

Katy Independent School District
Exley Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jo Ella Exley Elementary is a 21 year old campus that serves around 1,000 students. This improvement plan focuses on the 24-25 school year, and the data is based on our 2023 STAAR scores. Our enrollment by ethnicity is: 7.99% African American, 23.96% Hispanic, 34.54% White, 0.52% American Indian, 28.53% Asian and 4.46% Two or more races. This year the Hispanic population increased, while all other populations decreased. There were 40.56% students who were economically disadvantaged, which was up 2.76% from the previous year. Our English Language Learners population increased from 35.7% to 41.18%. We have approximately 34 languages spoken on our campus. Due to our large Urdu speaking population, we do have an Urdu ESL paraprofessional to help support those students. **Our mobility rate has remained relatively the same over the last 4 years and was 13.3%.** Exley Elementary is a very inclusive campus with a special education population of 27.49%.

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 professional development rotation sessions.

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 professional development is continuously built into the master schedule to support individual and team professional development.
- Administration and Sunshine organize treats and/or fun activities monthly for staff in order to boost teacher moral and reduce stress.
- House System implemented to foster unity and promote character traits across all grade levels.

Problem Statements Identifying Demographics Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR data shows that special education student performance remains below other student groups in grades 3-5.

Root Cause 2: Large academic gaps between the level of performance and STAAR expectations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: EB students are not making adequate yearly progress on STAAR in the areas of reading and math.

Root Cause 3: There is a continuous increase in our EB population, and teachers are challenged with providing differentiated instruction strategies that best meet the needs of EB students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: EB scores on DLAs and STAAR tend to be lower than those that are non EB students.

Root Cause 4: Increasing number of students speaking languages other than English is quicker than we can train teachers on strategies.

Problem Statement 4 Areas: Demographics

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

Root Cause 5: Students need to be directly taught positive behaviors and social skills.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers indicate they would like more fun in the work place and a greater sense of community.

Root Cause 6: The daily life of a teacher is high stress with increasing academic and social/emotional demands.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Exley's varying levels of staff experience and needs requires a differentiated professional development approach.

Root Cause 7: Teachers coming with various experiences and areas for professional growth.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: JEE will meet closing the gaps performance targets for academic achievement for all sub populations included in accountability.

Evaluation Data Sources: At the end of the year, STAAR data will be used for Meets Grade Level Expectations to determine if this goal was met.

Strategy 1 Details	Reviews			
Strategy 1: 1. Teachers will identify TEKS in reading and math specific to student need to focus on during small group instruction. 2. Student growth and progress will be tracked throughout the year. 3. Students in fifth grade will participate in Glow Lab to increase Meets Grade Level expectations on STAAR. Differentiated lessons will occur in order to target Science TEKS and meeting the needs of students in sub populations. Strategy's Expected Result/Impact: 1. Implementation will be measured by the student groupings during small group instruction and the observations of lessons targeting specific TEKS outlined in data digs. Teachers will also track student growth on data trackers. 2. Impact will be measured with DA (District Assessments) and CBA (Campus Based Assessments) data showing progress for all students. JEE will meet all state targets for meets performance on STAAR as set by TEA. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Kid Chats will be scheduled every six weeks to track growth and student progress of those students identified through MTSS as needing more intensive targeted intervention. Strategy's Expected Result/Impact: 1. Implementation will be measured by the data trackers and data collected to make decisions for the need for future intervention. Teacher observation and input will also be utilized during Kid Chats. 2. Impact will be measured with DA (District Assessments) and CBA (Campus Based Assessments) data showing student progress. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

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

Strategy 1 Details	Reviews			
Strategy 1: 1. Teachers will plan weekly to create strong first-teach instruction (mini-lessons) and target small group instruction to grow all learners. 2. Teachers will use student data from CBAs, formative assessments, DAs, etc. to plan for small group lesson focus areas. Strategy's Expected Result/Impact: 1. Implementation will be measured by the student groupings during instructional time and the observations of data driven, small group instruction targeting specific students needs. 2. Impact will be measured with DA and CBA data showing progress of all students. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Leadership Team will continue with the use of the Small Group Instruction Framework, which is a system used to monitor the different components and implementation of small group instruction. Strategy's Expected Result/Impact: 1. Implementation will be measured by the growth of student progress and the observations during formal and informal walkthroughs by the Leadership Team. 2. Impact will be measured with stronger/improved student assessment data including CBAs, DAs, report card grades, Amira, Dreambox, etc. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development targeting small group instruction to staff. Strategy's Expected Result/Impact: 1. Implementation will be measured by observation of consistency of expectations across the building during walkthroughs and observations. 2. Impact will be measured with stronger/improved student assessment data including CBAs, DAs, report card grades, growth on Amira and Dreambox and other data sources. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of 3rd grade JEE students who achieve Meets Grade Level Expectations and above in Math will increase to 59% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR data for 3rd grade Meets Grade Level Expectations and above will be used to determine if this goal is met.





Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure students participate in Dreambox and use the data during PDR and planning meetings throughout the year to identify students in need of reteach, support and extension. This data, along with other classroom data, will be used to create small group instructional plans. Strategy's Expected Result/Impact: Third grade students reaching Meets Grade Level Expectations or above on STAAR Math will increase. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the progression kits and numeracy components as part of their daily math small group instruction. Strategy's Expected Result/Impact: Increase in the number of students reaching Meets Grade Level Expectations and Masters on 3rd Grade STAAR. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of 3rd grade JEE students who achieve Meets Grade Level Expectations and above in Reading will increase to 70% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR data for 3rd grade Meets Grade Level Expectations and above will be used to determine if this goal is met.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will administer the HMH and Amira assessments with fidelity and show evidence of data driven instruction in lesson plans, data binders/folders, and delivery. Performance data on each student group will be monitored by the Leadership Team to determine effectiveness. Strategy's Expected Result/Impact: Students will demonstrate an average of one year's growth. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: PreK-2 teachers will utilize Circle Progress Monitoring, TX-KEA and Amira, along with students/class/grade level data during PDRs and planning meetings during the year to identify students in need of reteach, support and extension. This data, along with other classroom data, will be used to create small group instructional plans. Strategy's Expected Result/Impact: Increase in the number of students reaching Meets Grade Level Expectations and Masters on 3rd Grade STAAR. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

Evaluation Data Sources: FitnessGram, classroom observations, and formative and summative fitness skill assessments will be utilized.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of cardiovascular endurance, body strength, endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength, endurance and flexibility through the use of games, activities, and stations in physical education class. Staff Responsible for Monitoring: Physical Education Teachers and Administration	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: JEE's daily average attendance will increase from 95.74% to 96.24%.

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor daily attendance and communicate with grade level administrators regarding chronic absenteeism. Strategy's Expected Result/Impact: Increase the number of students attending school on a daily basis. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

Evaluation Data Sources: First Year Teacher Feedback Survey and New Teacher Retention

Strategy 1 Details	Reviews			
Strategy 1: Lead Mentors will meet monthly with teachers new to the profession to provide support. Strategy's Expected Result/Impact: 1. Implementation will be measured by documented agendas. 2. Impact will be measured by staff growth as noted on T-TESS walkthroughs and feedback given from new teachers. Staff Responsible for Monitoring: Lead Mentors, Instructional Coach, Instructional Coordinator, Administration	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Provide family engagement opportunities for families of our EBs.

Evaluation Data Sources: TELPAS Data





Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide Title III event flyers for parent engagement, family engagement and community engagement. Strategy's Expected Result/Impact: Student's oral language will increase. Staff Responsible for Monitoring: ESL ISSTs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: ReadyRosie videos will be sent to EB families on an ongoing basis. Strategy's Expected Result/Impact: Student's oral language will increase. Staff Responsible for Monitoring: ESL ISSTs	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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

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

Strategy 1 Details	Reviews			
Strategy 1: The PBIS/House Committee will meet prior to each House Meeting and House Rally Days to plan activities to support House goals. Students and staff will participate in House Day activities on designated days. Strategy's Expected Result/Impact: 1. An increase of positive interactions between students in multiple grade levels. 2. An increase in understanding of others. 3. An understanding of bullying and unkind behaviors and how to handle those situations. Staff Responsible for Monitoring: PBIS/House Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will receive training that will allow them to be able to define trauma and explore the impact of trauma on student learning and behavior in accordance with House Bill 18 and Senate Bill 11. Strategy's Expected Result/Impact: Teachers will feel more competent in supporting students during trauma situations and there will be a decrease in need for students needing to leave the classroom to receive support from the counselor. Staff Responsible for Monitoring: Counselor and Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Information on bullying prevention will be shared with parents, staff and teachers. Strategy's Expected Result/Impact: Better informed parents, students, and teachers, as well as a decrease in reports of these types of offenses. Staff Responsible for Monitoring: Counselor and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: A school wide activity will be offered for staff to participate in each month to build community. Strategy's Expected Result/Impact: Relationships will be built among staff members and there will be a positive impact on the climate at JEE. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
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Addendums



The Percent of **Exley** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 70% to 72% by July 2029.

Exley: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	70%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-					

[illegible]

The Percent of **Exley** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 58% to 63% by July 2029.

Exley: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-					

[illegible]