

Katy Independent School District
Exley Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



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 an 11 year old campus that serves around 1000 students. Although the improvement plan focuses on the 16-17 schoolyear, the data is based on information from our 2014-2015 school report card and our 2016 STAAR scores. As reflected on our 2015 school report card, enrollment by ethnicity is: 7% African American, 22.7% Hispanic, 40.3% White, 0.5% American Indian, 26% Asian and 0.0% Pacific Islander. Over the last 3 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 12.6% students who are economically disadvantaged, which is slightly down from 3 years ago. Our English Language Learners have increased and is currently 29.8%. 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 3 years at 12.9%.

Demographics Strengths

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

1. Many families move into our area because they have researched schools and decided Exley Elementary is where they want their child to be.
2. Substitute teachers have provided feedback that Exley Elementary is a great place to be and prefer to sub on our campus.
3. Parents who move within the district often request for their child to remain at Exley because they are happy at Exley Elementary.

Demographics Needs

The following demographic needs are listed in order of importance:

1. Enrollment data shows that our campus continues to be very diverse and serves students speaking a number of languages. Data and teacher feedback show that continuous training on serving such a large number of students speaking a number of languages is needed.
2. Our daily attendance tends to dip just prior to and after extended holidays such as winter break, spring break and summer break. Root cause is families taking advantage of cheaper airfare prior to and after holiday periods.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2014-2015 school year, Exley Elementary met all four target areas:

- Index 1- Student Achievement: Exley Elementary Score 94 (state target score 60)
- Index 2- Student Progress: Exley Elementary Score 50 (state target score 30)
- Index 3- Closing Performance Gaps: Exley Elementary 59 (state target score 28)
- Index 4- Post-secondary Readiness: Exley Elementary 58 (state target score 12)

These scores result in an Exley Elementary receiving a 2015 Accountability Met Standard Rating.

While we are very proud of our score, we recognize that there is still work to be done. On the 2015 STAAR, the following scores for all grades show the percentage at Phase-in 1 Satisfactory Standard or above:

- All Subjects 94 % (State 77% and District 90%)
- Reading 95% (State 77% and District 90%)
- Math to be determined
- Writing 91% (State 72% and District 86%)
- Science 95% (State 78% and District 91%)

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: 94%- Special Education 67%
- Reading All Students: 95%- Special Education 64%
- Math All Students: 95%- Special Education 57%
- Writing All Students: 90%- Special Education 67%
- Science All Students: 94%- Special Education 75%

It is important to keep in mind that there were only 36 total special education tests given compared to a total number of 1154 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 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
- Increasing special education scores on all tests from 2015 to 2016. Special education students all subject passing rate 67% (2015- 48%) Reading 64% (2015-47%), Writing 67% (2015- 29%), and science remained at 100% passing. Math was not a part of the 2015 accountability table.
- In index 2, student progress, our ELL students outscored our all students group on % meeting and % exceeding progress: ELL met progress 75% (all students 73%) and ELL exceeded progress 27% (all students 25%).

Student Achievement Needs

Until we have 100% of all students reading mastery of the TEKS, we will have achievement needs. From our data analysis, we have identified the following needs listed in priority order:

1. 2016 STAAR data shows that while special education student scores have increased, they remain significantly below other student groups in grades 3-5. The root cause is the need for greater structures, strategies, and accommodations for these students within the general education class as well as time for the collaborative teach module staff training to be implemented in order to provide that structure and support for these students.
2. 2016 Writing STARR data shows that writing scores for the following student groups: African American, Hispanic, special education, and ELL students is significantly below our all student group. The root cause for this is the need for more time spent writing and time spent capturing thoughts through expressing their thinking on paper. More professional development for all teachers on how to incorporate writing in all subjects is needed.

School Culture and Climate

School Culture and Climate Summary

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, 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.

School Culture and Climate Strengths

Jo Ella Exley Elementary celebrates these strengths:

- 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

School Culture and Climate Needs

The following needs are prioritized based upon a school culture survey provided to staff by a teacher leader:

1. Building staff relationships (work/personal) outside of their team.
2. Incorporating rich and robust traditions of celebrations and rituals including holidays, special events, and goal attainment.
3. Empowering staff to make instructional decisions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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.

16 new staff members joined the Exley family for the 2016-2017 school year, including one new special education unit addition to our school, and an instructional coordinator position. This breaks down to 10 teacher positions, 2 supplemental positions, and 4 paraprofessional positions. Each new staff member is supported by our campus mentoring team. This team consist 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 mentorship 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.

Staff Quality, Recruitment, and Retention Strengths

The following strengths are:

- Teacher 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 organizes treats and/or fun activities monthly for staff in order to boost teacher moral.

Staff Quality, Recruitment, and Retention Needs

Based on teacher led survey and administrative observations, the following needs are present:

- Empowering teachers to make instruction decisions without waiting for administration to tell them what to do.

- Building staff relationships outside of their grade level team
- Increasing professional learnings in various sub populations

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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 takes places for each grade level on a quarterly basis.

Exley Administration and instructional coaches meet with grade level teachers for RTI/KidChat 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.

Curriculum, Instruction, and Assessment 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 incorporated in multiple grade levels
- Regular content/vertical team meetings to align instruction
- Instruction Coach support during team planning
- Social Media learning opportunities for staff
- Collaborative teach modules presented to staff

Curriculum, Instruction, and Assessment Needs

Exley Elementary has identified the following needs:

- Adequate yearly progress for our LEP student in the areas of Reading and Writing
- Balanced Assessment continuum, focused on campus and teacher level growth
- Classroom learning walks in support of teachers as reflective practitioners
- Implementation of the Collaborative teach model
- Grade level data meetings

Family and Community Involvement

Family and Community Involvement 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 12.9% compared to 10.8% in Katy I.S.D. and 16.9% 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. 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!

Family and Community Involvement 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

Family and Community Involvement Needs

These needs are listed in priority order:

1. Increasing the recognition of Exley Elementary news/happenings to the community through articles in area magazines and newspapers, and online resources including social media.
2. Planning more opportunities for staff to conduct community service projects to foster school/community relationships.
3. Working with the district to increase our number of translators to meet the needs of our diverse population at Exley Elementary.

School Context and Organization

School Context and Organization Summary

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.

School Context and Organization Strengths

Jo Ella Exley Elementary is proud of the following strengths:

1. 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.
2. 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.
3. New teachers are assigned a mentor/buddy to help them with the transition to a new campus and provide support needed to become successful.
4. JEE utilizes the role of lead mentor liaison to provide support to new, beginning teachers.
5. PDR sessions are purposefully planned using data and teacher input to provide training in areas that will support student growth.
6. PLC sessions are held approximately once a quarter for teams to have extended time to analyze data and plan for student learning.
7. Screencast professional learning is utilized where teachers can gain training information without face to face interaction, valuing the teachers' time.
8. Katy ISD Core Essentials program is utilized to promote social skills in all students.

School Context and Organization Needs

The following need will be addressed during the 2016-2017 school year:

1. Ensuring that daily demands do not overshadow the need to focus on improvement and providing time to focus on looking at data and plan for learning based on the discoveries.

Technology

Technology Summary

In 2015 Jo Ella Exley Elementary was retrofitted to update our technology resources. This consisted on new desktop computers, laptop computers, Smart Board projectors, document cameras and additional Wireless access points that were installed throughout the building. Additional iPad's 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 Bryte Bytes 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) mulitmedia skills (4) beliefs (5) digital citizenship skills. Data from last year indicates that 77% of our staff feels confident managing a classroom where students are using technology and 84% agree that technology enhances learning as well as daily life.

Technology Strengths

Jo Ella Exley Elementary has identified these strengths:

- Internet access is available in all classrooms with each having their own wireless access point.
- Bryte Bytes 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 Samer model) increases each year

Technology Needs

Jo Ella Exley Elementary has two technology needs:

1. Provide additional training in the area of multi-media skills. Sixty-four percent of our teachers have expressed interest in professional development in

this area. Classroom Technology Designer assigned to Exley will be utilized to provide additional training for multi-media.

2. Increase the amount of writing that our students do on-line. Last year's Bryte Bytes technology survey indicated only 20% of our teachers were asking students to do this in class. Teachers will be encouraged to have students utilize Canvas to have students write and collaborate on-line.

Comprehensive Needs Assessment Data Documentation

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

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers with the special education students will implement the collaborative teach model along with the special education staff to provide strong support for these students within the general education classroom.	Administration and collaborative teach trainer group	1. Implementation- Demonstrated through the lesson planning and classroom observation where collaborative teach has been implemented. 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement Collins Writing Program in first to 5th grade in order to give students more opportunities to think through writing.	Reading and Math Instructional Coaches	1. Implementation- Demonstrated by the type 1 and type 2 writing prompts being included in lesson planning 2. Impact- 4th grade students receiving scores of 5-8 will increase by 3 students in each scoring category.	✓	✓	✓	
2) Implement monthly expository quick write assessments in 4th grade where students set goals on how to move their score to the next level.	Reading IC	1. Implementation - Demonstrated through students tracking their progress on their goals by raising their score on expository quick writes. 2. Impact- 4th grade students receiving scores of 5-8 will increase by 3 students in each scoring category.	🟡	🟡		
						











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 decrease the number of yearly absences by 10% by providing positive reinforcement for perfect attendance in order to promote a culture where school attendance is valued and linked to student success.

Evaluation Data Source(s) 1: Parents attending the October 26, 2016 Family Math Night will be informed of best practices and strategies for helping their student to become a mathematical thinker.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Purchase perfect attendance dog tag awards to be distributed to students quarterly who have had perfect attendance for that time period.	Classroom teachers and ADA	1. Implementation- Will be measured by the number of students earning the dog tag as shown on teacher quarterly award tracking form. 2. Impact- There will be an increase in the number of students receiving the perfect attendance dog tag.				
Funding Sources: 199 - General Fund - 200.00						
2) Share attendance information with all parents at the parent/teacher conference to stress the importance of attendance at school.	Administration and ADA	1. Implementation- Will be measured by the number of absences of students received from daily attendance reports. 2. Impact- There will be a decrease by at least 10 % in the total number of absences campus-wide for the 2016-2017 school year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						




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: Parents will be offered the opportunity to attend a Family Math Night with national speaker and author, Greg Tang providing information on building mathematical strategies and numerical fluency.

Evaluation Data Source(s) 1: Parent survey for those attending will show that they have a better understanding of math instruction and how to support their student.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Bring in guest speaker to talk to parents about how math is being taught and expectations	Math Instructional Coach	1. Implementation- By providing the parent presentation , parent questions about math instruction will be reduced and their level of understanding will be increased. 2.Impact- Student performance will increase and parental support will increase.	✓	✓	✓	
Funding Sources: 199 - General Fund - 1400.00						
2) Encourage staff to utilize Twitter and other social media venues as an avenue to share daily happenings in our school.	Leadership Team	1. Implementation- Leadership team will pose weekly Twitter chat topics in the Monday staff news and will monitor teacher usage. 2. Impact - The number of teachers responding weekly will increase.				
3) Plan two opportunities for teachers and staff to conduct community service projects to build school and community relationships.	Leadership Team and Team Leaders	1.Implementation- Leadership team will reach out to community to organize events. Projects/events will be documented through local media and social media. 2. Impact- Our presence in the community will foster strong relationships.	✓	✓	✓	
4) Increase the number of translators to meet the needs of our diverse population at Exley Elementary by establishing and implementing a campus translator list.	Assistant Principals Instructional Coordinator	1. Implementation - Through collaboration with other schools in Katy ISD we will develop a letter to send to the families of our students requesting volunteer translators of different languages. A list of translators will be created based on the information returned. 2. Impact - Parent participation in school activities will be encouraged by providing advance notice of specific language translator availability.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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: In response to the staff survey on campus culture and climate, Exley Elementary will implement activities to build staff moral and engage teacher participation in campus activities and celebrations by 5% on a Likert scale response survey.

Evaluation Data Source(s) 1: The end of year staff survey will reflect relationships outside of teams to have grown to 64%, school traditions and celebrations increase to 78%, and staff empowerment will increase to 85% satisfactory rate.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be strategically partnered with teachers from different grade levels. At least 8 activities a year will be planned to increase 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.				
3) Staff will participate in self selected learning walks at least 2 times per year, focusing on personal (instructional) needs.	Instructional Coordinator, Administration	1) Implementation- Measured by teacher documentation of completion and self reflection 2) Impact- teacher growth will be noted at EOY conference & EOY summative.				
4) Staff are provided the opportunity to participate in a twitter chat book study called "A Mindset for Learning" by Kristine Mraz, and Christine Hertz	Math Instructional Coach	1) Implementation-Measured by teacher participation in twitter chat and application into the classroom environment 2)Impact- Measured by the implementation of classroom strategies learned and shared throughout the book study reading.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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 in 3rd-5th grade will be provided a minimum of three times per year to focus on data and plan for learning.

Evaluation Data Source(s) 1: These meetings have been mandated as essential for student growth and will be implemented at 100%.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Send our fourth grade ELA teachers to HCDE for Figure 19 training.	Leadership Team Nancy Bradley, Instructional Coach	1. Implementation - Instructional Coach will locate information and share with fourth grade ELA teachers to assist them in registering for training. 2. Impact - Teachers will gain a deeper understanding of Figure 19 which will allow them to plan and implement effective and rigorous reading lessons.	✓	✓	✓	
Funding Sources: 199 - General Fund - 800.00						
2) Schedule a full day of substitute teachers for 4th grade ELA and a day for 4th grade math to meet with instructional coaches and our district coordinator for accountability and school improvement to fully understand our data and then plan for instruction. We will repeat this plan with 5th grade and then have a similar ½ day session with 3rd grade	Leadership Team, District Coordinator for Accountability, Reading and Math Instructional Coaches	1. Implementation - The principal will schedule a meeting with our area data representative. Instructional coaches will work with team leaders to schedule and set up with materials and space to use time most effectively. 2. Impact - Teachers will have a greater understanding of data allowing them to plan and implement effective reading and math lessons to grow all students.	✓	✓	✓	
3) Using TIPS sheets, student grades, and Kidchat data, we will Monitor ESL student progress for those student who did not meet AYP in reading and/or writing on TELPAS.	ESL team, Admin	Implementation: measured by 9 week data review of student progress Impact- Reduction In the amount of students not meeting AYP on TELAS in the areas of reading and/or writing				
4) Build the understanding and knowledge on strategies teachers should use regarding best teaching practices for targeted sub pops to increase student performance.	Administrative Team, Instructional Coaches, District Coordinator for Accountability	Implementation: Teacher usage of research based strategies based upon the information shared Impact--Increase in student performance				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue










Goal 5: Organizational Improvement

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

Performance Objective 2: Teachers will be provided additional training in the area of multi-media skills based on Bright Bytes Technology survey results.

Evaluation Data Source(s) 2: Teachers will be trained during Professional Development Rotation days and through individual and team meetings with the campus technology designer.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classroom technology designer will provide additional training in multi media skills through professional development rotations.	Instructional Coaches and Classroom Technology Designer.	<p>1. Implementation - The instructional coaches and principal will coordinate with the classroom technology designer to schedule PDR sessions for teachers on multi media training. The classroom tech. designer will schedule individual meetings to train teachers.</p> <p>2. Impact - Teachers will become fluent in the use of multi media. The Bright Bytes technology survey for 2017 will reflect their acquired knowledge. The 2017 Bright Bytes technology survey will reflect this with the number of teachers needing multi media training decreasing to 50% or less.</p>				
2) Increase the amount of writing that our students do online using Canvas and other online tools.	Classroom Tech. Designer and reading and math Instructional Coaches	<p>1. Implementation - Classroom technology designer will assist instructional coaches in training teachers during PDR in the implementation of student online writing in the classroom.</p> <p>2. Impact - Bright Bytes Technology survey for the 2016-2017 school year will show that students report writing online in the classroom at a rate of 50%.</p>				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 5: Organizational Improvement

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

Performance Objective 3: ESL and Special Ed teachers will utilize collaborative teach models 100% of the time when supporting classroom teachers.

Evaluation Data Source(s) 3: At the end of each semester, a check-in meeting will be held with each collaborative teach team. Focus will be placed on the increase of specific models of collaborative teach that support student learning.

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Assign one ESL teacher to support each grade level through planning and collaborative teach. Two special education teachers support grade level subject areas.	Administration	Implementation- Continue conversations and training as needed for the collaborative teach model Impact- Measured by increase of scores of ESL ad Special education students as demonstrated on the STAAR tests.	✓	✓	✓	
						

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

Campus Advisory Team

Committee Role	Name	Position
Administrator	Juli Noeldner	Principal
Administrator	Shannon Smith	Assistant Principal
Classroom Teacher	Erica Curley	3rd grade
Classroom Teacher	Lani Gabriel	kinder teacher
Classroom Teacher	Debbie Langan	second grade
Classroom Teacher	Sylvia Pursley	5th grade
Classroom Teacher	Pam Roxburgh	first grade
Classroom Teacher	Karina Vu	4th grade
Community Representative	Lucy Elston	Community
Community Representative	Jo Ella	Namesake
Community Representative	Nhan Nguyen	Community Business
District-level Professional	Marlene Portier	District
Non-classroom Professional	Carin Coselli	Counselor
Non-classroom Professional	Shannon Smith	Assistant Principal
Parent	Usman Ali	Parent
Parent	Jeff Matthews	Parent
Parent	Ashleigh McCall	Parent
Parent	Mo Mirzadeh	Parent
Parent	Mercedes Montasterio	Parent
Parent	Gina Riojas	Parent
Parent	Muhammad Shafqat	Parent

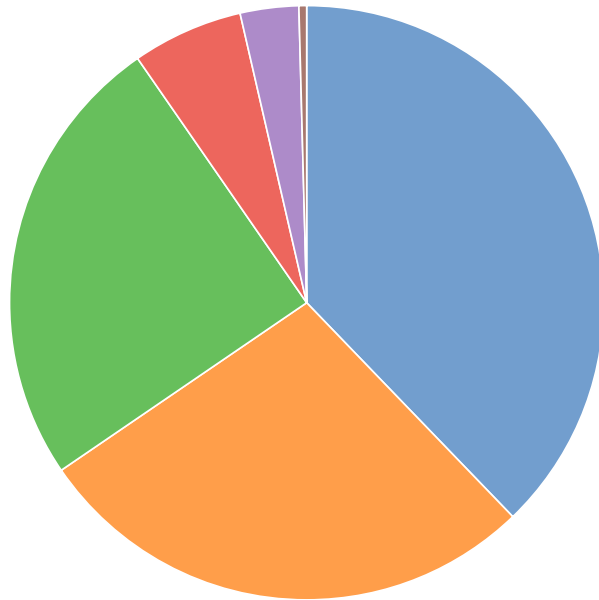
Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	money to purchase dog tags		\$200.00
3	1	1	Funding for Greg Tang		\$1,400.00
5	1	1	funding for registration		\$800.00
				Sub-Total	\$2,400.00
				Grand Total	\$2,400.00

Addendums

Exley Elementary

Student Profile



Student Statistics

Total Enrollment	976
At-Risk	42.6%
Low Income	15.5%
Limited English Proficient	30.4%
Special Education	5.7%
Career Technology Education	-
Bil/English as a Second Language	29.8%
Gifted/Talented	4.1%
Title I	-
Attendance Rate (2013-14)	97.4%

' * ' indicates the number was masked by TEA. ' - ' indicates zero students.
 Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
White	369	37.8%
Asian	270	27.7%
Hispanic	243	24.9%
Black or African American	59	6.0%
Two or More Races	31	3.2%
Other	4	0.4%

Other includes student groups whose counts were masked by TEA, where applicable.

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 JOELLA EXLEY EL (101914124) - KATY ISD

Accountability Rating

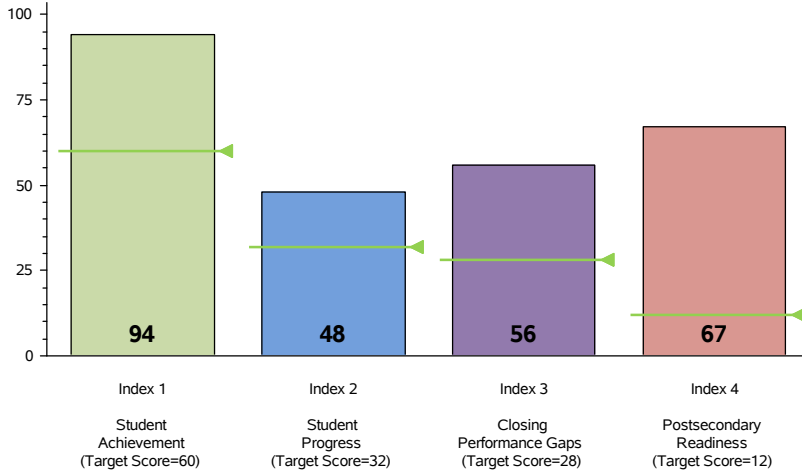
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, 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.	

Distinction Designation

Academic Achievement in ELA/Reading	NO 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	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	973 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	15.5
Percent English Language Learners	30.5
Mobility Rate	13.2

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,087	1,154	94
2 - Student Progress	575	1,200	48
3 - Closing Performance Gaps	1,124	2,000	56
4 - Postsecondary Readiness			
STAAR Score	67.2		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		67

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 Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

Jo Ella Exley Elementary - Math

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	463	436	94%	340	73%	220	48%	
Black/African American	35	32	91%	17	49%	6	17%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	123	119	97%	105	85%	81	66%	
Hispanic	130	118	91%	83	64%	49	38%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	160	152	95%	124	78%	75	47%	
Two or More Races	15	15	100%	11	73%	9	60%	
Economically Disadvantaged	84	73	87%	48	57%	25	30%	90%
Special Education	13	7	54%	4	31%	3	23%	60%
English Language Learner	99	85	86%	55	56%	34	34%	90%

Jo Ella Exley Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	462	429	93%	322	70%	191	41%	
Black/African American	35	31	89%	15	43%	8	23%	90%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	123	115	93%	95	77%	56	46%	
Hispanic	130	120	92%	86	66%	51	39%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	159	149	94%	115	72%	72	45%	
Two or More Races	15	14	93%	11	73%	4	27%	
Economically Disadvantaged	84	73	87%	40	48%	18	21%	90%
Special Education	13	8	62%	4	31%	2	15%	67%
English Language Learner	99	80	81%	49	49%	28	28%	86%

Jo Ella Exley Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	156	145	93%	93	60%	40	26%	
Black/African American	18	16	89%	5	28%	1	6%	90%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	36	33	92%	25	69%	13	36%	
Hispanic	50	46	92%	26	52%	12	24%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	49	47	96%	35	71%	14	29%	
Two or More Races	3	*	*	*	*	*	*	
Economically Disadvantaged	29	23	79%	10	34%	2	7%	84%
Special Education	4	*	*	*	*	*	*	
English Language Learner	20	14	70%	3	15%	1	5%	75%

Jo Ella Exley Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	157	136	87%	100	64%	46	29%	90%
Black/African American	7	5	71%	3	43%	1	14%	76%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	51	48	94%	38	75%	26	51%	
Hispanic	36	27	75%	20	56%	5	14%	80%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	56	50	89%	35	63%	12	21%	90%
Two or More Races	7	6	86%	4	57%	2	29%	90%
Economically Disadvantaged	31	20	65%	15	48%	6	19%	70%
Special Education	3	*	*	*	*	*	*	
English Language Learner	26	14	54%	5	19%	0	0%	60%