

Katy Independent School District

Exley Elementary

2026-2027 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 23 year old campus that serves approximately 800 students. This improvement plan focuses on the 2026-2027 school year, and the data is based on our 2026 STAAR scores. Our enrollment by ethnicity is: 6.9% African American, 25.6% Hispanic, 29.1% White, 33.5% Asian and 4.5% Two or more races. The population has remained consistent over the past three years as well as the number of low socioeconomic students. Our low socioeconomic population is 35%. Our English Language Learners population increased to 43.3%. 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 5 years and was 12.2%. Exley Elementary is a very inclusive campus with a special education population of 24.7%.

Exley Elementary takes great pride in recruiting, hiring, and retaining high-quality educators. Our staff continues to expand their supplemental certifications in key areas aligned with the needs of our student population.

Building instructional capacity among our staff is a key component of the ongoing professional learning culture at Exley. All teachers, including new staff members, are expected to complete a minimum of 6 hours of professional development outside of the school day over the course of the year. A variety of learning opportunities are offered on campus, and teachers are encouraged to select sessions that align with their individual professional goals. Additionally, professional development is embedded in our master schedule through designated PD rotation sessions.

Demographics Strengths

Exley Elementary is proud of its many strengths, particularly within its diverse and supportive school community. Some key highlights include:

- Many families intentionally move into our attendance zone after researching schools and choosing Exley as the best fit for their child.
- Substitute teachers consistently share positive feedback about our campus and often request to return, citing the welcoming environment and professionalism of our staff.
- Parents who relocate within the district frequently request a transfer to keep their child enrolled at Exley because of their satisfaction with our school experience.
- The number of teachers earning their ESL certification continues to grow each year, with nearly 100% certification across grade-level, academic support and special education teams.
- Learning walks are regularly conducted to build instructional capacity, allowing teachers to observe one another and grow together in a collaborative culture.
- Teachers are provided with extended planning time each quarter to engage in long-range planning, analyze disaggregated student data, and align instruction to student needs.
- Ongoing professional development is intentionally embedded into the master schedule to support both individual growth and team collaboration.
- To promote staff well-being and morale, monthly activities and treats are coordinated by administration and the Sunshine Committee.

- Pap rallies are in place to foster school-wide unity and encourage the development of strong character traits across all grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Math scores on district assessments, MAP and STAAR are trending lower or remaining stagnant.

Root Cause: Increasing number of students lack foundational math skills, including fact fluency and problem solving skills.

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.

Student Learning

Student Learning Summary

All schools in Texas are evaluated according to standards established in three state accountability areas. For the 2025–2026 school year, Exley Elementary earned an A rating, with an overall score of 91. Exley received an A (91) in both Student Achievement and Closing the Gaps, as well as a B (87) in School Progress.

While we are very proud of these results, we recognize that there is always room for continued growth. On the 2026 STAAR assessments, the percentage of students across all tested grade levels performing at the Meets Grade Level or Masters Grade Level standard was:

- All Subjects: 68%
- Reading: 73%
- Math: 65%

A closer look at performance at the Masters Grade Level standard highlights several areas of strength and opportunities for growth. Exley ranked in the first quartile for attendance and fifth-grade reading performance. In reading, third grade ranked in the second quartile, while fourth grade ranked in the third quartile.

In mathematics, fourth-grade performance at the Masters level ranked in the first quartile, while third- and fifth-grade performance ranked in the second quartile. Fifth-grade science performance at the Masters level also ranked in the second quartile.

In addition to these academic results, Exley Elementary met all State System Safeguards. We are proud of the accomplishments of our students and staff and remain committed to building on these successes while strategically addressing areas for continued growth.

Student Learning Strengths

Exley's scores reflect the dedication and hard work of our students and staff. We are incredibly proud of our students' continued growth and achievement. Highlights from the 2025–2026 school year include:

- On the 2026 STAAR, 68% of students performed at the Meets Grade Level standard or above across all subjects.
- On the 2026 fifth grade Math STAAR, 62% of students achieved the Masters Grade Level standard.
- Across Reading/Language Arts STAAR assessments, 40% of students achieved the Masters Grade Level standard.
- In the Closing the Gaps domain, Emergent Bilingual (EB) students earned all 4 of the 4 possible points.
- Exley earned distinction designations for Postsecondary Readiness and Top 25%: Comparative Closing the Gaps.

These accomplishments demonstrate our students' strong academic performance and our staff's ongoing commitment to providing high-quality learning experiences for every student.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data shows that performance of students in subpopulations tend to remain below other student groups in grades 3-5.

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

Problem Statement 2 (Prioritized): Not all student groups are hitting the targets for progress as set forth by the state.

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

Priority Problem Statements

Problem Statement 1: Math scores on district assessments, MAP and STAAR are trending lower or remaining stagnant.

Root Cause 1: Increasing number of students lack foundational math skills, including fact fluency and problem solving skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR data shows that performance of students in subpopulations tend to remain 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: Not all student groups are hitting the targets for progress as set forth by the state.

Root Cause 3: Demographics are changing quicker than staff can adjust their teaching.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students need frequent and consistent social and emotional education.

Root Cause 4: Students need to be directly taught positive behaviors and social skills.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: EB and special education students are not making adequate yearly progress on STAAR in the areas of reading and math.

Root Cause 5: There is a continuous increase in our special education and EB population, and teachers are challenged with providing differentiated instruction strategies that best meet the needs of students on varying levels.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers indicate they would like more intentional feedback and a greater sense of community.

Root Cause 6: Teachers want to learn and grow in their craft, understanding that there is an increase in 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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Action research results
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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 subpopulations. Strategy's Expected Result/Impact: 1. Implementation will be measured by the student progress 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 Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Kid Chats will be scheduled every nine 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 KLA (District Assessment) and CBA (Campus Based Assessments) data showing student progress. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Math scores on district assessments, MAP and STAAR are trending lower or remaining stagnant. **Root Cause:** Increasing number of students lack foundational math skills, including fact fluency and problem solving skills.

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

Performance Objective 2: JEE will enhance small group instruction by setting clear guidelines and expectations during planning.

Evaluation Data Sources: At the end of the year, STAAR Domain II Student Progress data (Longitudinal Data Report) and ESF walkthrough 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, MAP, 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 KLA 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	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development targeting small group instruction to staff. Strategy's Expected Result/Impact: 1. Implementation will be monitored through walkthroughs and observations to ensure consistent expectations are evident throughout the campus. 2. Impact will be measured through improved student performance data, including CBAs, KLAs, report card grades, Amira and MAP growth, and other relevant data sources. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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.

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

Performance Objective 3: HB3: The percent of Exley 3rd grade students who achieve Meets above in Reading will increase to 71% by July 2027.

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: HMH and Amira assessments will be administered with fidelity, with evidence of data-informed instruction reflected in lesson planning, data tracking, and instructional delivery. 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 Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Throughout the year, PreK-2 teachers will analyze data from Circle Progress Monitoring, Amira, and classroom assessments during PDRs and planning sessions to identify students requiring reteach, support, or enrichment. This information will inform 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 Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Not all student groups are hitting the targets for progress as set forth by the state. Root Cause: Demographics are changing quicker than staff can adjust their teaching.
School Processes & Programs
Problem Statement 1: EB and special education students are not making adequate yearly progress on STAAR in the areas of reading and math. Root Cause: There is a continuous increase in our special education and EB population, and teachers are challenged with providing differentiated instruction strategies that best meet the needs of students on varying levels.

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

Performance Objective 4: HB3: The percent of Exley 3rd grade students who achieve Meets and above in Math will increase to 61% by July 2027.

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 utilize MAP 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 Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	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	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: STAAR data shows that performance of students in subpopulations tend to remain below other student groups in grades 3-5. **Root Cause:** Large academic gaps between the level of performance and STAAR expectations.

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

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details		Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators Problem Statements: Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Teachers indicate they would like more intentional feedback and a greater sense of community. Root Cause: Teachers want to learn and grow in their craft, understanding that there is an increase in academic and social/emotional demands.

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

Performance Objective 6: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Not all student groups are hitting the targets for progress as set forth by the state. Root Cause: Demographics are changing quicker than staff can adjust their teaching.

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

Performance Objective 7: Exley Elementary will increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative Fitness Skill Assessments

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: Administration, Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Coaching Cycles, 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, Impact Cycles and feedback given from new teachers. Staff Responsible for Monitoring: Lead Mentors, Instructional Coach, Instructional Coordinator, Administration Problem Statements: Demographics 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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.

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: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Teachers will receive targeted training, and student activities will be planned to promote cultural awareness, character development, and stress management strategies.

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

Strategy 1 Details	Reviews			
Strategy 1: The PBIS Committee will meet on an ongoing basis to review discipline data, Purposefull People implementation and RIDES expectations and implementation. 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 Committee	Formative			Summative
	Oct	Feb	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 Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A monthly school-wide activity will be organized to promote staff engagement and strengthen community. Strategy's Expected Result/Impact: Positive relationships among staff will be fostered, contributing to an improved school climate at JEE. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Students need frequent and consistent social and emotional education. **Root Cause:** Students need to be directly taught positive behaviors and social skills.

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 2: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 3: JEE's daily average attendance will increase from 96.36% to 96.86%.

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	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					



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%	69%	66%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-	No	No			

Exley: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	11	27%	27	56%	55	78%	1	0%	49	78%	0		6	83%	33	36%	68	63%	71	69%
		2025 Actual	12	67%	43	56%	38	74%	0		40	75%	0		4	100%	37	43%	48	73%	53	62%
		2026 Target										85%						53%				
		2026 Actual	10	20%	41	59%	42	67%	1	100%	49	80%	0		8	63%	36	28%	59	56%	69	68%
		Met Target										N						N				
		2027 Target		30%														38%				

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%	61%	60%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	Yes	Yes			

Exley: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	11	9%	27	52%	55	60%	1	0%	49	67%	0		6	83%	33	18%	68	47%	71	59%
		2025 Actual	12	42%	43	49%	38	74%	0		39	69%	0		4	50%	37	35%	48	54%	53	57%
		2026 Target				59%						79%										
		2026 Actual	10	10%	41	59%	42	55%	1	100%	48	77%	0		8	50%	36	25%	59	44%	69	58%
		Met Target				Y						N										
		2027 Target		20%				65%														