

Katy Independent School District

Exley Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Postsecondary Readiness



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 12 year old campus that serves around 1000 students. This improvement plan focuses on the 17-18 school year, and the data is based on our 2017 STAAR scores. As reflected on our 2017 STAAR reports, enrollment by ethnicity is: 5.44% African American, 25.0% Hispanic, 36.4% White, 0.4% American Indian, 28.7% Asian and 0.0% Pacific Islander. Over the last 4 years there has been a small decline in our African American and Hispanic population and a small increase in our White and Asian population. There are 20.29% students who are economically disadvantaged, which is up 5% from last year. Our English Language Learners continues to increase each year and is currently 33.26%. We have around 36 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 at 10.3%.

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, disaggregate 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 organize treats and/or fun activities monthly for staff in order to boost teacher moral.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need additional training addressing the academic needs of ELL students. **Root Cause:** Increasing number of students speaking languages other than English

Problem Statement 2: Attendance data continues to be in Quartile 3 **Root Cause:** Lack of parents understanding the importance of attendance and the impact it has on the students and the campus.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, Exley Elementary met all four target areas:

- Index 1- Student Achievement: Exley Elementary Score 92 (state target score 60)
- Index 2- Student Progress: Exley Elementary Score 54 (state target score 32)
- Index 3- Closing Performance Gaps: Exley Elementary 57 (state target score 28)
- Index 4- Post-secondary Readiness: Exley Elementary 70 (state target score 12)

These scores result in an Exley Elementary receiving a 2017 Accountability Met Standard Rating.

While we are very proud of our score, we recognize that there is still work to be done. On the 2017 STAAR, the following scores for all grades show the percentage at Met or Exceeded Progress:

- All Subjects 73 %
- Reading 76%
- Math 71%

A deep analysis shows that sub group scores remained relatively the same with the exception of writing and science. The performance for our African American, Hispanic, and White students all dropped on the Writing STAAR while performance on the Science STAAR went up significantly in all student groups. Intervention strategies will be implemented to reduce the performance gaps in the area of writing.

While the campus shows overall strong scores in comparison to state and district averages, there are still gaps in some student groups. Special education students continue to score well below the all student averages. Note the comparison of all student scores to special education scores:

- All subjects/All students: 92%- Special Education 52%
- Reading All Students: 94%- Special Education 59%
- Math All Students: 93%- Special Education 59%
- Writing All Students: 80%- Special Education 29%
- Science All Students: 91%- Special Education 33%

It is important to keep in mind that there were only 23 total special education tests given compared to a total number of 1163 total tests. Continuous data analysis and data conversations will occur to help to close gaps where they are occurring.

Exley Elementary met all of the State System Safeguards.

Student Academic Achievement Strengths

Exley 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:

- Performing above the district and state average on all tests
- In index 2, student progress, our ELL students outscored our all students group on % meeting and % exceeding progress in the area of reading: ELL met/exceeded progress for reading 77% (all students 73%)
- 2017 STARR scores earned 2 distinction gold stars in the areas of Academic Achievement in ELA/Reading and Postsecondary Readiness
- Index 2 scores increased by 6 points, from 48 (2016) to 54 (2017)
- Index 4 scores increased 3 points from 67 (2016) to 70 (2017)

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: STAAR data show that writing scores for the following student groups; African American, Hispanic, Special Education, and ELL students, is significantly below our "ALL" student group **Root Cause:** Teachers need additional training on how to use conferring to target and advance students in writing.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment falls within the four Instructional Focus Areas at Exley Elementary. These areas are: Engagement, PBIS, Balanced Assessment, and Reflective Practitioners. Engagement encompasses guided reading, guided math, GLAD strategies and quality questioning, creating EPIC lessons, technology tools, and using I Can Statements. Professional Development Rotation days were used to build the foundations of these strategies for teachers to incorporate within the classroom successfully. PDR 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. Kindergarten through second grade focus upon ISIP, Fountas and Pinnell, mCLASS (K-1), math inventory (2nd grade), and campus created assessment. Third through fifth grade focus on STAAR, Think Through Math, district level assessments, and campus common assessments. At Exley Elementary we have a large population of LEP students (39.42%). 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 team 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 takesplace for each grade level on a quarterly basis.

Exley Administration and instructional coaches meet with grade level teachers for RTI/Kid Chat meetings every 6 to 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 info. 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.

Nine new staff members joined the Exley family for the 2017-2018 school year, including two new special education units that were added to our school. This breaks down to 6 teacher positions and 3 paraprofessional positions. Each new staff member is supported by our campus mentoring team. This team consists of the lead mentor teacher, buddy teachers for each new staff member, the instructional coaches and coordinator, as well as the Administrative team.

Teachers new to JEE can 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 attend at least two professional learning sessions on campus each month. These are planned based on targeted instructional focuses and teacher input.

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.

In 2015 Jo Ella Exley Elementary was retrofitted to update our technology resources. This consisted of new desktop computers, laptop computers, Smart Board projectors, document cameras and additional wireless access points that were installed throughout the building. Additional iPads for each classroom were also purchased. 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 eight laptop computers. The library has additional computers that are frequently used for research. Exley Elementary has six teams of teachers who applied for, and were awarded, the Connected Learner Initiative through the district.

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 foundational skills (2) on-line skills (3) multimedia skills (4) beliefs (5) digital citizenship skills. Data from last year indicates that 78% of our staff feels confident managing a classroom where students are using technology and 85% agree that technology enhances learning as well as daily life.

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
- Teach It Tuesday 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, disaggregate 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 moral.
- 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 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.
- Screencast 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.
- 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 Connected Learner Program (using the SAMR model) increases each year
- 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: Minimal progress has been made along the Balanced Assessment continuum. **Root Cause:** Lack of training and understanding.

Problem Statement 2: LEP students are not making adequate yearly progress on STARR 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 3: Not all teachers are routinely practicing self-reflection **Root Cause:** More defined structures are needed.

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 40 different home languages. We have a moderately high mobility rate of 13.2% compared to 10.5% in Katy I.S.D. and 16.5% for 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 Animoto 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 our Take-Home-Tuesday folders every week. We take pride in the fact that parents report our school climate is very positive and welcoming on our parent survey. We were voted the #2 school in the Houston Metropolitan Area on the Niche Report. To ensure that we were hearing the voice of our students we implemented a student focus group that meets with the principal to share their thoughts and ideas. This committee created our first ever school logo: Create, Lead, Inspire!

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.”

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, principal positive phone calls, and RTI academic and behavior support meetings.

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
- Holding brown bag lunches with the principal and/or other faculty members to provide information on school practices

- Hosting the annual school carnival involving our entire community
- Planning P.T.A. hosted classroom parties twice per year celebrating all students
- Planning curriculum nights such as Family Math Night with national speaker Greg Tang
- Hosting Love and Logic parent training sessions
- 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
- Implementing 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 lunch bunch with the counselor and assigning a classroom buddy to help them successfully transition to the classroom
- Implementation of a student focus group that included principal, teacher and students from 4th and 5th grades
- Implementation of PBIS strategies in creating common expectations throughout the school
- Awarding staff and students with PBIS bucks/prizes to reinforce school wide expectations
- Building leadership capacity with team leaders by focusing on a leadership strategy during each team leader meeting

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff members do not build relationships outside of their grade level team. **Root Cause:** Lack of structures in place that have them mixing, planning, and collaborating with other teams.

Problem Statement 2: Teacher desire more fun in the work place **Root Cause:** Daily life of a teacher is high stress with increasing demands and high stakes in education.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: All student groups in grades 3-5 will score above 90% on Index 1 STAAR reading (special education target score is 60%).

Evaluation Data Source(s) 1: At the end of the year we will use STAAR Reading Index 1 scores for all student groups and with special attention toward ELLs and Special Education student student groups to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Schedule time for reading teachers to dig into last year's reading STAAR data and provide time for staff to share valuable and useful information in such a way that student achievement is positively impacted. By the end of October, JEE's district Coordinator for Accountability and School Improvement will spend a full day with reading teachers to lead data discussion.	Reading Instructional Coach	1. Implementation- measured by the student groupings during extended learning time and the observations of lessons targeting the needs outlined from the data dig. 2. Impact- measured with DLA (District Learning Assessment) data showing at least a 2% higher achievement for all student groups when compared to last year's reading DLA scores.				

Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: The special education student group in grades 3-5 will show a 6% increase in meeting standard on Index 1 for reading, writing, and math STAAR assessment.

Evaluation Data Source(s) 2: At the end of the year we will use STAAR reading, writing, and math Index 1 scores for the special education student group to determine if this performance objective was met.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Instructional Coaches will meet twice a semester with the special education cluster general education teachers in grades 3-5 to track progress of special education students.	Instructional Coaches	1. Implementation- Demonstrated through the data meetings where special education progress is discussed and future instructional needs planed for. Impact- Student achievement for 3rd-5th special education students will grow by at least 2% on each DLA in reading, writing, and math				


Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 3: The number of students scoring a 5-8 on the 4th grade writing STAAR composition will increase by at least 3 students in each of those scoring categories.

Evaluation Data Source(s) 3: At the end of the year we will use break down data from STAAR writing Index 1 scores for 4th grade students to determine if this goal was met.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) ELA IC will meet with 4th grade writing teachers and use authentic writing samples to plan conferring goals and track growth.	ELA IC	1. Implementation- ELA IC will assist teachers at planning sessions in setting goals to grow writers. 2. Impact- Students scoring 5-8 on the writing STAAR test will increase a minimum of 10%.				
						

Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 1: Exley Elementary will provided positive reinforcement and "we missed you" postcards to parents and students to encourage regular attendance in an effort to increase daily attendance by 5%.

Evaluation Data Source(s) 1: ADA report will determine who will receive the postcards, as needed, as well as absentee data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Asst Principal will send home "We missed you" postcard to families after three consecutive absences. Students will receive a dog tag reward for perfect attendance at the end of each nine weeks.	Administration	Impact- There will be an increase in the number of students receiving the perfect attendance dog tag, along with a decrease in unexcused absences.				

Goal 3: Community Engagement

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: JEE will involve stakeholders on the implementation of the new behavior continuum by providing at least 3 opportunities for information and feedback.

Evaluation Data Source(s) 1: CAT team members, PTA members, PBIS team leaders, Staff members, Team Leaders

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Leadership team will schedule meetings with stakeholders to gather feedback on the campus behavior continuum.	Leadership team	1. Implementation -Utilize protocol to get feedback from identified groups. Impact- Stakeholders will be a cooperative partner in our PBIS initiative.				


Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: Exley Elementary staff will show at least an 85% satisfaction rate with their work environment.

Evaluation Data Source(s) 1: End of year staff survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grade levels will be strategically partnered with different grade levels for collaboration.	Leadership Team	1) Implementation- Measured by documented partnerships and calendar of events. 2) Impact- Measured by the responses on the End of Year teacher survey				
2) Minimum of three culture building activities for teachers and staff to participate each semester.	Leadership Team	1) Implementation- Measured by documented activities on calendar and professional development plan 2)The impact will be measured by staff participation of planned activities as well as satisfaction survey.				
						


Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: Teachers will utilize self reflection as a means to grow professionally at least twice during the 17-18 school year.

Evaluation Data Source(s) 1: Learning walk self reflection forms

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will participate in self selected learning walks at least 2 times per year, focusing on personal (instructional) needs/goals.	Administration, Instructional Coach, Instructional Coordinator	1) Implementation- Measured by teacher documentation of completion and self reflection 2) Impact- teacher growth will be noted at End of Year conference & End of Year summative.				
						

Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 2: By continuing to define the balanced assessment program for ELA teachers, there will be a 10% increase of the percentage of students earning a score of 5-8 on STAAR writing.

Evaluation Data Source(s) 2: Track writing growth of 4th grade students throughout the 17-18 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) ELA Instructional Coach will meet with 4th grade writing teachers and use authentic writing samples to plan conferring goals and track growth.	Leadership team	1. Implementation- ELA Instructional Coach will assist teachers at planning sessions in setting goals to grow writers. 2. Impact- Students scoring 5-8 on the writing STAAR test will increase a minimum of 10%.				

State Compensatory

Personnel for Exley Elementary:

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

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Julia Noeldner	Principal
Administrator	Shannon Smith	Assistant Principal
Classroom Teacher	Aleshia Morris	3rd grade teacher
Classroom Teacher	Lani Gabriel	Kinder teacher
Classroom Teacher	Kathy Wiesner	2nd grade teacher
Classroom Teacher	Mary Sue Presentin	5th grade teacher
Classroom Teacher	Pam Roxburgh	1st grade teacher
Classroom Teacher	Karina Vu	4th grade teacher
Community Representative	Carrie Groce	Grace Community Church
Community Representative	Jo Ella Exley	Namesake
Business Representative	Nhan Nguyen	Printing business
District-level Professional	Marlene Portier	District rep
Non-classroom Professional	Carin Cooper	Counselor
Parent	Mercedes Monasterio	parent
Parent	Muhammad Shafqat Shahzad	parent
Parent	Ashleigh McCall	parent
Parent	Gina Riojos	parent
Parent	Mo Mirzadeh	parent
Parent	Pradeep Sharma	parent
Parent	Amy Marsh	parent

Addendums

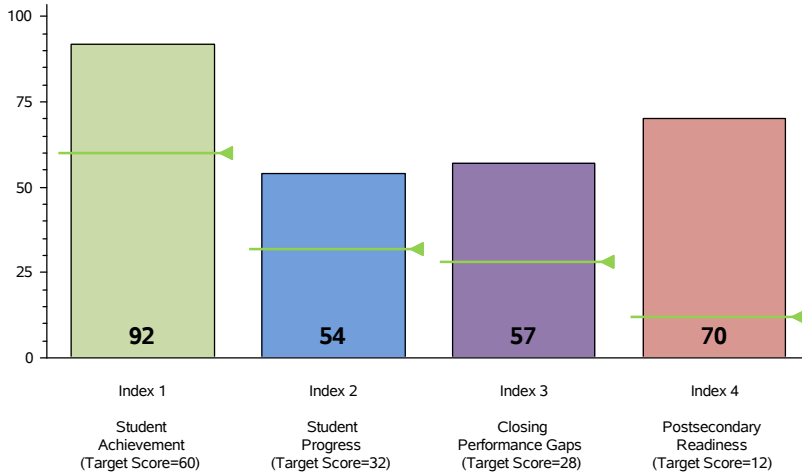
TEXAS EDUCATION AGENCY
2017 Accountability Summary
 JOELLA EXLEY EL (101914124) - KATY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,069	1,163	92
2 - Student Progress	650	1,200	54
3 - Closing Performance Gaps	1,147	2,000	57
4 - Postsecondary Readiness			
STAAR Score	70.4		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		70

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	956 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	20.3
Percent English Language Learners	33.7
Mobility Rate	10.3
Percent Served by Special Education	5.3
Percent Enrolled in an Early College High School Program	0.0

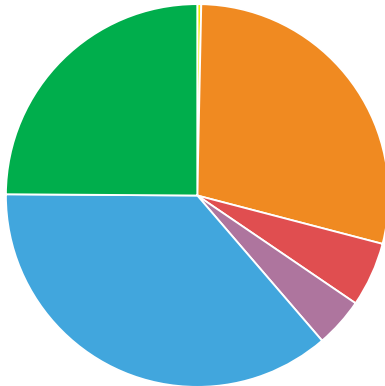
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	24 out of 24 = 100%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	38 out of 38 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

124 - Exley Elementary

Student Profile



Student Statistics

Total Enrollment	956
At-Risk	46.55%
Low Income	20.29%
Limited English Proficient	33.68%
Special Education	5.33%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	33.26%
Gifted/Talented	4.60%
Title I	0.00%
Attendance Rate	96.79%

Race/Ethnicity	#	%
White	348	36.40%
Hispanic	238	24.90%
Asian	275	28.77%
Black/African American	52	5.44%
Two or More Races	40	4.18%
Am Indian/Alaskan Native	3	0.31%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.