

Katy Independent School District
Exley Elementary
2018-2019 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jo Ella Exley Elementary is a 13 year old campus that serves around 1000 students. This improvement plan focuses on the 18-19 school year, and the data is based on our 2018 STAAR scores. As reflected on our 2018 STAAR reports, enrollment by ethnicity is: 7.21% African American, 24.1% Hispanic, 38.5% White, 0.4% American Indian, 24.82% Asian and 0.0% Pacific Islander. This last year we experienced a small increase in our African American and White populations. Our Hispanic and American Indian populations remained relatively the same. There are 24.7% students who are economically disadvantaged, which is up 7% from last year. Our English Language Learners continue to increase each year and is currently 32.93%. 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.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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: 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 Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2017-2018 school year, Exley Elementary met all three target areas:

- Domain 1- Student Achievement: Exley Elementary Score 92
- Domain 2- Student Progress: Exley Elementary Score 84
- Domain 3- Closing Performance Gaps: Exley Elementary 100

These scores result in an Exley Elementary receiving a 2018 Accountability Met Standard Rating.

While we are very proud of our scores, we recognize that there is still work to be done. On the 2018 STAAR, the following scores for all grades show the percentage for Meets/Masters:

- All Subjects 70%
- Reading 71%
- Math 73%

A deep analysis shows that sub group scores increased in 23 areas but decreased in 14 areas. The performance for our African American and Hispanic students dropped on the Writing STAAR while performance for our economically disadvantaged students went up on all tests. 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. Even though we saw improvements in reading, math, and science, special education students continue to score well below the all student averages. Note the comparison of all students approaching grade level standard or above to special education approaching grade level standards and above:

- All subjects/All students: 92%- Special Education 56%
- Reading All Students: 93%- Special Education 64%
- Math All Students: 93%- Special Education 54%
- Writing All Students: 83%- Special Education 25%
- Science All Students: 90%- Special Education 55%

It is important to keep in mind there was a total of 97 special education tests given compared to a total number of 1,188 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'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 GL standards
- In Domain 2, student progress, our EL students outscored our all students group on percentage meeting and percentage exceeding progress in the area of reading: EL students met/exceeded progress in Reading 71% (all students 70%)
- 2018 STAAR scores earned a distinction in the area of Comparative Closing the Gaps
- Domain 2 scores increased on Approaches GL with our Economically Disadvantaged students in all content STAAR areas; Reading 87% (2017 84%), Math 90% (2017 86%), Writing 83% (2017 68%) and Science 86% (2017 84%)

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: Writing STAAR data tends to be lower than our reading and math scores. **Root Cause:** More time needs to be spent on expository writing.

Problem Statement 3: 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.

Problem Statement 4: African American and ELL students are not performing to the standard of our all students on science STAAR. **Root Cause:** Many of these students come from different backgrounds and experiences.

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, PBIS, Implementation of KISD Strategic Framework, and Reflective Practitioners. Growth for all students encompasses guided reading, guided math, GLAD strategies, quality questioning, creating EPIC lessons, technology tools, and using "I Can..." Statements. Professional Development Rotation days are 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, Dreambox Math program, and campus-created assessments. Third through fifth grade focus on STAAR, Dreambox Math, district level assessments, and campus common assessments. At Exley Elementary we have a large population of LEP students (31.33%). 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 RTI/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 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.

Ten new staff members joined the Exley family for the 2018-19 school year, including one new special education unit (with 3 new staff members) that was added to our school. This breaks down to six teacher positions and four 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 earn at least 6 professional development hours during the year in addition to the PDR (professional development rotation) session held during the instructional day.

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.

Beginning this school year (2018-2019) Exley will implement a school wide House system. The purpose of this system is to develop a school climate and culture where students are 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. During one of our October early release days, students and teacher will participate in our first ever House reveal. Students will be randomly assigned to one of six houses (House of: Respect, Integrity, Dependability, Effort, Safety, 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 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:** There is a lack of training and understanding.

Problem Statement 2: 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 3: Students need frequent and consistent social/emotional education. **Root Cause:** There is a lack of positive behaviors and respect for others.

Problem Statement 4: Students do not have a cultural awareness or understanding for others. **Root Cause:** Students are not taught about cultures and diversity.

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 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 in the top 10 in the Niche Best Public Elementary Schools in the Houston Area of 2019. 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, morning meetings, 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. PK and K are on a different night to foster a smaller environment for our new students.
- 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 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
- 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 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
- 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
- Students wear their personal dog tag accomplishments every Friday to celebrate their successes
- Incorporated Fun Day Monday to have a short fun activity for our staff to participate in each Monday morning. This event started after spring break.
- 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.
- Hosted our first International Night to spotlight the various cultures at Exley Elementary

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: 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.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL 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)
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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

Revised/Approved: July 24, 2017





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

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

Evaluation Data Source(s) 1: At the end of the year we will use % Approaches STAAR scores for all student groups to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Schedule time for ELA and math 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 for all student groups is positively impacted. By the end of October, JEE's district Coordinator for Accountability and School Improvement will spend time with ELA and math teachers to lead data discussion. Prior to this date, teachers will be given release time (subs provided) to look at current student data and determine last year's STAAR performance and set goals for this year's STAAR performance.</p>	2.4	ELA and Math Instructional Coaches Administrators	<p>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.</p> <p>2. Impact- measured with DLA (District Learning Assessment) data showing progress for all students. 100% of students will hit STAAR growth performance targets as set by TEA.</p>				
Problem Statements: Student Academic Achievement 1, 2							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) 1) By the end of September identify campus power TEKS for reading and math to focus on during ELT time. 2) Track growth and progress throughout the year on the Power TEKS</p>	2.5	ELA and Math Instructional Coaches and Administrators	<p>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.</p> <p>2)Impact- measured with DLA (District Learning Assessment) and CBA (Campus based assessments) data showing progress for all students. 100% of student groups will hit STAAR growth performance targets as set by TEA.</p>				
Problem Statements: Student Academic Achievement 1, 3, 4							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: STAAR data shows that special education student performance remains significantly below other student groups in grade 3-5. Root Cause 1: Large academic gap between the level of performance and STAAR expectations</p>
<p>Problem Statement 2: Writing STAAR data tends to be lower than our reading and math scores. Root Cause 2: More time needs to be spent on expository writing.</p>
<p>Problem Statement 3: Not all student groups are hitting the targets for progress as set by the state. Root Cause 3: Demographics are changing quicker than staff can adjust their teaching.</p>
<p>Problem Statement 4: African American and ELL students are not performing to the standard of our all students on science STAAR. Root Cause 4: Many of these students come from different backgrounds and experiences.</p>

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

Performance Objective 2: The special education student group in grades 3-5 will show an increase in Approaches standard reading (target 67%), writing (target 23%), and math (target 60%) STAAR assessment.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Instructional Coaches will meet twice a semester with the special education cluster general education teachers and the special education teachers in grades 3-5 to track progress of special education students.</p> <p>2) Power TEKS will be identified for focus areas with these students.</p>	2.4, 2.5, 2.6	Instructional Coaches	<p>1) Implementation- Demonstrated through the data meetings where special education progress is discussed and future instructional needs planned for.</p> <p>2) Impact- Student achievement for 3rd-5th special education students will grow by at least 2% on each campus and district assessment.</p>				
Problem Statements: Student Academic Achievement 1							

Performance Objective 2 Problem Statements:





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

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

Performance Objective 3: The total number of students scoring a 5-8 on the 4th grade writing STAAR composition will increase by at least 10% (Target 77 students).

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) ELA IC will meet with 4th grade writing teachers and use authentic writing samples to plan conferring goals and track growth. 2) ELA IC will have 4th grade writing teachers rate 3 writing samples from last year's STAAR writing samples to calibrate our scoring. 3) We will administer 2 writing expository writing prompts in the fall and 2 in the spring in 4th grade. Each will include 10 revising and editing questions. 4) 3rd grade writing will administer 2 expository writing prompts in the spring. Each will include 10 revising and editing questions. In the spring the will administer 2 revising and editing only assessments. 5) 2nd grade will administer 3 revising and editing assessments in the fall and 3 in the spring. 6) 3rd and 4th will dedicate 2 Fridays during academy per month (3rd in the spring only) to look at expository writing.</p>	2.4, 2.5	ELA IC, Administration	<p>1)Implementation- ELA IC will assist teachers at planning sessions in setting goals to grow writers. IC will help with the planning of the expository lessons and assessments as well as the revising and editing assessments. 2) Impact- Students scoring 5-8 on the writing STAAR test will increase a minimum of 10%.</p>				
<p>Problem Statements: Student Academic Achievement 2</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 2: Writing STAAR data tends to be lower than our reading and math scores. **Root Cause 2:** More time needs to be spent on expository writing.

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

Performance Objective 4: JEE will meet closing the Gaps performance targets for academic achievement for all sub populations that are on our accountability.

Evaluation Data Source(s) 4: At the end of the year we will use STAAR data for Meets grade level achievement to determine if this goal was met.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 1) By the end of September identify campus power TEKS for reading and math to focus on during ELT time. 2) Track growth and progress throughout the year on the Power TEKS. 3) Our ELL students in fifth grade will receive 2 Friday Academies a month in science to increase Met expectations on STAAR. We will target science Power TEKS during this time.</p>	2.4, 2.5, 2.6	ELA Instructional Coach, Math/Science Instructional Coach, Administration	<p>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. 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>				
Problem Statements: Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 2							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: ELL scores on DLAs and STAAR tend to be lower than non-ELLs. Root Cause 1: Increasing number of students speaking languages other than English is quicker than we can train teachers on strategies.
Student Academic Achievement
Problem Statement 3: Not all student groups are hitting the targets for progress as set by the state. Root Cause 3: Demographics are changing quicker than staff can adjust their teaching.
School Processes & Programs
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.

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

Performance Objective 5: JEE teachers will plan weekly for small group instruction to meet the differentiated needs of all students and grow all learners.

Evaluation Data Source(s) 5: At the end of the year we will use STAAR Domain II Student Progress Data (Longitudinal Data Report) to determine if the goal was met.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) ELA/SS & Math/Science ICs will plan weekly with teachers to create lessons for small group instruction to grow all learners. 2) Teachers will use student data from CBAs, formative assessments, DLAs, etc. to plan for student groups and small group lesson focuses.</p>	2.4, 2.5, 2.6	ELA/SS IC & Math/Science IC, Administrators	<p>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>				
Problem Statements: School Processes & Programs 1							

Performance Objective 5 Problem Statements:



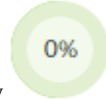

School Processes & Programs
Problem Statement 1: Minimal progress has been made along the Balanced Assessment continuum. Root Cause 1: There is a lack of training and understanding.

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Through creating and administering on-going writing assessment by 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) 1: We will track writing growth of 4th grade students throughout the 18-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) ELA Instructional Coach will meet with 4th grade writing teachers and use authentic writing samples to plan conferring goals and track growth.</p>		Leadership team	<p>1. Implementation- ELA Instructional Coach will assist teachers at planning sessions in setting goals to grow writers.</p> <p>2. Impact- Students scoring 5-8 on the writing STAAR test will increase a minimum of 10%.</p>				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) 1) Math/Science Instructional Coach will work with 5th grade science teachers to add a science focused ELT time two times a month on Friday. Data will be used to target this instruction and focus on monitoring growth for all sub populations with a focus on ELLs and African Americans. CBAs will be used to track growth on identified TEKS.</p>	2.4, 2.5	Math/Science Instructional Coach, Administration, 5th grade science teachers	<p>1) Math/Science Instructional Coach will assist teachers at planning sessions in setting goals, analyzing data, creating lessons and CBAs to track student growth for all sub populations.</p> <p>2) Impact- ELLs and African American scores for Approaches on Science STAAR will increase by 10% (target 79% for AA and 73% for ELLs).</p>				
Problem Statements: Student Academic Achievement 3, 4							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Not all student groups are hitting the targets for progress as set by the state. Root Cause 3: Demographics are changing quicker than staff can adjust their teaching.
Problem Statement 4: African American and ELL students are not performing to the standard of our all students on science STAAR. Root Cause 4: Many of these students come from different backgrounds and experiences.

School Processes & Programs


Problem Statement 1: Minimal progress has been made along the Balanced Assessment continuum. **Root Cause 1:** There is a lack of training and understanding.

Goal 3: 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 staff will show at least an 90% satisfaction rate with their work environment.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 7 1) Minimum of three culture building activities for teachers and staff to participate each semester.	2.5	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.				
Problem Statements: Perceptions 1, 2							
							

Performance Objective 1 Problem Statements:





Perceptions
Problem Statement 1: Staff members do not build many relationships outside of their grade level team. Root Cause 1: There is a lack of structures in place that have them mixing, planning, and collaborating with other teams.
Problem Statement 2: Teachers indicate they would like more fun in the work place. Root Cause 2: The daily life of a teacher is high stress with increasing demands and high stakes in education.

Goal 3: 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 2: Teachers will participate in a minimum of six hours of professional development that is tied to their T-TESS goals and/or areas which they have a desire for growth.

Evaluation Data Source(s) 2: Teacher professional development log

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 7 1) Teachers will self select professional development opportunities that meet their needs. Many opportunities will be offered at JEE including TLC (The Learning Channel) and book studies.	2.5	Administration	Teacher growth will be noted on T-TESS appraisals.				
Problem Statements: Demographics 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:



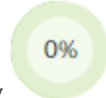

Demographics
Problem Statement 2: JEE's varying levels of staff experience and needs requires a differentiated professional development approach. Root Cause 2: Teachers coming with various experiences and needs.

Goal 3: 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 3: Teachers will utilize self reflection as a means to grow professionally at least twice during the 18-19 school year.

Evaluation Data Source(s) 3: Teachers will utilize learning walk self reflection forms.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Staff will participate in self-selected learning walks at least two times per year, focusing on personal (instructional) needs/goals.</p>	2.5	Administration, Instructional Coaches, Instructional Coordinator	<p>1) Implementation- Measured by teacher documentation of completion and self- reflection</p> <p>2) Impact- Teacher growth will be noted at End of Year conference and End of Year summative.</p>				
Problem Statements: Demographics 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: JEE's varying levels of staff experience and needs requires a differentiated professional development approach. Root Cause 2: Teachers coming with various experiences and needs.</p>

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 4 CSF 5 1) Leadership team will schedule meetings with stakeholders to gather feedback on the campus behavior continuum.	2.5	Leadership team	1) Implementation -Utilize protocol to get feedback from identified groups. Impact- Stakeholders will be a cooperative partner in our PBIS initiative.				
Problem Statements: School Processes & Programs 1							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Minimal progress has been made along the Balanced Assessment continuum. Root Cause 1: There is a lack of training and understanding.

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: By the end of May, student will have participated in a minimum of three House activities to develop cultural awareness and character development.

Evaluation Data Source(s) 2: Community service activities, character building education, team building activities

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) The House Committee will meet prior to each House day to plan activities to support House goals. 2) Students and staff will participate in House day activities on designated days.</p>	2.5, 2.6	House Committee	<p>1) An increase of positive interactions between students in multiple grade levels. 2) An increase of understanding of others. 3) An understanding of bullying behaviors and how to handle those situations.</p>				
Problem Statements: School Processes & Programs 3, 4 - Perceptions 1							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Students need frequent and consistent social/emotional education. Root Cause 3: There is a lack of positive behaviors and respect for others.
Problem Statement 4: Students do not have a cultural awareness or understanding for others. Root Cause 4: Students are not taught about cultures and diversity.
Perceptions
Problem Statement 1: Staff members do not build many relationships outside of their grade level team. Root Cause 1: There is a lack of structures in place that have them mixing, planning, and collaborating with other teams.

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

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Julia Noeldner	Principal
Non-classroom Professional	Larry Dold	AP
District-level Professional	Shelli Shaw	Intervention
Parent	Amy Marsh	parent
Parent	Levi Banuta	parent
Parent	Amanda Iverson	parent
Classroom Teacher	Lani Gabriel	Kinder teacher
Classroom Teacher	Ashley Bellows Gamboa	1st grade teacher
Classroom Teacher	Kathy Wiesner	2nd grade teacher
Classroom Teacher	Aleshia Morris	3rd grade teacher
Classroom Teacher	Leah Brown	4th grade teacher
Classroom Teacher	Mary Sue Pressentin	5th grade teacher
Classroom Teacher	Pradeep Sharma	Parent
Parent	Mithali Das	Parent
Parent	Melissa Auer	parent
Parent	Cody Tillman	parent
Non-classroom Professional	Michele Pitts	Instructional Coordinator and KIC rep