

Katy Independent School District
Exley Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Exley Elementary, together with family and community, will provide unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life—to create the future.

Vision

Our vision is to create, lead and inspire passionate, life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jo Ella Exley Elementary is a 20 year old campus that serves around 1,000 students. This improvement plan focuses on the 23-24 school year, and the data is based on our 2022 STAAR scores. As reflected on our 2022 STAAR reports, enrollment by ethnicity is: 11.58% African American, 22.72% Hispanic, 53.48% White, 3.43% American Indian, 31.51% Asian and 0.0% Pacific Islander. This year, the White, American Indian/Native American, Asian, and Black/African American population has increased. The Hispanic population has decreased. There were 37.8% students who were economically disadvantaged, which was up 6.9% from the previous year. Our English Language Learners population increased from 30.9% to 35.7%. We have around 43 languages spoken on our campus. Due to our large Urdu speaking population, we do have an Urdu ESL paraprofessional to help support those students. Our mobility rate has remained relatively the same over the last 4 years and was 13.3%

Exley Elementary School is prideful in the quality teachers that we recruit, hire, and retain. Staff supplemental certifications continue to grow in multiple areas of need per student population.

Building instructional capacity within our staff is an important facet to the ongoing professional learning and growth that occurs at Exley Elementary. All teachers, including our new Exley teachers, will earn a minimum of 6 hours of professional development outside of the school day during the year. Teachers are provided a variety of opportunities to earn these hours at JEE and encouraged to pick those that are aligned to their professional development goals. In addition, professional development is built into our master schedule with scheduled PDR sessions (professional development rotation).

Demographics Strengths

Exley Elementary has many strengths. Some of the most notable demographic strengths include:

- Many families move into our area because they have researched schools and decided Exley Elementary is where they want their child to be.
- Substitute teachers have provided feedback that Exley Elementary is a great place to be and prefer to sub on our campus.
- Parents who move within the district often request for their child to remain at Exley because they are happy at Exley Elementary.
- Teachers obtaining the ESL certification supplement continues to grow annually, nearing 100% certification per grade level team.
- Learning walks are utilized to build teacher capacity by targeting skills and observing each other in the spirit of growing together.
- Extended planning times are provided for teachers quarterly to foster long range planning, desegregated student data, and align lessons to these needs.
- Staff technology development is continuously building in the areas of Twitter, Canvas, classroom technology activities/program use, and student/teacher engagement.
- Administration and PBIS core committee organize treats and/or fun activities monthly for staff in order to boost teacher moral and reduce stress.
- House System implemented to foster unity and promote character traits across all grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL scores on DLAs and STAAR tend to be lower than non-ELLs. **Root Cause:** Increasing number of students speaking languages other than English is quicker than we can train teachers on strategies.

Problem Statement 2 (Prioritized): JEE's varying levels of staff experience and needs requires a differentiated professional development approach. **Root Cause:** Teachers coming with various experiences and needs.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2021-2022 school year, Exley Elementary met in two of the three target areas:

- Domain 1- Student Achievement: Exley Elementary Score 92
- Domain 2- Student Progress: Exley Elementary Score 88

Domain 3- Closing Performance Gaps: Exley Elementary 84 was the target area not met. These scores result in Exley Elementary receiving a 2022 Accountability A rating. The white and Asian students did not meet their target score in Domain 3 in the area of mathematics.

While we are very proud of our scores, we recognize that there is still work to be done. On the 2022 STAAR, the following scores for all grades show the percentage for Meets/Masters:

- All Subjects 68%
- Reading 73%
- Math 63%

A deep analysis shows that sub group scores increased in 18 areas but decreased in 15 areas. The performance for our African American students dropped in all content areas, and Hispanic students dropped in reading, while performance for our special education and economically disadvantaged students decreased in reading and science. Intervention strategies will be implemented to reduce the performance gaps in these areas. The performance for our Hispanic students increased in math and science. Our economically disadvantaged and special education students scores increased in math.

While the campus shows overall strong scores in comparison to state and district averages, there are still gaps in some student groups. Even though we saw improvements in reading, math, and science, economically disadvantaged students scores dipped below the all student averages. Note the comparison of all students approaching grade level standard or above to economically disadvantaged students approaching grade level standards and above:

- All subjects/All students: 90%- Economically Disadvantaged: 84%
- Reading All Students: 91%- Economically Disadvantaged: 86%
- Math All Students: 91%- Economically Disadvantaged: 84%
- Writing All Students: 83%- Economically Disadvantaged: 72%
- Science All Students: 93%- Economically Disadvantaged: 90%

Exley Elementary met all of the State System Safeguards.

During the 2022-2023 school year, below grade level F&P reading levels increased from the beginning of the year to the end of the year in all grade levels, as did the performance on STAAR interim assessments from the beginning of the year to the end of the year.

Student Learning Strengths

Exley's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

- Meeting or exceeding above the district and state percentage on all tests in the area of Approaching grade level standards.

- Our students identified as economically disadvantaged students demonstrated progress in the percentage meeting and mastering STAAR standards from the 2020-2021 to the 2021-2022 school year. Significant growth was noted in science.
- Our 2022 STAAR scores showed that 49 percent of our students scored at the masters level for reading.
- On the 2022 Science STAAR, students achieving approaches, meets and masters increased.
- Our 2022 STAAR scores showed the percentage of students making meets and masters on the reading test increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data shows that special education student performance remains below other student groups in grade 3-5. **Root Cause:** Large academic gap between the level of performance and STAAR expectations

Problem Statement 2 (Prioritized): Not all student groups are hitting the targets for progress as set by the state. **Root Cause:** Demographics are changing quicker than staff can adjust their teaching.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment falls within the four Instructional Focus Areas at Exley Elementary. These areas are: Growth for All Students, Campus Climate and Culture, Small Group Instruction, and Reflective Practitioners. Growth for all students encompasses the science of teaching reading, guided math, GLAD strategies, quality questioning, technology tools, Amira, and using "I Can..." Statements. Campus Professional Development is used to build the foundations of these strategies for teachers to incorporate within the classroom successfully. This time allows for purposeful, professional learning and collaboration, which directly impacts the instruction and learning of our students.

Data driven decisions are a driving force at Exley Elementary. As a team, we are committed to creating lessons and assessments that represent student achievement in multiple ways. Grade level teams collaborate with our instructional coaches on a weekly basis to plan lessons based on student data and TEKS alignment. Multiple sources of data are collected and used for this purpose. PreK uses Circle Progress Monitoring. Kindergarten through second grade focus upon Texas KEA (Kindergarten only), Amira, Dreambox Math program, campus-created assessments, and district level assessments (second grade only). Third through fifth grade focus on STAAR, STAAR Interim, Dreambox Math, district level assessments, and campus-created assessments. At Exley Elementary we have a large population of LEP students (35.7%). Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Our ESL team and grade level teachers incorporate listening, speaking, reading, and writing throughout lesson plans to enhance the growth of our ELL learners. Teachers have extensive, ongoing, training focusing on GLAD strategies to support our ELL learners.

Grade level planning occurs weekly with teacher teams and instructional coaches. Data is used from multiple sources to guide lesson planning and strategic student grouping. Grade levels have a daily common planning time and collaborate with the ESL ISSTs during planning as well. In addition, PLC extended planning times takes place for each grade level on a quarterly basis.

Exley Administration and Instructional Coaches meet with grade level teachers for MTSS/Kid Chat meetings about every 8 weeks. Data is pulled and sorted from campus and district level assessments for each meeting to identify students that are performing below grade level expectations. Student needs are addressed during this time. Teachers are asked to share student information, strengths and weaknesses, along with other curricular and academic information. During these data meetings, students that show skill/strategy weakness and/or need are assigned intervention groups based on a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day. These intervention groups are provided by academic support teachers, ESL teachers, and general classroom teachers. Furthermore, Exley utilizes supplemental tutoring positions during the instructional day to maximize student intervention and achievement.

Exley Elementary School is prideful in the quality teachers that we recruit, hire, and retain. Staff supplemental certifications continue to grow in multiple areas of need per student population.

Twenty-four new staff members joined our Exley family for the 2023-2024 school year. Each new staff member is supported by our campus mentoring team. This team consists of the lead mentor teachers, buddy teachers for each new staff member, the instructional coaches and coordinator, as well as the Administrative team. Teachers new to JEE attend scheduled new teacher mentor meetings provided by JEE staff.

Building instructional capacity within our staff is an important facet to the ongoing professional learning and growth that occurs at Exley Elementary. All teachers, including our new Exley teachers, will earn at least 6 professional development hours during the year in addition to the PDR (professional development rotation) session held during the instructional day. As a staff, our teachers earned well over 2,100 clocked professional development hours over the 2023 summer.

Jo Ella Exley Elementary has a standard of providing a positive and safe learning environment for all students and staff. We are proud of the fact that we are known throughout the community as a school that promotes a feeling of positivity and academic success. The teachers and staff at Exley Elementary have established high standards for all of our learners both academically and socially. We continuously implement and evaluate the best instructional practices throughout the curriculum. We are leaders in the district with our instructional coaches and several teachers providing summer training for other Katy ISD teachers. We are proud to be a host campus to teams of teachers from other district schools observing our instructional practices. Jo Ella Exley Elementary is 100% student centered. Every decision is made based on what is best for our students. We hold the same high learning standards for our staff as our students. We are all learners at Exley Elementary, continually striving to become more knowledgeable in our field. Some of the ways we grow

as learners is through Professional Development Rotations (PDR) built into our school day and Professional Learning Communities (PLC). We provide our teachers with planning time to allow them to collaboratively develop high quality, engaging lessons for our students. The staff at Exley Elementary is committed to promoting our campus vision through their professionalism.

During the summer of 2021, JEE was retrofitted to update our technology resources. This consisted of new laptop bundle computers for all teachers, Smart Board panels, document cameras, and new technology to be used by students. In 2019, 70 additional iPads for each classroom were also purchased to supplement the 2015 retrofitted materials. We currently have 80 iPads are made available for teacher and student check out in the library. Students without home internet access may also check out mobile hot spots to use at home.

Additionally, each classroom has a Front Row voice amplification system installed. There are two computer labs with 25 computers each and two mobile carts of 8 laptop computers. The library has additional computers that are frequently used for research.

During the 2018-2019 school year Exley implemented a school wide House system. The purpose of this system was to develop a school climate and culture where students were excited to learn the necessary skills to build positive relationships, become leaders and productive citizens, and grow academically. Further, the House system promotes an understanding of cultural diversity as represented through our student population. At least four times a year, students and teachers will participate in House rallies. Students are randomly assigned to one of six houses (House of: Respect, Integrity, Dependability, Effort, Safety, Kindness). Students will be members of their House for the duration of their enrollment at Exley. Each house is directly tied to one of our PBIS core values. Throughout the school year, houses will meet and participate in team building activities, staff competitions, and community service projects. Students will have opportunities to earn points for their house every school day by displaying positive behaviors connected to our RIDES.

Each year Exley Elementary completes the BrightBytes survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 5 key areas: (1) Technology foundation skills (2) on-line skills (3) multimedia skills (4) beliefs (5) digital citizenship skills.

School Processes & Programs Strengths

Exley Elementary has identified the following strengths:

- Targeted campus and grade level professional learning during PDR, every two weeks
- Teachers participated in focused learning walks
- Genius Hour and/or STEAM activities incorporated in multiple grade levels
- Regular content/vertical team meetings to align instruction
- Instructional Coach support during team planning
- Social Media learning opportunities for staff
- Collaborative teach modules presented to staff
- The Learning Channel Professional Development opportunities offered each month
- Teachers obtaining the ESL certification supplement continues to grow annually, nearing 100% certification per grade level team
- Learning walks are utilized to build teacher capacity by targeting skills and observing each other in the spirit of growing together.
- Extended planning times are provided for teachers quarterly to foster long range planning, desegregate student data, and align lesson to these needs.
- Staff technology development is continuously building in the areas of Twitter, Canvas, classroom technology activities/program use, and student/teacher engagement.
- Administration and PBIS core committee organizes treats and/or fun activities monthly for staff in order to boost teacher morale.
- Periodic House Rallies to foster unity, school spirit and reinforce character traits.
- Instructional coaches, ESL teachers, and Special Education teachers, when applicable, plan with teams for Academy Time (Extended Learning Time) to provide extension for learning for students at all levels.
- Attendance plan is effectively used as we encourage students to be at school and on time. It has led to the reduction in the number of tardies and increased instructional time.
- New teachers are assigned a mentor/buddy to help them with the transition to a new campus and provide support needed to become successful.
- JEE utilizes the role of lead mentor liaison to provide support to new, beginning teachers.
- PDR sessions are purposefully planned using data and teacher input to provide training in areas that will support student growth.

- PLC sessions are held approximately once a quarter for teams to have extended time to analyze data and plan for student learning.
- Screen cast professional learning is utilized where teachers can gain training information without face to face interaction, valuing the teachers' time.
- Katy ISD Core Essentials program is utilized to promote social skills in all students.
- Classroom guidance lessons, aligned with the Core Essentials and ASCA standard, are presented to all grade levels PreK - 5th grade.
- Internet access is available in all classrooms with each having their own wireless access point.
- BrightBytes technology survey reflects teacher confidence with the use of technology.
- Two full computer labs are available for students with additional computers in the library
- Teachers collaborate on social media with their Professional Learning Network.
- Teams participating in the district technology bodge program. Earning badges through the varied use of instructional technology.
- Teachers have access on a monthly basis to our technology design facilitator to help with using instructional technology to enhance lesson design.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): LEP students are not making adequate yearly progress on STAAR in the areas of reading, writing, and math. **Root Cause:** There is a continuous increase in our LEP population, and teachers are challenged with providing the differentiated instruction and strategies that best meets LEP students.

Problem Statement 2 (Prioritized): Students need frequent and consistent social/emotional education. **Root Cause:** Students need to be directly taught positive behaviors and respect for others.

Perceptions

Perceptions Summary

Jo Ella Exley Elementary has created a family friendly school environment that we strive to maintain. We aim for our school to be an integral part of our community. Our goal is to consistently provide a sense of community and family involvement by providing opportunities for all to connect in educating our children. We are a very diverse campus with students and families speaking approximately 43 different home languages. We continue to have a moderately high mobility rate as compared to the state of Texas. In response to our population statistics, we have instituted many practices to help strengthen connections between home and school. We begin in early June updating the website for the new school year. Our teachers all create and publish Canva biographies to introduce themselves to the school community. To meet the needs of our families we provide interpreters as needed for conferences, A.R.D.'s and other necessary meetings. We ensure that our routines are consistent, including sending weekly communication. We take pride in the fact that parents report our school climate is very positive and welcoming on our parent survey.

One of the core beliefs at Jo Ella Exley Elementary is that together with family and community, we will provide unparalleled learning experiences for our students designed to prepare and inspire each student to live an honorable, fulfilling life to create the future. We believe students learn best in a safe, supportive and engaging environment. We want our students to “own” their learning. With this in mind, the entire campus operates under our campus motto of, “Create, Lead, and Inspire.” This motto was actually created by a student focus group back in 2016.

JEE staff continues to receive year round training and updates on PBIS strategies and tools to foster a positive school/classroom climate and culture. Exley encourages teachers to recognize when students are modeling expected behaviors. Students receive reinforcers (Exley Express Bucks) when they exhibit appropriate behaviors that are aligned with the RIDES (Respect, Integrity, Dependable, Effort, and Safety) matrix. Exley continues to show positive progress in the number of discipline referrals being produced by Exley staff. Some Exley activities that support this decrease in referrals are: counselor and/or LSSP student support groups, social skills trainings, morning meetings, principal positive phone calls, and MTSS academic and behavior collaborative support meetings.

During the 2018-2019 school year the House system was implemented across our campus to allow for connections between all students to be strengthened. All students pre-k to fifth grade were placed in a house that was named after one of our RIDES traits. These traits have been translated into languages spoken on our campus to represent our diversity. The impact the houses had on our campus community was a huge success.

During the 2020-2021 school year, Exley Elementary received the Culture Cultivator Campus Award presented by the Harris County Department of Education due to maintaining a positive and student centered learning environment as well as continuing to go above and beyond, in the midst of challenges.

Perceptions Strengths

Jo Ella Exley Elementary strives to maintain these strengths:

- Hosting the annual Meet the Teacher event prior to the start of school to welcome families to Exley Elementary.
- Hosting the annual Back to School Bash hosted by P.T.A. with fun events celebrating the first week of school.
- Hosting the P.T.A. lead orientation program to prepare volunteers
- Holding monthly P.T.A. meetings attended by administration, teachers, and parents.
- Including parents, community, and business members to serve on our Campus Advisory Team
- Hosting the annual school carnival involving our entire community
- Planning P.T.A. hosted classroom parties twice per year celebrating all students
- Hosting and/or offering Love and Logic parent training sessions to staff and parents
- Holding a minimum of one face-to-face parent/teacher conference each year with all parents
- Communicating with parents utilizing a variety of formats such as: Remind 101, district/campus website, classroom newsletters, campus newsletter, Twitter, Instagram, and

paper fliers sent home in Tuesday Folders

- Participation in Partners in Education to build relationships with our business partners
- Supporting identified students by matching with adult mentors in the district KEYS program
- Supporting students with mentors to work with identified students in the PALS program
- Follow the district rotation for the Promise to Read program where community members read to classrooms at Exley Elementary
- Recruiting parent and community volunteers through Junior Achievement to teach 6 week long units on economics in grades K-5
- Participating in Read Deed and Run each year which promotes reading, performing good deeds throughout the community, and fitness
- Welcoming new students to our campus with a welcome gathering with the counselor and assigning a classroom buddy to help them successfully transition to the classroom
- Implementation of PBIS strategies in creating common expectations throughout the school
- Awarding staff and students with PBIS bucks/prizes to reinforce school-wide expectations
- Promote reading through our annual Book Character Parade
- Incorporate Express Recess weekly for teachers to identify 2 students per week that have excelled in some way
- Building leadership capacity with team leaders by focusing on a leadership strategy during each team leader meeting
- Promote dads' involvement at school by offering Exley Excellent Dad volunteer opportunities on Fridays
- Invite seniors who attended Exley to a Clap-Out to celebrate their success and accomplishments
- Involve parent volunteers in our Exley Science Lab
- Spotlight writing and art each nine weeks in our Writing/Art gallery. Invite family members to the unveiling.
- Hosting International Night to spotlight the various cultures at Exley Elementary
- Ron Clark's House System
- Character Strong's Purposeful People is implemented to focus on developing character and social-emotional learning skills in all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers indicate they would like more fun in the work place. **Root Cause:** The daily life of a teacher is high stress with increasing demands and high stakes in education.

Priority Problem Statements

Problem Statement 1: Not all student groups are hitting the targets for progress as set by the state.

Root Cause 1: Demographics are changing quicker than staff can adjust their teaching.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: LEP students are not making adequate yearly progress on STAAR in the areas of reading, writing, and math.

Root Cause 2: There is a continuous increase in our LEP population, and teachers are challenged with providing the differentiated instruction and strategies that best meets LEP students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: ELL scores on DLAs and STAAR tend to be lower than non-ELLs.

Root Cause 3: Increasing number of students speaking languages other than English is quicker than we can train teachers on strategies.

Problem Statement 3 Areas: Demographics

Problem Statement 4: STAAR data shows that special education student performance remains below other student groups in grade 3-5.

Root Cause 4: Large academic gap between the level of performance and STAAR expectations

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students need frequent and consistent social/emotional education.

Root Cause 5: Students need to be directly taught positive behaviors and respect for others.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: JEE's varying levels of staff experience and needs requires a differentiated professional development approach.

Root Cause 6: Teachers coming with various experiences and needs.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teachers indicate they would like more fun in the work place.

Root Cause 7: The daily life of a teacher is high stress with increasing demands and high stakes in education.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: JEE will meet closing the gaps performance targets for academic achievement for all sub populations that are on our accountability.

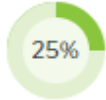

Evaluation Data Sources: At the end of the year we will use STAAR data for Meets grade level achievement to determine if this goal was met.

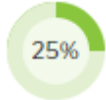




Strategy 1 Details	Reviews			
<p>Strategy 1: 1) By the end of September identify campus power TEKS for reading and math to focus on during small group instruction. 2) Track growth and progress throughout the year on the power TEKS. 3) Students in fifth grade will participate in Glow Lab to increase meets expectations on STAAR. We will target science Power TEKS during this time using differentiated lessons to meet the needs of all our sub populations. 4) Instructional Coaches will meet twice a semester with special education cluster general education teachers and special education teachers in grades 3-5 to track progress of special education students. Power TEKS will also be identified for these students.</p> <p>Strategy's Expected Result/Impact: 1) Implementation- measured by the student groupings during extended learning time and the observations of lessons targeting the Power TEKS outlined from the data dig. Teachers will also track student growth on the data tracker. 2) Impact- measured with DLA (District Learning Assessment) and CBA (Campus based assessments) data showing progress for all students. JEE will hit all state targets for meets performance on STAAR as set by TEA.</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach, Math/Science Instructional Coach, Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1444 613 1549 711"> </div> <div data-bbox="1572 604 1724 1096"></div> <div data-bbox="1724 604 1877 1096"></div> <div data-bbox="1877 604 2032 1096"></div> </div>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule Kids Chats at the end of each grading period to track growth and progress of those students identified through MTSS as below level.</p> <p>Strategy's Expected Result/Impact: 1) Implementation-measured by the data trackers and data collected use to make decisions for need for future intervention needs as well as teacher observation and input during Kid chat meetings 2) Impact- measured with DLA (District Learning Assessment) and CBA (Campus based assessments) data showing progress</p> <p>Staff Responsible for Monitoring: ICs and Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1444 1237 1549 1334"> </div> <div data-bbox="1572 1227 1724 1414"></div> <div data-bbox="1724 1227 1877 1414"></div> <div data-bbox="1877 1227 2032 1414"></div> </div>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 1424 663 1466"> </div> <div data-bbox="764 1424 980 1466"> </div> <div data-bbox="1081 1424 1331 1466"> </div> <div data-bbox="1434 1424 1629 1466"> </div> </div>				

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

Performance Objective 2: JEE will strengthen small group instruction by establishing standards and expectations for our campus.

Evaluation Data Sources: At the end of the year we will use STAAR Domain II Student Progress Data (Longitudinal Data Report) and T-TESS data to determine if the goal was met.

Strategy 1 Details	Reviews			
<p>Strategy 1: ELA/SS & Math/Science ICs will plan weekly with teachers to create strong first-teach instruction (mini-lessons) and targeted small group instruction to grow all learners.</p> <p>2) Teachers will use student data from CBAs, formative assessments, DLAs, etc. to plan for student groups and small group lesson focus areas.</p> <p>Strategy's Expected Result/Impact: 1) Implementation - measured by the student groupings during instructional time and the observations of data-driven, small group lessons targeting specific student groups.</p> <p>2) Impact - measured with DLA (District Learning Assessments) and CBA (Campus-Based Assessments) data showing progress for all students.</p> <p>Staff Responsible for Monitoring: ELA/SS IC & Math/Science IC, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The leadership team will continue with the use of the Small Group Instruction Framework , which is a system used to monitor the implementation of the small group expectations and instruction.</p> <p>Strategy's Expected Result/Impact: 1) Implementation- measured by the growth of student progress and the observations during formal and informal walkthroughs by the leadership team.</p> <p>2) Impact- measured with stronger/improved student assessment data including CBAs, DLAs, report card grades, Amira, growth on Dreambox and other data sources.</p> <p>Staff Responsible for Monitoring: ICs and Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development targeting small group instruction to staff.</p> <p>Strategy's Expected Result/Impact: 1) Implementation- measured by observation of consistency of expectations across the building during walkthroughs and observations 2) Impact- measured with stronger/improved student assessment data including CBAs, DLAs, report card grades, growth on Dreambox and other data sources.</p> <p>Staff Responsible for Monitoring: ICs and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 - General Fund - \$3,400</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: HB 3: The percent of 3rd grade Exley Elementary students who achieve Meets and above in Math will increase to 77% by July 2024.

HB3 Goal

Evaluation Data Sources: We will use STAAR data for 3rd grade Meets and above to determine if this goal is met.







Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional coach will train and support teachers in utilizing DreamBox student/class/grade level data during PDRs and planning meetings during the year to identify students in need of reteach, support, and extension. This data, along with other classroom data, will be used to create small group instructional plans.</p> <p>Strategy's Expected Result/Impact: Third grade students reaching Meets or above on STAAR math will increase .</p> <p>Staff Responsible for Monitoring: IC and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the progression kits and the numeracy components as a part of their daily math small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reaching meets and masters on 3rd grade STARR .</p> <p>Staff Responsible for Monitoring: IC and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: HB 3: The percent of 3rd grade Exley Elementary students who achieve Meets and above in Reading will increase to 74% by July 2024.

HB3 Goal

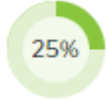




Evaluation Data Sources: We will use STAAR data for 3rd grade Meets and above to determine if this goal is met.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will administer the HMH and Amira assessments with fidelity and show evidence of data driven instruction in lesson plans, data binders/folders, and delivery. Performance data on each student group will be monitored by the leadership team to determine effectiveness.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate an average of one year's growth .</p> <p>Staff Responsible for Monitoring: IC and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional coach will train and support PreK-2 teachers in utilizing Circle Progress Monitoring, TX-KEA and Amira, along with student/class/grade level data during PDRs and planning meetings during the year to identify students in need of reteach, support, and extension. This data, along with other classroom data, will be used to create small group instructional plans.</p> <p>Strategy's Expected Result/Impact: We will use STAAR data for 3rd grade Meets and above to determine if this goal is met. We want to reach 72% by the end of the 22-23 school year.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

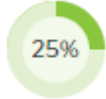




Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 6: JEEs daily average attendance will increase from 95% to 96% .






Evaluation Data Sources: daily attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor attendance and communicate with grade level administrators regarding attendance.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents resulting in increased attendance at school</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Exley Elementary will provide multiple layers of support to teachers with zero and one year of experience.





Evaluation Data Sources: First Year teacher feedback survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead Mentors will meet monthly with beginning teachers to provide support and meet needs.</p> <p>Strategy's Expected Result/Impact: 1) Implementation- Measured by documented agendas 2)The impact will be measured by staff growth as noted on T-TESS walkthroughs and on feedback from beginning teachers.</p> <p>Staff Responsible for Monitoring: Leadership Team and Lead mentor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Training for teachers will be provided and activities for our student body will be planned that will lead to developing cultural awareness, character development, and providing strategies for students to use when dealing with stress.





Evaluation Data Sources: Community service activities, character building education, team building activities, staff trainings

Strategy 1 Details	Reviews			
<p>Strategy 1: The House Committee will meet prior to each House day to plan activities to support House goals. Students and staff will participate in House day activities on designated days.</p> <p>Strategy's Expected Result/Impact: 1) An increase of positive interactions between students in multiple grade levels.</p> <p>2) An increase of understanding of others.</p> <p>3) An understanding of bullying behaviors and how to handle those situations.</p> <p>Staff Responsible for Monitoring: House Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Staff will receive training that will allow them to able to define trauma and explore the impact of trauma on student learning and behavior in accordance with House Bill 18 and Senate Bill 11.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more competent in supporting students during trauma situations and there will be a decrease in need for students needing to leave the classroom to receive support from counselor.</p> <p>Staff Responsible for Monitoring: Counselor and Admin</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Information on violence prevention and bullying prevention will be shared with parents, students, and teachers.</p> <p>Strategy's Expected Result/Impact: Better informed parents, students, and teachers as well as a decrease in reports of these types of offenses.</p> <p>Staff Responsible for Monitoring: Counselor and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Provide family engagement for families of our ELs through the use of the Ready Rosie resource.

Evaluation Data Sources: TELPAS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Videos will be sent to families once a week.</p> <p>Strategy's Expected Result/Impact: Student's oral language will increase</p> <p>Staff Responsible for Monitoring: ESL ISSTs</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Exley Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Exley Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ellen Farrar	Academic Support Teacher	1
Kristine Frederick	Academic Support Teacher	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$3,400.00
Sub-Total					\$3,400.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
JOELLA EXLEY EL (101914124) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		93	A
Student Achievement		92	A
STAAR Performance	68	92	
College, Career and Military Readiness Graduation Rate			
School Progress		84	B
Academic Growth	76	82	B
Relative Performance (Eco Dis: 24.0%)	68	84	B
Closing the Gaps	97	94	A

Identification of Schools for Improvement

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

Distinction Designations

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

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	73%	74%
Actual	66%	64%	70%	72%	65%	
Met Goal			Y	Y	N	

		# 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	# LEP	% LEP	
Exley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	17	59%	40	55%	68	60%	1	100%	38	79%	0		10	70%	20	35%	51	53%	74	55%
		2021 Actual	9	44%	21	62%	60	68%	1	100%	39	82%	0		4	75%	14	43%	27	59%	58	76%
		2022 Actual	13	62%	44	66%	47	77%	0		35	71%	0		13	92%	22	23%	60	67%	58	67%
		2023 Target		59%		76%		65%		100%		81%				70%		35%		63%		60%
		2023 Actual	8	75%	30	63%	56	66%	1	0%	41	61%	0		8	75%	24	29%	54	50%	60	62%
		Met Target		Y		N		Y		N		N				Y		N		N		Y
2024 Target		59%		76%		76%		100%		71%				70%		35%		63%		60%		

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **70%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			71%	73%	75%	77%
Actual	74%	70%	57%	62%	57%	
Met Goal			N	N	N	

		# 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	# LEP	% LEP	
Exley	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	17	53%	40	53%	68	75%	1	100%	38	84%	0		10	80%	20	30%	51	51%	74	59%
		2021 Actual	9	0%	21	52%	60	53%	1	100%	39	74%	0		4	75%	14	29%	27	30%	58	66%
		2022 Actual	14	57%	44	43%	47	68%	0		35	80%	0		13	62%	22	14%	61	56%	58	59%
		2023 Target		53%		53%		75%		100%		90%				80%		30%		66%		64%
		2023 Actual	8	25%	30	47%	56	59%	1	0%	42	69%	0		8	50%	24	17%	54	31%	60	58%
		Met Target		N		N		N		N		N				N		N		N		N
2024 Target		53%		53%		75%		100%		79%				80%		30%		41%		64%		