional and academic needs of students and multiple family events that encourage community involvement
- Students and staff feel safe on campus at Chandler due to effective procedures and drill practice as evidenced by campus safety audits
- Purposeful collaborative activities that promote positive communication and problem solving
- To support students social-emotional learning, Chandler utilizes the Second Step program and a variety of other character building lessons/resources

To enhance parental and community engagement, Chandler provides:

- Multiple opportunities to volunteer on campus
- WATCH D.O.G.S. Program
- Routine communication with families in various formats
- Various family events

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Due to our diverse population and students coming from various backgrounds and it is more difficult for families to feel immersed in our school culture.	Cultural awareness and education of staff, students, and families is imperative.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Chandler Elementary CNA results show that we have a need to support our Hispanic/Latino community (41%) with translation services during school/PTA events.

Change in program placement

2
★

Students identified as SPED have shown a decrease in the number of students approaching grade level standards (passing STAAR) in reading and/or math.

On a daily basis, learning is differentiated to meet the students individual needs (often teaching below grade level standards per student's IEP), however for the STAAR test, all students are expected to take one test.

3
★

Students moving into the community have learning gaps and/ or social and emotional needs. Academic achievement and Social Emotional Learning (SEL) are top priorities.

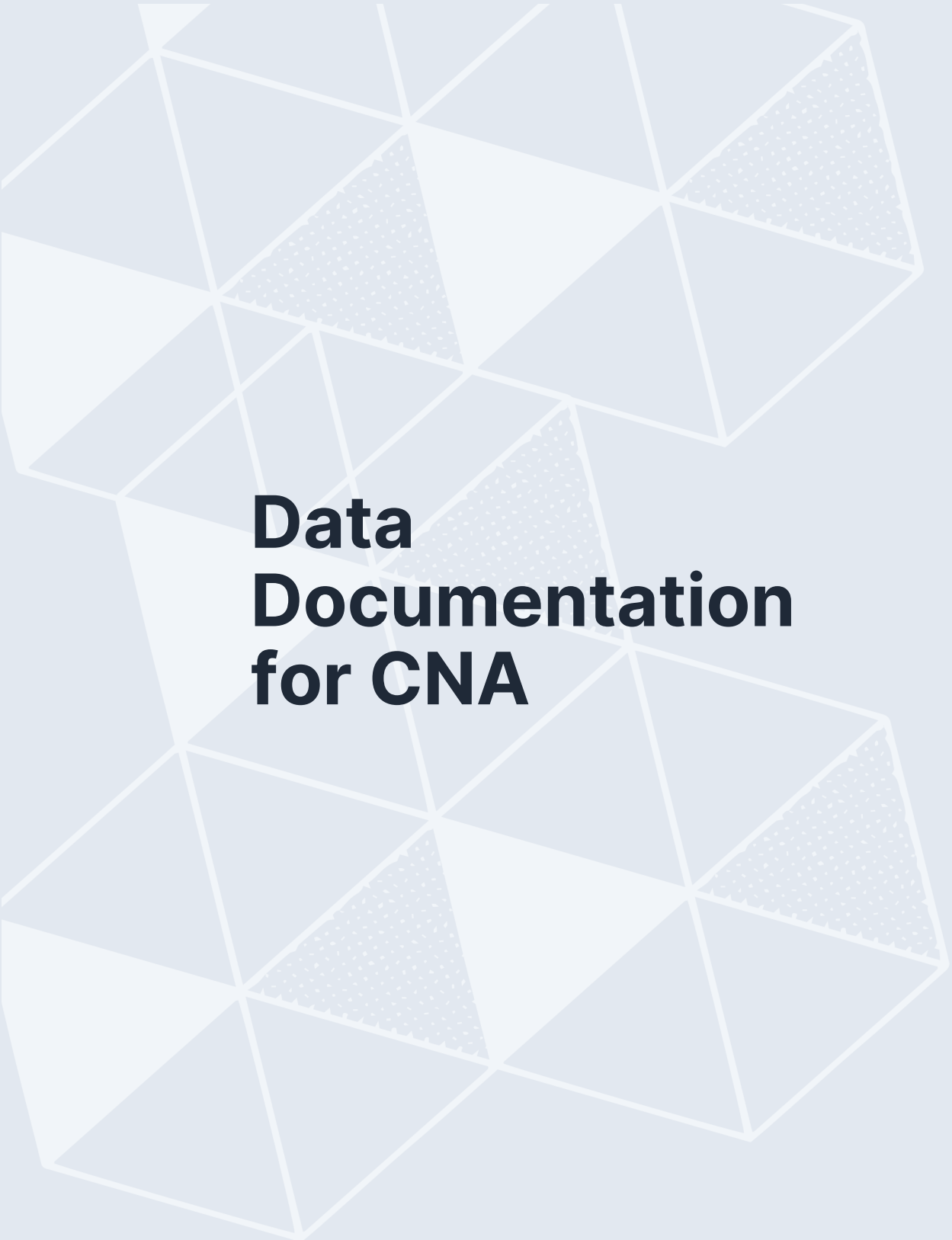
Students from low socio-economic families may be dealing with isolation, fear, and facing other emotional hardships.

4
★

Due to our diverse population and students coming from various backgrounds and it is more difficult for families to feel immersed in our school culture.

Cultural awareness and education of staff, students, and families is imperative.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

By May 2027, Chandler Elementary will increase parent and community involvement in campus events by 25% from the 2025-2026 baseline. The campus will strengthen school-home partnerships by providing diverse opportunities for families and community members to engage in school events, volunteer opportunities, and student learning experiences, supporting improved student engagement and learning outcomes.

Evaluation Data Source: Event attendance, survey data

Strategy 1

Utilize multiple platforms (campus newsletters, school website, ClassDojo, Peachjar, social media) to publicize upcoming events.

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Gather feedback from Dual Language and diverse families through culturally responsive surveys and focus groups to better understand and address barriers that may impact family participation and engagement.

Strategy's Expected Result/Impact: Increased family involvement across campus events.

Staff Responsible for Monitoring: Chandler staff, PTA Board

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2 High Priority

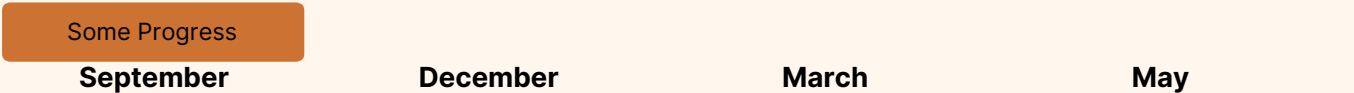
By May 2027, Chandler Elementary will increase the percentage of classrooms demonstrating high-quality Tier 1 instruction to at least 90% through consistent implementation of standards-aligned, data-driven, and differentiated instruction across all grade levels and content areas, the campus will improve student achievement and reduce identified learning gaps.

Strategy 1

Chandler teachers will implement evidence-based instructional practices aligned with state and district standards by utilizing Allen ISD's Exemplary Lesson Design and district-aligned curriculum resources, with ongoing support through Learning Support Specialists, Professional Learning Communities (PLCs), and both campus and district-provided professional development.

Strategy's Expected Result/Impact: Increase student growth and reduce academic achievement gaps across all grade levels and content areas

Formative Reviews



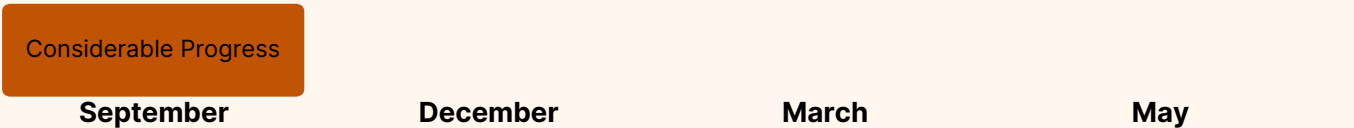
Strategy 2

Campus Learning Support Specialists will collaborate with teachers weekly to provide real-time support, modeling, and co-teaching.

Strategy's Expected Result/Impact: Increased student performance.

Staff Responsible for Monitoring: Administration, Learning Support Specialists, Teachers

Formative Reviews



Goal 2 Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

By May 2027, Chandler Elementary will monitor and increase the effective integration of technology into instruction by ensuring that at least 85% of observed classrooms demonstrate purposeful use of technology aligned to the Texas Essential Knowledge and Skills (TEKS), including the Technology Applications TEKS, to support collaboration, problem-solving, innovation, and student engagement.

Evaluation Data Source: PLC sessions across (grade level, campus level, and district level), Chandler Technology committee, PLC sessions, and data

Strategy 1

Utilize the Chandler Technology Committee to identify campus technology needs and gather ongoing teacher feedback to determine areas for support and professional learning.

Strategy's Expected Result/Impact: Encourage cross-grade and cross-content collaboration to spark new ideas and strengthen vertical alignment.

Staff Responsible for Monitoring: Administrators, Teachers, Learning Support Specialists.

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

By May 2027, Chandler Elementary will equip 100% of instructional staff with research-based strategies to support Emergent Bilinguals and Newcomers across all grade levels and content areas, including effective implementation of the new ELPS to integrate language development with content instruction.

Evaluation Data Source: TELPAS and TELPAS Alternate data, classroom walkthroughs/observations, lesson plans and instructional artifact, newcomer/student progress monitoring data, campus and district assessment data

Strategy 1

Provide ongoing professional development opportunities focused on building language rich environments and integrating language objectives with content instruction.

Strategy's Expected Result/Impact: Increased student academic performance

Staff Responsible for Monitoring: Teachers, EL Facilitators, Learning Support Specialists, Administration

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Implementation of consistent student discourse strategies across all grade levels and content areas to increase meaningful academic conversation, strengthen student engagement, and support deeper understanding and mastery of learning objectives.

Strategy's Expected Result/Impact: Increased student engagement and academic discourse, resulting in stronger understanding and application of learning objectives.

Staff Responsible for Monitoring: Administration, Learning Support Specialists, Classroom teachers

Formative Reviews

Some Progress

September

December

March

May

Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

By May 2027, Chandler Elementary will implement campus-wide systems and practices that empower all students to take ownership of their learning and well-being, resulting in measurable growth in academic achievement, student engagement, and social-emotional development.

Evaluation Data Source: Classroom, District, and State assessment data, observations, lessons, attendance, tutoring attendance, progress monitoring, student safety survey

Strategy 1

Provide differentiated learning experiences and enrichment opportunities for gifted learners that foster critical thinking, creativity, problem-solving, and innovation.

Strategy's Expected Result/Impact: The AIM teacher will collaborate with classroom teachers across all grade levels to provide differentiated enrichment strategies and resources tailored to individual student needs, resulting in increased opportunities for gifted learners to engage in challenging and meaningful learning experiences.

Staff Responsible for Monitoring: AIM Teacher, classroom teachers

Funding Sources: GT Allotment, \$164,725

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide targeted supplemental learning experiences, intervention, and support services for identified at-risk students to address individual learning needs, accelerate academic growth, and increase student success and readiness for future academic pathways.

Strategy's Expected Result/Impact: Funds designated to provide supplement the regular education program for educationally disadvantaged and at-risk students.

Funding Sources: Comp Ed: State Special Allotment, \$84,448

Formative Reviews

Some Progress

Strategy 3

Provide targeted supplemental learning experiences and support services for identified at-risk and special education students to address individual learning needs, accelerate academic growth, and promote academic success and readiness for the next grade level.

Strategy's Expected Result/Impact: Increased student performance, closing foundational gaps.

Staff Responsible for Monitoring: Designated amounts include SPED staffing and/or resources on campus.

Funding Sources: Special Education: State Special Allotment, \$835,059

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Strengthen instructional practices for Newcomers and Emergent Bilingual (EB) students through targeted, culturally responsive strategies and intentional language acquisition supports that promote academic achievement and English language development.

Strategy's Expected Result/Impact: Increase in targeted instruction to close performance gaps.

Staff Responsible for Monitoring: Administrators, EL Facilitators, Instructional Coaches, K-3 Teachers, SSI Teacher, Resource Teachers

Funding Sources: Supplemental Instructional Support to promote academic achievement Title II, Part A, \$86,500, Bilingual/ESL: State Special Allotment, \$1,922,276

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math assessment will increase from 56% to 58.5% by Spring of 2029.

Evaluation Data Source: STAAR Math Results

Strategy 1

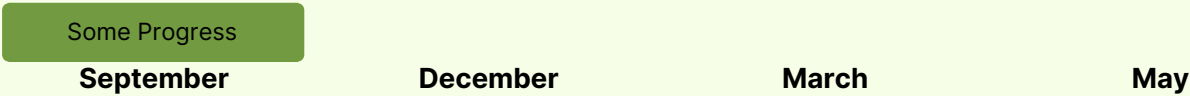
Chandler teachers will implement targeted small-group and differentiated math instruction using

evidence-based intervention strategies, curriculum-aligned resources, and a variety of instructional techniques to address individual student needs, strengthen foundational skills, and accelerate math achievement.

Strategy's Expected Result/Impact: Consistent use of small group and/or differentiated instruction to meet the needs of all students.

Staff Responsible for Monitoring: Administrators, Learning Support Specialists, K-3 Teachers, SSI Teacher, Resource Teachers

Formative Reviews



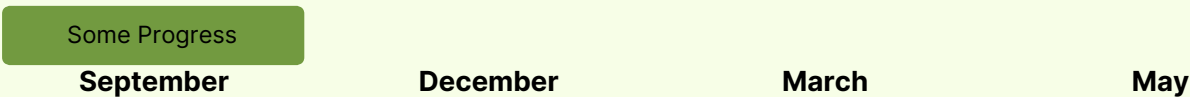
Strategy 2

Strengthen instructional practices to identify and address gaps in foundational numeracy skills through targeted intervention, ensuring students develop a strong mathematical foundation in the early grades.

Strategy's Expected Result/Impact: Close foundations gaps, increase in student achievement.

Staff Responsible for Monitoring: Administrators, CIS, SSI, EL Facilitator, Learning Support Specialists, classroom teachers

Formative Reviews



Performance Objective 3 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading Language Arts assessment will increase from 61% to 63.5% by Spring of 2029.

Evaluation Data Source: STAAR Reading Results

Strategy 1

Teachers will use campus, district, and state assessment data, along with pre- and post-assessment results, to identify learning gaps and areas for growth. Data will inform instructional strategies, differentiated small-group instruction, and targeted interventions to accelerate student growth and close performance gaps.

Strategy's Expected Result/Impact: Increase in targeted instruction to close performance gaps.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, K-3 Teachers, SSI Teacher, Resource Teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Strengthen instructional approaches around identifying gaps in literary foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: Administrators, CIS, SSI, EL Facilitator, Classroom Teachers

Funding Sources: Early Education: State Allotment, \$42,916

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 4

By May 2027, 100% of Chandler Elementary instructional staff will receive professional development and ongoing support in evidence-based, proactive behavior management strategies, with at least 85% of classrooms demonstrating consistent implementation of effective behavior support practices.

Evaluation Data Source: Discipline referrals, student responses in the classroom and within the school community

Strategy 1

Chandler will utilize Second Step curriculum to support students in learning social and emotional skills.

Strategy's Expected Result/Impact: Increase in students' ability to manage their own emotions/behavior, empathy, healthy relationships, and good decision making.

Staff Responsible for Monitoring: Administrators, Classroom Teachers, Counselors

Formative Reviews

Moderate Progress

September

December

March

May

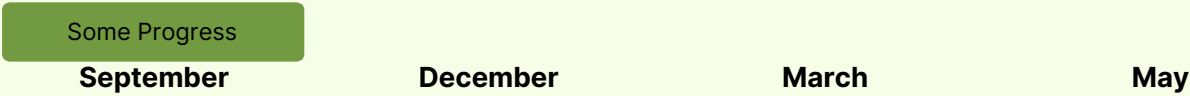
Strategy 2

Chandler Elementary will implement differentiated discipline practices, Love & Logic strategies, community circles, and classroom calm-down corners to support self-regulation, empathy, kindness, and positive relationships, while providing students with consistent, proactive strategies to manage emotions and behavior.

Strategy's Expected Result/Impact: Increase students' ability to regulate emotions, take ownership of their choices, resolve conflicts, and apply problem-solving strategies to make positive, responsible decisions.

Staff Responsible for Monitoring: All campus staff

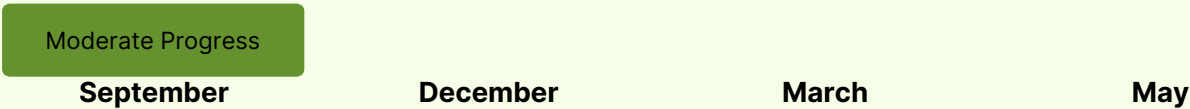
Formative Reviews



Strategy 3

Chandler's Behavior Committee will regularly review behavior data to identify trends and areas of need, and implement targeted interventions. The committee will also develop and promote a campus-wide system to recognize and reinforce positive student behaviors aligned with SEL competencies, ensuring consistent support for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Formative Reviews





Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2		--	\$42,916.00
Sub-Total					\$42,916.00
Budgeted Fund Source Amount					\$42,916.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4		--	\$1,922,276.00
Sub-Total					\$1,922,276.00
Budgeted Fund Source Amount					\$1,922,276.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$84,448.00
Sub-Total					\$84,448.00
Budgeted Fund Source Amount					\$84,448.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		--	\$835,059.00
Sub-Total					\$835,059.00
Budgeted Fund Source Amount					\$835,059.00
+/- Difference					\$0.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Supplemental Instructional Support to promote academic achievement	--	\$86,500.00
Sub-Total					\$86,500.00
Budgeted Fund Source Amount					\$86,500.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$164,725.00
Sub-Total					\$164,725.00
Budgeted Fund Source Amount					\$164,725.00
+/- Difference					\$0.00