

Katy Independent School District
Shafer Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Shafer Elementary Mission Statement

- Kindness and loyalty are what we are about,
- Nobility and justice day in and day out.
- Integrity develops in our hearts,
- Growing family and the community is where it all starts.
- Honoring learning along the way,
- To respect one another each and every day.
- Shafer inspires all students to shine bright,
- with education and character reaching new heights!

Vision

Be the Legacy

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Comprehensive Needs Assessment

Needs Assessment Overview

We know at Shafer Elementary our academic and social needs are not as great as other schools; however, our goal is to always look for areas of progress for each individual student. Our one big need is to educate our staff, parents and community for students to continually show growth in all academic areas. We know that this means reviewing each child's academic needs and progress and to develop a plan for achieving higher levels of learning. We are always looking at data, classroom assessments, and reviewing STAAR data to address each student's specific need. Our goal this year is to use planning time to discuss what and how to teach in small group learning time. Our activities during this time should target student's individual need rather than just review for the whole group. We are working on being more intentional about how we form our small groups and how to make sure students receive the right targeted activities to address their needs and gaps.

Demographics

Demographics Summary

Shafer Elementary has a student enrollment of 1,171 for the 2019-2010 school year. Our demographics have not changed significantly over the past year, but we have grown slightly in enrollment since the school opened seven years ago. Our enrollment has a diverse ethnic population. We have grades K - 5 at Shafer and also have two Life Skills classes. The average size class in grades K - 4 is 20 - 21 students per class, and in 5th grade we have approx 25 students per classroom. Our community values education and most families are college educated and have professional occupations. Our school is built on the Shafer Knightly Virtues which are our guiding principles for our character education program. We teach the knightly virtues of kindness, honor, integrity, loyalty, courage, and respect to our students and remind them that these are our guiding principles and that as Shafer Knights we need to demonstrate these everyday.

Enrollment Data:

Ethnic Diversity: White - 36.3%; Asian - 31%; Hispanic - 20.25%; African/American - 9.37%

School Program Data:

At-Risk - 37%; Economically Disadvantaged - 9.8%; ESL - 19.9%; GT - 10.5%; Special Ed 8.2%

Demographics Strengths

Our Demographic Strengths

Our community is very diverse but highly educated and most community members are college educated and have professional jobs. Parents and community members value education for their children and are very respectful towards all educational staff. This carries over to our students who are respectful and kind to others. Our diversity allows us to have an international focus which helps our students understand the importance of respecting all nationalities differences and commonalities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: When reviewing our Accountability Domain II - Student Progress / Relative Performance we recognize that we needed to better address the academic and behavioral needs of our special education student population. **Root Cause:** More students are being identified at an earlier age

and their needs are increasing. Our district has employed more special ed teachers and para's but we need more training in how to address each students specific disability.

Problem Statement 2: Our 5th Grade STAAR Math scores need to continue to improve with our Economically Disadvantaged and Special Ed students. These students are not showing the growth that our students in other populations are showing. **Root Cause:** These students' specific academic and social/emotional needs need to be addressed more aggressively with targeted strategies and structures.

Problem Statement 3: Our 4th Grade Writing scores will continue to improve in the passing rate from 92% to 96% and the number of students mastering will increase from 40% to 50%. **Root Cause:** Although our scores in 4th Grade Writing did improve this year we know that we need to work with specific groups ex. Special Ed, ESL and Economically Disadvantaged students to target their needs in writing. Our goal is to provide more small group learning to address their specific needs.

Problem Statement 4: Our 5th Grade Science scores will need to continue to improve in the Approaches level from 92% to 95% and in the Master's level from 47% to 55%. Most of the 8% of our students that did achieve Approaches were either in special ed or at-risk Students. **Root Cause:** These specific students usually have low reading skills, lack science experiences and need support for consistent effort . This year our Math Science IC and Lab Facilitator will work to address these students' more specific individual needs. To do this our Science Facilitator and Special Ed teachers will meet once a month to discuss student's needs.

Student Academic Achievement

Student Academic Achievement Summary

- **During the 2018 - 2019 school year Shafer Elementary's STAAR scores were the following:**

3rd Grade STAAR Score

- Reading STAAR - 94% - Approaches; 73% - Meets; 61% - Mastered; 6% - Did Not Meet
- Math STAAR - 93% - Approaches; 79% - Meets; 62% - Mastered; 7% - Did Not Meet

3rd Grade Special Programs - The following programs all met the Approaches level.

- Reading - ESL - 88%; Economically Disadvantaged - 86%; Special Ed - 64%; At-Risk - 90%; GT - 100%
- Math - ESL - 95%; Economically Disadvantaged - 100%; Special Ed - 57%; AT-Risk - 90%; GT - 100%

Our 3rd grade students did very well in their passing rate for the 2018-2019 school year.

We would like for our master's scores in reading to increase to 70% for the 2019-2020 school year.

We would like for our master's scores in math to increase to 70% for the 2019-2020 school year.

4th Grade STAAR Scores

- 4th Grade Reading STAAR : 94% - Approaches; 78% - Meets; 57% - Mastered; 6% - Did Not Meet
- 4th Grade Math STAAR: 94% - Approaches; 77% - Meets; 62% - Mastered; 6% - Did Not Meet
- Writing STAAR; 92% - Approaches; 76% - Meets; 40% - Mastered; 8% - Did Not Meet

4th Grade Special Programs - The following programs all met the following percentage of the Approaches level:

- Reading : ESL - 71%; Economically Disadvantaged - 89%; Special Education -47%; GT - 100%
- Math - ESL - 100%; Economically Disadvantaged - 94%; Special Education - 75%; At-Risk - 85%; GT - 100%
- Writing - ESL - 93%; Economically Disadvantaged - 83%; Special Education - 67%; AT-Risk - 63%; GT - 100%

Our 4th Grade students did well in the areas of reading, math and writing.

Our goal for the 2019-2020 school year is to increase our Masters scores in both Reading and Math to 65%.

Our Writing goal during the 2019-2020 school year is to increase in Writing to Approaches - 95% and Masters- 45% for all students.

Our goal is to increase our Special Ed Writing scores from 47% to 55% approaches.

5th Grade STAAR Scores

- 5th Grade Reading STAAR: Approaches - 98%; Meets - 80%; Mastered - 58%; Did Not Meet - 2%
- 5th Grade Math STAAR : Approaches - 98%; Meets - 89 %; Mastered - 73%; Did Not Meet - 2%
- 5th Grade Science STAAR : Approaches - 92%; Meets - 77% ; Mastered - 47% ; Did Not Meet - 8%

5th Grade Special Programs - The following programs all met the percentages at the Approaches level:

- Reading: ESL -Not Reported (less than 4 students); Economically Disadvantaged - 82%; Special Education - 64%; At-Risk - 76%; GT - 100%
- Math: ESL - 98%; Economically Disadvantaged - 95%; Special Education - 92%; AT-Risk - 90%; GT - 100%
- Science: ESL- Not reported (less than 4 students) %; Economically Disadvantaged - 82%; Special Education - 67%; At-Risk - 73%; GT - 100%

Our 5th Grade students did very well in the Approaches level.

Our goal for the 2019 -2020 year is to increase our Master's levels by 10% for reading, math and science . (Reading - 68%; Math - 83% and Science 57%)

Student Academic Achievement Strengths

All of our grade levels have academic strengths throughout the 2018-2019 STAAR tests. The following strengths were noted:

Strengths in 3rd Grade:

- Students scored in Reading and Math 96% at the Approaches level.
- Students who met Mastered were over 50% in both math and reading (Math - 56%; Reading 53%)
- 96% of our ESL population met the Approaches level in math.
- 90% of our At-Risk population met the Approaches level in reading

Strengths in 4th Grade:

- In Math our 4th Grade students scored 94% Approaches and 62% met the Masters Level.
- In Math our 4th Grade Economically Disadvantaged students scored 85% at the Approaches Level.
- In Reading our 4th Grade students scored 94% Approaches, and 57% at the Masters Level.

- In Reading our 4th Grade Economically Disadvantaged students scored 90% at the Approaches Level.

Strengths in 5th Grade:

- In Math 98% of our 5th grade students scored at the Approaches level and 78% scored at the Masters level.
- 82% of our Special Ed students scored at the Approaches level.
- 90% of our At-Risk students scored at the Approaches level.
- 90% of our 5th grade students made progress measures on their math test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: When reviewing our Accountability Domain II - Student Progress / Relative Performance we recognize that we needed to better address the academic and behavioral needs of our special education student population. **Root Cause:** More students are being identified at an earlier age and their needs are increasing. Our district has employed more special ed teachers and para's but we need more training in how to address each students specific disability.

Problem Statement 2: Our 5th Grade STAAR Math scores need to continue to improve with our Economically Disadvantaged and Special Ed students. These students are not showing the growth that our students in other populations are showing. **Root Cause:** These students' specific academic and social/emotional needs need to be addressed more aggressively with targeted strategies and structures.

Problem Statement 3: Our 5th Grade Reading scores will continue to improve in the Approaches level from 98% to 100%. Our number of students in the Masters Level will increase from 58% to 65% for the 2019-2020 school year. **Root Cause:** In the 2% of our students who did not meet the Approaches level we believe the intervention they received needed to be more targeted to their needs. To show more growth in our Mastered level students we need to be more attentive to identifying students specific needs and addressing it through targeted small group learning.

Problem Statement 4: Our 4th Grade Writing scores will continue to improve in the passing rate from 92% to 96% and the number of students mastering will increase from 40% to 50%. **Root Cause:** Although our scores in 4th Grade Writing did improve this year we know that we need to work with specific groups ex. Special Ed, ESL and Economically Disadvantaged students to target their needs in writing. Our goal is to provide more small group learning to address their specific needs.

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Problem Statement 6: We believe that our Extended Learning Time in both math and reading needs to be more structured and clearly outlined to target

specific instructional structures so that students needs in TEKS are achieved. **Root Cause:** Teachers will occasionally use ELT class as time to "catch up" on missed work or do not have a specific structure to pull effective ELT groups.

Problem Statement 7: Our community has always viewed Shafer as having a very successful instructional program; however, student growth was never measured. Our goal is to have our students show growth in reading and math as measured by progress measures on the STAAR test. **Root Cause:** Believing that successful grades and passing scores are good enough.

School Processes & Programs

School Processes & Programs Summary

- The curriculum used at Shafer Elementary is directly tied to the Texas Essential Knowledge and Skills.
- Instruction is developed to scaffold student learning based on where students currently are and building to the depth of the TEKS. Assessment is both formative and summative and on-going.
- We work diligently to recruit, support and retain excellent teachers.
- Our Lead Mentor has monthly "coffee talks" where new teachers can learn about Shafer expectations and answer questions or concerns to help our new staff.
- We have a very positive and "can do" family culture among our staff.
- Teachers regularly collaborate with their grade level content teams and Instructional Coaches to discuss best practices, strategies and to make sure they are aligned. We want to ensure that all students are receiving the highest level of instruction.
- Katy ISD curriculum is aligned with state and national standards and is known to be rigorous and prepare students for their next grade level instruction.
- We provide time for the staff to meet informally and develop personal relationships with other staff members.
- We try to meet regularly for faculty meetings and team leader meetings to celebrate great things going on at the campus and to learn new ways to teach and help students.

School Processes & Programs Strengths

The following are School Processes and Program Strengths

- High teacher recruitment and retention
- Positive family culture among staff
- Teams meet regularly with their content teammates to develop lesson plans, assessments and to collaborate on classroom instructional strategies that are successful.
- Each grade level also has their Extended Learning Time which is used to address students learning gaps with targeted intervention.
- Each team meets for Professional Development Rotations which allows for teams to learn and collaborate together.
- FPSE is a school that values collaborative practices, both with various partners in education and within our school community and grade level teams.
- Shafer Elementary has worked to build their technology products and use over the last few years. Our goal in the future is to have one to one technology devices.
- All classrooms are set up with a Smart board, document camera and desktop computer.
- 6 iPads are currently available for every class
- Technology is available for student use at home for over 90% of our students.

- KISD has set-up wi-fi and safe usage criteria for technology use.

Problem Statements Identifying School Processes & Programs Needs

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Problem Statement 7: Due to media attention many of our parents believe that bullying occurs regularly in schools. They are not aware of the many programs we have to aggressively address all avenues of bullying. This year our district has added the Speak UP app which allows students and parents to report any social/emotional or dangerous situation that needs to be addressed. **Root Cause:** Much of this is due to TV and social media attention. Most families are not aware of the many programs we use daily to teach the importance of being kind and accepting of all students from all walks of life. We will

work to make our community of all the processes our school and Katy ISD has to address the social-emotional wellness of our students.

Perceptions

Perceptions Summary

The FPSE administration and faculty have worked to create an environment where our community and parents feel mutually supported by each other. Our goal is to provide a school that is involved with the community and meets their needs.

Although our students have usually had very successful student learning outcomes, we are now understanding that all students can achieve growth and show progress with a targeted instructional program.

Our PTA is a large part of our community and wholeheartedly believes in supporting and creating opportunities for students and staff members to grow academically and professionally.

FPSE is continually looking for ways to strengthen our campus with a safe and orderly working and learning environment.

Perceptions Strengths

We believe in involving our parents in every aspect of their child's education. This coincides with the philosophy that we partnership with every parent in their child's education and emotional help.

The following activities/procedures were conducted during the 2016-2017 school year and found to be successful.

1. Meet the Teacher Night was provided for our community and parents. The PTA set up FPSE Spirit Wear sales and welcomed our new comers in joining the strong Shafer community and introduced volunteer opportunities. The Scouts, as well as other community members passed out information. Teachers and staff welcomed our families and students and began building positive relationships.
2. Kindergarten Orientation was offered in the Spring and Fall for incoming kindergarten students in hopes that this would provide an easy transition from home to school.
3. Parent Curriculum Orientations were provided to discuss grade level expectations and curriculum.
4. Campus Advisory Team Meetings (CAT) were scheduled to share with our community our strengths and weaknesses and get their input.
5. Many activities occurred during the year to involve our community: Watchdog Dad activities, Specials Team programs/presentations, Veteran's program, annual FPSE Book Character Parade, Parent Round Table meetings, and author visits to address both primary and intermediate grade levels. Also during the year we teamed up with the PTA to assist with annual events such as the carnival and multi-cultural night, as well as other events. Our PTA also hosted

WOW (Workers on Wednesdays) days to assist with cutting, laminating, copying, etc.

6. Character education and grade level character virtues as well as providing Love and Logic training for parents.

7. Continue to complete all emergency drills and implement our campus emergency plans.

8. Continue working on implementing Community Circles in the classrooms to build relationships within the classrooms

9. Raptor system and monitoring school access by our front office staff

10. Targeted guidance lessons towards specific areas of need. Administration and staff understand the importance of having a positive attitude towards students and colleagues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our community has always viewed Shafer as having a very successful instructional program; however, student growth was never measured. Our goal is to have our students show growth in reading and math as measured by progress measures on the STAAR test. **Root Cause:** Believing that successful grades and passing scores are good enough.

Problem Statement 2: Due to media attention many of our parents believe that bullying occurs regularly in schools. They are not aware of the many programs we have to aggressively address all avenues of bullying. This year our district has added the Speak UP app which allows students and parents to report any social/emotional or dangerous situation that needs to be addressed. **Root Cause:** Much of this is due to TV and social media attention. Most families are not aware of the many programs we use daily to teach the importance of being kind and accepting of all students from all walks of life. We will work to make our community of all the processes our school and Katy ISD has to address the social-emotional wellness of our students.

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Problem Statement 4: We believe that our Extended Learning Time in both math and reading needs to be more structured and clearly outlined to target specific instructional structures so that students needs in TEKS are achieved. **Root Cause:** Teachers will occasionally use ELT class as time to "catch up" on missed work or do not have a specific structure to pull effective ELT groups.

Priority Problem Statements

Problem Statement 1: When reviewing our Accountability Domain II - Student Progress / Relative Performance we recognize that we needed to better address the academic and behavioral needs of our special education student population.

Root Cause 1: More students are being identified at an earlier age and their needs are increasing. Our district has employed more special ed teachers and para's but we need more training in how to address each students specific disability.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Male / Female performance, progress, 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 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

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
- TTESS data
- T-PESS data

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

Goals

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

Performance Objective 1: Teachers in reading and math will review and track each students instructional data to determine areas of need. Teachers will use this data to create small instructional groups that will target individual students needs /growth. These small groups will be implemented during regular instruction and during Extended Learning Time (ELT).

Evaluation Data Source(s) 1: Administrators will attend planning sessions when data is reviewed .
 Administrators will monitor twice a week small group instruction within the regular instructional day and in ELT groups.
 Shafer Students will demonstrate academic progress in Math, Science and ELA.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Extended Learning Time will be structured to allow teachers to target specific needs (TEKS) of students. Students will be grouped according to remediation or extensions of TEKS as needed. Then placed in small groups that allow time to reteaching. Small groups will be monitored a minimum of three times a week.	2.4, 2.5, 2.6	Administrators and IC's	Students formative data will reflect knowledge of remediation TEKS. Students scores will reflect growth in progress points on STAAR and through a higher percentage of STAAR mastery.				
2) Teachers will review data periodically to determine groups that need to be made/rearranged so that students gaps can continually be addressed. Once a student is successful in learning that TEKS they can be moved to another group to continue the process.		Classroom Teacher Administrators Math IC	Students scores in formative data information and through STAAR will demonstrate student's mastery of TEKS. Students scores will reflect growth in progress points on STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June


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

Performance Objective 2: Students in 4th and 5th Grade will demonstrate yearly growth represented by a higher percentage of students receiving progress measures in grades 4 and 5 on their 2019-2020 STAAR results.

Evaluation Data Source(s) 2: Students STAAR Progress Measures for the 2019-2020 STAAR scores.

Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Extended Learning Time will be structured to allow teachers to target specific needs (TEKS) of students . Students will be grouped according to whether they need remediation or need extensions of TEKS. Students will be placed in small groups that allow time to reteach and enrich. Small groups will be monitored a minimum of twice a week by administration.		Administrators and IC's will monitor ELT groups	Students formative data will reflect improvement on knowledge of targeted TEKS. Students scores will reflect growth of knowledge in math and reading as measured by growth measures.				
							

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Continue to implement and refine Shafer's PBIS strategies across the campus so students and staff have a common language and expectations in the classroom, hallway, restroom, cafeteria and dismissal. Teachers and admin will reward students with Silver Dollars. These Silver Dollars will be used as incentives for good behavior. Students will be able to trade their silver dollars for rewards and incentives. This will reduce the number of office referrals and behavior charts used to support students.

Evaluation Data Source(s) 1: Reduction in the use of behavior charts and office referrals for students.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Last year we started using PBIS by developing school wide expectations. This year we would like to refine our incentives and rewards for students that followed classroom and school expectations. Silver Dollars will be created and handed out to classroom teachers to use. Silver Dollars will be of varying values. These Silver Dollars will be used to exchange for tangible and intangible rewards Ex, Lunch with the Principals, bring your favorite stuffed animal to class etc.		Classroom Teachers Assistant Principals	Better classroom behavior. Students will receive incentive and rewards for following classroom expectations.				
Funding Sources: 199 - General Fund - 50.00							
							


Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Last year we implemented a new severe weather plan which allowed a more structured dismissal to ensure all students safety during inclement weather. This year we will review and adjust a few dismissal procedures to improve and ensure that all students get home safely and quickly during severe weather dismissal.


Evaluation Data Source(s) 2: A reduction in the phone calls during severe weather. We will also get teacher feedback on the success of the new severe weather plan.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Our safety manager will meet with teachers and the safety team to address needs in refinement of our safety plan.		Jennifer Musselman - AP	Updated safety plan that addresses parent and teacher concerns.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 3: During the 2029-2020 school year our admin and special ed department will meet each nine weeks to review the progress of our special ed and at-risk students.

Evaluation Data Source(s) 3: During our meetings we will review:

9 weeks grades, CBA, DLA's
Behavior progress and/or needs
special ed schedules
ARD minutes

Summative Evaluation 3: Exceeded Performance Objective

Targeted or ESF High Priority

Goal 3: Shafer Elementary will educate our community and students on the importance of technology safety.

Performance Objective 1: Shafer Elementary will continue to address Internet and Social Media awareness through Library Lessons and classroom teacher lessons and discussions with students.

Evaluation Data Source(s) 1: Structured library lessons will be delivered through our librarian to all grade levels. The lessons will be designed to address the needs of each specific grade level and be appropriate for the audience. Classroom teachers will discuss technology safety as students utilize technology in the classroom.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Our librarian will teach technology safety lessons to each grade level. These lessons will be appropriate for the grade level and need of each grade level.		Administrators	Students will become of aware of internet safety and understand their role in producing a safe environment for all.				

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Shafer Elementary will review our students' and staffs' technology needs through regular monthly meetings. We will continue to strive for a one to one technology resource for each student.

Evaluation Data Source(s) 1: Goal to purchase new technology devices and to replace End of Life technology devices each year.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Principal, AP's and librarian will continue to have discussions on the technology needs of our students and community. Our goal is to strive for one device for each student enrolled in Shafer Elementary.		Principal, AP's and Librarian	Students will have more access to technology in their everyday use.				
Funding Sources: 199 - General Fund - 8000.00, 199 - General Fund PTA Donation - 2000.00							

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: Shafer Elementary will partner with our PTA to maximize our strengths, resources and talents to engage the entire community. We will partner with our PTA to bring new and innovative programs that will continue to emphasize the importance of community, a healthy lifestyle and academic success for all students.

Evaluation Data Source(s) 1: This year we will add a few additional programs that will address healthy lifestyles, and the importance of family and community. School and PTA programs attendance during the 2019-20220 school year.

Summative Evaluation 1: Met Performance Objective

Goal 6: Katy ISD will actively support the emotional well-being of all learners.


Performance Objective 1: Administrators, teachers, PTA members and our community will actively participate in addressing the needs of our students and staffs social-emotional needs.


Evaluation Data Source(s) 1: Staff training's in identifying social-emotional health problems and how to assist students and our community.
 Teachers participating in wellness/physical fitness classes after school.
 Ongoing discussions in faculty meetings on ways to support children that are experiencing trauma.


Summative Evaluation 1: Met Performance Objective


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Mrs. Bartee will address with our staff "How to Identify and Support Students that are Experiencing Trauma". This training will occur in October.		Administrative staff, Mrs. Bartee and Mrs. Blakley-Cosser	Teachers will be able to identify students that have experienced trauma. Teachers will be able to connect students and parents with the mental-emotional health professional that can assist them				
TEA Priorities Recruit, support, retain teachers and principals 2) After school classes in yoga, zumba and other types of fitness classes will be held at Shafer Elementary for staff members to attend.		Shafer Administration	Staff will be able to participate in physical fitness programs at school. Teachers will feel physically fit and have better social/emotional wellness.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Mrs. Bartee will address with our staff "How to Identify and Support Students that are Experiencing Trauma".

Evaluation Data Source(s) 2: Presentation will be delivered to the Shafer staff before October 15th.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Goal 6: Katy ISD will actively support the emotional well-being of all learners.





Performance Objective 3: Shafer Admin team will address our staffs' social/emotional needs by actively inquiring and discussing teacher's work load and emotional support needed to support a more balanced teacher work life.

Evaluation Data Source(s) 3: More social gatherings planned Ex. Shafer Skeeters Get-together
Faculty meeting discussions on ways to work through stress, anxiety and how to manage work load.
Work to reduce teacher planning responsibilities and still have accountability.

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Before school Meet and Greet at the Shafer's home. New and returning teachers will have an opportunity to get to know new staff members and the Shafer's in a relaxed after school format.		Administrative team	Better Social-Emotional connections with staff members				
TEA Priorities Recruit, support, retain teachers and principals 2) Faculty get-together at Skeeters Baseball game.		Admin and our PE team	Develop better relationships with and friendships with all staff members.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will be invited to a Wimberly Weekend. Staff members will go to Wimberly and enjoy meeting and visiting with new staff.		Administrative team PE Teachers	A better sense of community with the staff.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 4: Train teachers on how to more effectively address the needs of Special Ed students in their classes. These training's will address behavioral needs and strategies, managing the stress of In-class support and addressing better and easier ways to document data for our special needs students.

Evaluation Data Source(s) 4: Presentations to staff members during faculty meetings on addressing these needs.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Plan 2 meetings to bring in district special education specialists to train on appropriate behavior strategies for students and addressing academic and motivation strategies that will improve student's learning.		Administrative Team Special Ed team	Teachers feel more confident in strategies dealing with behavior and academic needs.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

State Compensatory

Personnel for Shafer Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Dowdy	Teacher	Academic Support	1
Keri Henry	Teacher	Academic Support	1
Lynette Spencer	Classroom paraprofessional	Special Ed	1
Rachel Elsner	Paraprofessional	Special Ed	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Melissa Salyer	Principal
Administrator	Kathleen Walker	Assistant Principal
Administrator	Jennifer Musselman	Assistant principal
Non-classroom Professional	Marcy Rose-Moehnke	ELA/Social Studies IC
Non-classroom Professional	Jaclyn O'Connell	Math/Science IC
Non-classroom Professional	Melissa Bartee	Counselor

Campus Advisory Team

Committee Role	Name	Position
Administrator	Melissa Salyer	Principal
Administrator	Kathleen Walker	Assistant Principal
Administrator	Jennifer Musselman	Assistant Principal
Non-classroom Professional	Jaclyn O'Connell	Math/Science Instructional Coach
Non-classroom Professional	Marcy Rose-Moehnke	ELA/Social Studies Instructional Coach
Non-classroom Professional	Melissa Bartee	counselor
Classroom Teacher	Katy Fiorello	2nd grade ELA teacher
Classroom Teacher	Carole Hoevelman	2nd grade math/science teacher
Classroom Teacher	Loenis Massey	2nd grade - Self contained teacher
Classroom Teacher	Deirdre Chavez	2nd Grade ELA teacher
Classroom Teacher	Kendra Williford	3rd Grade Math/Science teacher
Classroom Teacher	Alison Evans	3rd grade ELA teacher
Classroom Teacher	Dominique Rosario	4th grade math/science teacher
Classroom Teacher	Susan Cordell	5th grade Math Teacher
District-level Professional	Kimberely Mitchell	ESL

Safety

Committee Role	Name	Position
Administrator	Melissa Salyer	Principal
Administrator	Jennifer Musselman	Assistant Principal
Administrator	Kathi Walker	Assistant Principal
Paraprofessional	Amanda Klein	Textbook Clerk/PTA Liaison

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Melissa Salyer	Principal
Administrator	Jennifer Musselman	Assistant Principal
Administrator	Kathi Walker	Assistant Principal
Non-classroom Professional	Marcy Rose-Moehnke	Instructional Coach for ELA/Social Studies
Non-classroom Professional	Jaclyn O'Connell	Instructional Coach for Math/Science

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Printing of Silver Dollars		\$50.00
4	1	1	funds to purchase I Pads		\$8,000.00
Sub-Total					\$8,050.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	funds to purchase I Pads		\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$10,050.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
FRED AND PATTI SHAFER EL (101914137) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		95	A
STAAR Performance	78	95	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	84	91	A
Relative Performance (Eco Dis: 9.8%)	78	85	B
Closing the Gaps	98	96	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	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned