Katy Independent School District

Exley Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jo Ella Exley Elementary is a 16 year old campus that serves around 1000 students. This improvement plan focuses on the 19-20 school year, and the data is based on our 2019 STAAR scores. As reflected on our 2019 STAAR reports, enrollment by ethnicity is: 7.0% African American, 25.1% Hispanic, 37.2% White, 0.4% American Indian, 24.9% Asian and 0.0% Pacific Islander. This last year we experienced a small decrease in our African American and White populations. Our Hispanic and American Indian populations remained relatively the same. There are 25.5% students who are economically disadvantaged, which is up 1% from last year. Our English Language Learners population decreased slightly from 32.93% to 30.9%. We have around 43 languages spoken on our campus. Due to our large Urdu speaking population, we do have an Urdu ESL paraprofessional to help support those students. Our mobility rate has remained relatively the same over the last 4 years and was 12.1%

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

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

Demographics Strengths

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

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

student/teacher engagement.
- Administration and PBIS core committee organize treats and/or fun activities monthly for staff in order to boost teacher moral and reduce stress.
- House System implemented to foster unity and promote character traits across all grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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 2018-2019 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 94

These scores result in Exley Elementary receiving a 2019 Accountability A rating.

While we are very proud of our scores, we recognize that there is still work to be done. On the 2019 STAAR, the following scores for all grades show the percentage for Meets/Masters:

- All Subjects 68%
- Reading 67%
- Math 72%

A deep analysis shows that sub group scores increased in 21 areas but decreased in 11 areas. The performance for our African American students dropped in reading, and Hispanic students dropped on all content area tests while performance for our economically disadvantaged students decreased in math, writing, and science. Intervention strategies will be implemented to reduce the performance gaps in these areas. The performance for our Special Education students increased in math, writing, and science. However, their scores remain lower than our all student scores.

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

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

It is important to keep in mind there was a total of 313 tests given compared to a total number of 1,242 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 grade level standards with the exception of 4th grade math; 4th grade math exceeded the state but not the district percentage.
- Our students identified as special education students demonstrated progress in the percentage meeting STAAR standards from the 2017-2018 to the 2018-2019 school year. Significant growth was noted in 4th grade writing and overall in math.
- Our 2019 STAAR scores earned a distinction in the area of 5th grade science. Fifty-one percent of our students reached the masters level. This equated to a 19 percent increase in students' science scores.
- Our 2019 STAAR scores showed that 50 percent of our students scored at the masters level for math.
- In Domain 2, student progress, our EL students outscored our all student group on percentage meeting and percentage exceeding progress in the areas of reading and math (reading all students:75% ELs: 76%/ math all students: 77% ELs: 80%).

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: 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 EL 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 which may impact their academic success.

Problem Statement 5: Economically disadvantaged students are not performing to the standard of our all student scores in reading, writing, and math. **Root Cause**: Many of these students come from different backgrounds and experiences which may impact their academic success.

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-created assessments. At Exley Elementary we have a large population of LEP students (30.9%). 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 information. During these data meetings, students that show skill/strategy weakness and/or need are assigned intervention groups based on a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day. These intervention groups are provided by academic support teachers, ESL teachers, and general classroom teachers. Furthermore, Exley utilizes supplemental tutoring positions during the instructional day to maximize student intervention and achievement.

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

Eighteen new staff members joined our Exley family for the 2019-20 school year, including one new special education unit (with 3 new staff members), as well as two new pre- k units (with 3 new staff members) that were added to our school. This breaks down to eleven teacher positions and seven 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. As a staff, our teachers earned well over 1,000 clocked professional development hours over the 2019 summer.

Jo Ella Exley Elementary has a standard of providing a positive and safe learning environment for all students and staff. We are proud of the fact that we are known throughout the community as a school that promotes a feeling of positivity and academic success. The teachers and staff at Exley Elementary have established high standards for all of our learners both academically and socially. We continuously implement and evaluate the best instructional practices throughout the curriculum. We are leaders in the district with our instructional coaches and several teachers providing summer training for other Katy ISD teachers. We are proud to be a host campus to teams of teachers from other district schools observing our instructional practices. Jo Ella Exley Elementary is 100% student centered. Every decision is made based on what is best for our students. We hold the same high learning standards for our staff as our students. We are all learners at Exley Elementary, continually striving to become more knowledgeable in our field. Some of the ways we grow as learners is through Professional Development Rotations (PDR) built into our school day and Professional Learning Communities (PLC). We provide our teachers with planning time to allow them to collaboratively develop high quality, engaging lessons for our students. The staff at Exley Elementary is committed to promoting our campus vision through their professionalism.

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. In 2019, 70 additional iPads for each classroom were also purchased to supplement the 2015 retrofitted materials. We currently have 80 iPads are made available for teacher and student check out in the library. Students without home internet access may also check out mobile hot spots to use at home. Additionally, each classroom has a Front Row voice amplification system installed. There are two computer labs with 25 computers each and two mobile carts of 8 laptop computers. The library has additional computers that are frequently used for research.

During the 2018-2019 school year Exley implemented a school wide House system. The purpose of this system 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 our early release days, students and teachers will participate in House rallies. Students are randomly assigned to one of six houses (House of: Respect, Integrity, Dependability, Effort, Safety, Kindness). Students will be members of their House for the duration of their enrollment at Exley. Each house is directly tied to one of our PBIS core values. Throughout the school year, houses will meet and participate in team building activities, staff competitions, and community service projects. Students will have opportunities to earn points for their house every school day by displaying positive behaviors connected to our RIDES.

Each year Exley Elementary completes the BrightBytes survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 5 key areas: (1) Technology foundation skills (2) on-line skills (3) multimedia skills (4) beliefs (5) digital citizenship skills. Data from last year indicates that 88% of teachers feel the use of technology enhances both student learning and their daily lives. Likewise, 87% of students agree that technology enhances learning as well as their daily lives.

School Processes & Programs Strengths

Exley Elementary has identified the following strengths:

- Targeted campus and grade level professional learning during PDR, every two weeks
- Teachers participated in focused learning walks
- Genius Hour and/or STEAM activities incorporated in multiple grade levels
- Regular content/vertical team meetings to align instruction
- Instructional Coach support during team planning
- Social Media learning opportunities for staff
- Collaborative teach modules presented to staff
- The Learning Channel Professional Development opportunities offered each month
- Teachers obtaining the ESL certification supplement continues to grow annually, nearing 100% certification per grade level team
- Learning walks are utilized to build teacher capacity by targeting skills and observing each other in the spirit of growing together.
- Extended planning times are provided for teachers quarterly to foster long range planning, desegregate student data, and align lesson to these needs.
- Staff technology development is continuously building in the areas of Twitter, Canvas, classroom technology activities/program use, and student/teacher engagement.
- Administration and PBIS core committee organizes treats and/or fun activities monthly for staff in order to boost teacher morale.
- Periodic House Rallies to foster unity, school spirit and reinforce character traits.
- Instructional coaches, ESL teachers, and Special Education teachers, when applicable, plan with teams for Academy Time (Extended Learning Time) to provide extension for learning for students at all levels.
- Attendance plan is effectively used as we encourage students to be at school and on time. It has led to the reduction in the number of tardies and increased instructional time.
- New teachers are assigned a mentor/buddy to help them with the transition to a new campus and provide support needed to become successful.
- JEE utilizes the role of lead mentor liaison to provide support to new, beginning teachers.
- PDR sessions are purposefully planned using data and teacher input to provide training in areas that will support student growth.
- PLC sessions are held approximately once a quarter for teams to have extended time to analyze data and plan for student learning.
- Screen cast professional learning is utilized where teachers can gain training information without face to face interaction, valuing the teachers' time.
- Katy ISD Core Essentials program is utilized to promote social skills in all students.
- Classroom guidance lessons, aligned with the Core Essentials and ASCA standard, are presented to all grade levels PreK - 5th grade.
- Internet access is available in all classrooms with each having their own wireless access point.
- BrightBytes technology survey reflects teacher confidence with the use of technology.
- Two full computer labs are available for students with additional computers in the library
- Teachers collaborate on social media with their Professional Learning Network.
- Teams participating in the district technology bodge program. Earning badges through the varied use of instructional technology.
- Teachers have access on a monthly basis to our technology design facilitator to help with using instructional technology to enhance lesson design.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 20 in the Niche Best Public Elementary Schools in the Houston Area for 2020. To ensure that we were hearing the voice of our students we have used a student focus group and our student council to share their thoughts and ideas. This student 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 that are 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.

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

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 welcome gathering with the counselor and assigning a classroom buddy to help them successfully transition to the classroom
- Implementation of PBIS strategies in creating common expectations throughout the school

- Awarding staff and students with PBIS bucks/prizes to reinforce school-wide expectations
- Promote reading through our annual Book Character Parade
- Incorporate Express Recess weekly for teachers to identify 2 students per week that have excelled in some way
- Building leadership capacity with team leaders by focusing on a leadership strategy during each team leader meeting
- Promote dads' involvement at school by offering Exley Excellent Dad volunteer opportunities on Fridays
- Students wear their personal dog tag accomplishments every Friday to celebrate their successes
- Invite seniors who attended Exley to a Clap-Out to celebrate their success and accomplishments
- Involve parent volunteers in our Exley Science Lab
- Spotlight writing and art each nine weeks in our Writing/Art gallery. Invite family members to the unveiling.
- Hosting International Night to spotlight the various cultures at Exley Elementary
- Ron Clark's House System

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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.

Problem Statement 2: All parents do not have an understanding of the JEE goal and focus areas. **Root Cause**: This is not being shared with a widespread audience.

Priority Problem Statements

Problem Statement 1: LEP students are not making adequate yearly progress on STAAR in the areas of reading, writing, and math.

Root Cause 1: 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 1 Areas: District Processes & Programs

Problem Statement 2: ELL scores on DLAs and STAAR tend to be lower than non-ELLs.

Root Cause 2: Increasing number of students speaking languages other than English is quicker than we can train teachers on strategies.

Problem Statement 2 Areas: Demographics

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

Root Cause 3: Large academic gap between the level of performance and STAAR expectations

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Writing STAAR data tends to be lower than our reading and math scores.

Root Cause 4: More time needs to be spent on expository writing.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Teachers indicate they would like more fun in the work place.

Root Cause 5: The daily life of a teacher is high stress with increasing demands and high stakes in education.

Problem Statement 5 Areas: Perceptions

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

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

Problem Statement 6 Areas: Demographics

Problem Statement 7: Not all student groups are hitting the targets for progress as set by the state.

Root Cause 7: Demographics are changing quicker than staff can adjust their teaching.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: African American and EL students are not performing to the standard of our all students on science STAAR.

Root Cause 8: Many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Students need frequent and consistent social/emotional education.

Root Cause 9: There is a lack of positive behaviors and respect for others.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Students do not have a cultural awareness or understanding for others.

Root Cause 10: Students are not taught about cultures and diversity.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: All parents do not have an understanding of the JEE goal and focus areas.

Root Cause 11: This is not being shared with a widespread audience.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Economically disadvantaged students are not performing to the standard of our all student scores in reading, writing, and math.

Root Cause 12: Many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 12 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: 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 65%).

> **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
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. During campus professional development, teachers will look at and disaggregate student data from last year's STAAR performance and set goals for this year's STAAR performance.	2.4	ELA and Math Instructional Coaches Administrators	1) Implementation- measured by the student groupings during extended learning time and the observations of lessons targeting the Power TEKS outlined from the data digs and recorded on the data tracker. 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.				
Problem Statements: Student Academic Achievement 1, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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	2.5	ELA and Math Instructional Coaches and Administrators	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. 100% of student groups will hit STAAR growth performance targets as set by TEA.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

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

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 55%), and math (target 65%) 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
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. 2) Schedules have been created so that Special Education teachers can attend grade level plannings to support classroom instruction. 3) Power TEKS will be identified for focus areas with these students.	2.4, 2.5, 2.6	Instructional Coaches	1) Implementation- Demonstrated through the data meetings where special education progress is discussed and future instructional needs planned for. 2) Impact- Student achievement for 3rd-5th special education students will grow by at least 2% on each campus and district assessment.				
Problem Statements: Student Academic Achievement 1							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: STAAR data shows that special education student performance remains 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 84 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
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 three writing samples from previous year's STAAR writing samples to calibrate our scoring. 3) We will administer two writing expository writing prompts in the fall and two in the spring in 4th grade. Each will include 10 revising and editing questions. 4) 3rd grade writing will administer at least two expository writing prompts this year. Revising and editing questions will also be a part of assessing students.	2.4, 2.5	ELA IC, Administration	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. Teachers will track student progress using a data tracking sheet. 2) Impact- Students scoring 5-8 on the writing STAAR test will increase a minimum of 10%.				
5) 2nd grade will administer 3 revising and editing assessments in the fall and 3 in the spring. 6) Writing academy will be integrated into our extending learning rotations. 7) Meredith Alvaro to provide teacher training targeting writing strategies with an emphasize on ELs.	**Problem Statements**: Student Academic Achievement 2 **Funding Sources**: 199 - General Fund - 2500.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

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
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) Students in fifth grade will receive science academy to increase Met expectations on STAAR. We will target science Power TEKS during this time using differentiated lessons to meet the needs of our ELs, African Americans, and economically disadvantaged students.	2.4, 2.5, 2.6	ELA Instructional Coach, Math/Science Instructional Coach, Administration	1) Implementation- measured by the student groupings during extended learning time and the observations of lessons targeting the Power TEKS outlined from the data dig. Teachers will also track student growth on the data tracker. 2) Impact- measured with DLA (District Learning Assessment) and CBA (Campus based assessments) data showing progress for all students. JEE will hit all state targets for Meets performance on STAAR as set by TEA.				
Problem Statements: Student Academic Achievement 1, 4, 5							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: STAAR data shows that special education student performance remains below other student groups in grade 3-5. **Root Cause 1**: Large academic gap between the level of performance and STAAR expectations
Problem Statement 4: African American and EL 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 which may impact their academic success.
Problem Statement 5: Economically disadvantaged students are not performing to the standard of our all student scores in reading, writing, and math. **Root Cause 5**: Many of these students come from different backgrounds and experiences which may impact their academic success.

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

Performance Objective 5: JEE teachers will plan weekly for targeted small group instruction to meet the differentiated needs of all students and grow all learners focusing on growth of approaches to meets and maintaining our masters.

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
1) ELA/SS & Math/Science ICs will plan weekly with teachers to create strong first-teach instruction (mini-lessons) and targeted small group instruction to grow all learners. 2) Teachers will use student data from CBAs, formative assessments, DLAs, etc. to plan for student groups and small group lesson focuses.	2.4, 2.5, 2.6	ELA/SS IC & Math/Science IC, Administrators	1) Implementation - measured by the student groupings during instructional time and the observations of data-driven, small group lessons targeting specific student groups. 2) Impact - measured with DLA (District Learning Assessments) and CBA (Campus-Based Assessments) data showing progress for all students.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: STAAR data shows that special education student performance remains below other student groups in grade 3-5. **Root Cause 1**: 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 2**: 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 3**: Demographics are changing quicker than staff can adjust their teaching.
Problem Statement 4: African American and EL 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 which may impact their academic success.

Student Academic Achievement
Problem Statement 5: Economically disadvantaged students are not performing to the standard of our all student scores in reading, writing, and math. **Root Cause 5**: Many of these students come from different backgrounds and experiences which may impact their academic success.

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 academy assessments, CBAs, and DLAs by teachers, there will be a 3% increase of the percentage of overall performance at the Approaches level by the economically disadvantaged..

> **Evaluation Data Source(s) 1:** We will track writing growth of economically disadvantaged students throughout the 19-20 school year.

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Instructional Coaches will meet with teachers during grade level data digs and use data tracker to monitor economically disadvantaged students' growth.		Leadership team	1) Implementation- Instructional Coaches will assist teachers at planning sessions in identifying needs and creating lessons to grow economically disadvantaged students and close learning gaps. 2) Impact- Students overall STAAR scores will increase on the Approaches level by 3%.				
Problem Statements: Student Academic Achievement 3, 5							
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.	2.4, 2.5	Math/Science Instructional Coach, Administration, 5th grade science teachers	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. 2) Impact- ELLs and African American scores for Approaches on Science STAAR will increase by 10% (target 79% for AA and 73% for ELLs).				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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.

Student Academic Achievement

Problem Statement 5: Economically disadvantaged students are not performing to the standard of our all student scores in reading, writing, and math. **Root Cause 5**: Many of these students come from different backgrounds and experiences which may impact their academic success.

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
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.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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
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.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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 19-20 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
1) Staff will participate in self-selected learning walks at least two times per year, focusing on personal (instructional) needs/goals.	2.5	Administration, Instructional Coaches, Instructional Coordinator	1) Implementation- Measured by teacher documentation of completion and self- reflection 2) Impact- Teacher growth will be noted at End of Year conference and End of Year summative.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

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 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
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.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

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

Performance Objective 2: By the end of May, students 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
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.	2.5, 2.6	House Committee	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.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

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

Performance Objective 3: JEE will involve stakeholders on the implementation of weekly Expect Respect lessons targeting strategic areas of character development among all students

    Evaluation Data Source(s) 3: Community Members, Staff members

    Summative Evaluation 3:

Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Exley will plan activities that engage and involve the community.

Evaluation Data Source(s) 1: School calendar and school-wide communication

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Activities will be planned based on prior year's attendance as well as with input from CAT and PTA. Parents will be notified at the beginning of the year dates for big events.	3.2	Principal	Increase in parent sense of involvement and engagement. Increase in attendance in events.				
Problem Statements: Perceptions 2							
2) Increase all parents knowledge of what the JEE campus goals and initiatives are.	3.2	Principal	Parental engagement increased				
Problem Statements: Perceptions 2							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: All parents do not have an understanding of the JEE goal and focus areas. **Root Cause 2**: This is not being shared with a widespread audience.

State Compensatory

Personnel for Exley Elementary:

Name	Position	Program	FTE
Ellen Farrar	Teacher	Academic Support	1
Kristine Frederick	Teacher	Academic Support	1

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Non-classroom Professional	Kelli Price	Counselor
Administrator	Julia Noeldner	Principal
Non-classroom Professional	Larry Dold	AP
District-level Professional	Shelli Shaw	Intervention
Parent	Amanda Iverson	parent
Classroom Teacher	Marissa Caldwell	Kinder teacher
Classroom Teacher	Pam Roxburgh	1st grade teacher
Classroom Teacher	Kathy Wiesner	2nd grade teacher
Classroom Teacher	Aleshia Morris	3rd grade teacher
Classroom Teacher	Karina Vu	4th grade teacher
Classroom Teacher	Mary Sue Pressentin	5th grade teacher
Parent	Mithali Das	Parent
Parent	Melissa Auer	parent
Parent	Cody Tillman	parent
Community Representative	Jo Ella Exley	community
Community Representative	Carol Blanton	community
Parent	Subroto Choudhary	parent

District Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Meredith Alvaro Professional Development		$2,500.00
				Sub-Total	$2,500.00
				Grand Total	$2,500.00

Addendums

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

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

Identification of Schools for Improvement

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

Distinction Designations

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