

Katy Independent School District

Shafer Elementary

2023-2024 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

Demographics

Demographics Summary

Shafer Elementary has a projected student enrollment of 1,040 for the 2023-2024 school year. Our demographics have changed significantly over the past year, with an increase in students at-risk. Overall enrollment decreased slightly (year by year) since the school opened ten years ago. Our enrollment has a diverse ethnic population. We serve grades PK - 5 at Shafer and also have one Life Skills class, along with two YCAP classes, and one ECSE classroom. The average size of 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 the 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 every day.

Demographics Strengths

Our Demographic Strengths

- We are a very diverse campus with a lot of richness in variety. This exposure to various cultures and backgrounds provides opportunities for enriching experiences for our students to learn and grow a global worldview. Our diversity allows us to have an international focus which helps our students understand the importance of respecting all nationalities differences and commonalities.
- Our community members are mostly 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.
- Based on 2022 data our Accountability Overall Score is 92 resulting in an Overall Rating of an A.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students are underperforming general education students on state assessments. **Root Cause:** Student data is not utilized to drive instruction for individual students. In addition, resources to support and accelerate instruction are underutilized. Students may need adjustments to their programming.

Student Learning

Student Learning Summary

Shafer Elementary is a ten-year-old campus of Pre-Kindergarten through fifth-grade students in Katy ISD. We are a diverse community of white, Asian, African American, and Hispanic students. Approximately, one-fourth of our students are in the ESL program. We have an involved community that consistently supports student learning and achievement. The current needs at Shafer Elementary are to provide instruction to a very diverse population of students. We are charged with assisting students to become proficient in English at a fast pace. We have 33 different languages spoken and a large population of students from many different countries and different states in the United States. This provides unique opportunities to fill in learning gaps and teach children from very different academic backgrounds. In addition, we have many academically able students who require enrichment learning opportunities for their continued growth and success. We are continuously growing with a current enrollment of 1050 students in a thriving young neighborhood of families. We have experienced an increase in our low-income and special education students. Our students do well overall academically, and our families are engaged in the education of their children. Overall, our students are happy and engaged at school and enjoy learning.

Student Learning Strengths

Adjust when scores are updated in August

All of our grade levels have academic strengths throughout the 2023 STAAR tests. The following strengths were noted:

Strengths in 3rd Grade:

- Students scored in Math 93% at the Approaches level.
- Students who met Mastered were over 35% in Reading and Math
- We saw significant gains in Meets and Masters scores for both Reading and Math given the increased rigor and complexity of STAAR redesign.

Strengths in 4th Grade:

- In Reading our 4th Grade students scored 96% Approaches, and increased the Meets Level by 7%, scoring 89%.
- In Reading our 4th Grade Economically Disadvantaged students scored 81% at the Approaches Level.

Strengths in 5th Grade:

- In Math, 95% of our 5th-grade students scored at the Approaches.
- In Reading, 96% of our 5th-grade students scored at the Approaches level.
- In Science, 95% of our students scored at the Approaches level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our campus is continually working to gauge the current independent level of students' progress and meet their individual needs to see growth in all students. **Root Cause:** A large number of students in specific subpopulations showed limited growth in closing gaps. We are working on increasing the number of meets and masters progress for students across all populations to keep up with the rising curve of targets and maintain our mission of growth for all students.

Problem Statement 2 (Prioritized): Special Education students are underperforming general education students on state assessments. **Root Cause:** Student data is not utilized to drive instruction for individual students. In addition, resources to support and accelerate instruction are underutilized. Students may need adjustments to their programming.

School Processes & Programs

School Processes & Programs Summary

Shafer Elementary has high-quality staff members who are eager to work in Katy ISD. We seek out teachers who are called to the profession and who are committed to creating relationships with our students. We support teachers in their professional development and in creating teacher leaders. We can select the highest quality teachers to teach at Shafer who support growth and a supportive and encouraging community. Parents, teachers, and students at Shafer Elementary take pride in their school and the school's reputation for success. The perception of Shafer is that it is already a school that offers a safe and positive environment with a strong focus on academic excellence. We have a high standard for best instructional practices as well as building social character. Shafer's focus goes far beyond just STAAR scores. Our commitment is to keep students at the center of all of our decisions. As a result, learning is of paramount importance. When our students do not learn, we make adjustments to instruction, the school context, and the organization. We work hard to ensure that instructional time is protected. Teachers value the planning time that they have with their teams and our instructional coaches. They prepare for their individual classroom instruction by using outstanding group plans. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose. Shafer utilizes current technology through computers, laptops, i-pads, and Chromebooks. Our community receives digital information weekly from our grade levels and school. In addition, we use the eBlast system and social media to communicate immediately with our families

School Processes & Programs Strengths

Shafer staff is a highly experienced group of professionals with a commitment to their own and their team's professional growth. We provide Instructional Coaches to support lesson planning and high-quality assessments. Our mentor program encourages teachers to continue in the teaching profession. We recruit teachers from all over the Houston area, our state, and out-of state to create an environment that is diverse. This matches the community in which we live. Teachers consistently review data from lessons and assessments to provide instruction based on the students' needs. Our technology strengths include i-pads, mobile Chromebooks, mirror 360, smart panels in each classroom, and the Front-Row sound systems.

Shafer is proud of the following strengths:

1. Teachers are aware of the urgency of using best instructional practices and the rigor of the TEKS.
2. Teachers accommodate special populations through IEPs, 504 Accommodations, and MTSS accommodations.
3. MTSS is utilized for academic and behavioral concerns for students.
4. Our master schedule and calendar maximize the amount of time spent on instruction.
5. Safety drills are performed frequently and efficiently.
6. Teachers are focusing their professional development in areas of literacy, math numeracy, problem-solving, talk across content, and social and emotional needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special Education students are underperforming general education students on state assessments. **Root Cause:** Student data is not utilized to drive instruction for individual students. In addition, resources to support and accelerate instruction are underutilized. Students may need adjustments to their programming.

Problem Statement 2 (Prioritized): Our campus is continually working to gauge the current independent level of students' progress and meet their individual needs to see growth in all students. **Root Cause:** A large number of students in specific subpopulations showed limited growth in closing gaps. We are working on increasing the number of meets and masters progress for students across all populations to keep up with the rising curve of targets and maintain our mission of growth for all students.

Perceptions

Perceptions Summary

Our theme this year is Growing Together.

The culture and climate at FPSE are one of positive encouragement, kindness, and family. We practice PBIS -Positive Behavior Support for our students. Teachers are trained in Love and Logic, Trauma-Informed Practices. We have a staff and community which values high academic achievement. We support service to others through our staff initiatives, Read Deed Run Program, Student Council, FPSEE Kindness Crew, Special Buddies, Safety Patrol, and Purposeful People. We are continuing the House System this year inspired by the Ron Clark Academy. We are truly focused on creating a true family at FPSE.

Shafer Elementary has a wonderful group of volunteers who assist in the cafeteria, workroom, library, fundraisers, school store, and campus events. Our community is highly involved in after-school programs such as Read Deed Run, Choir, and Robotics. Families attend our school events and support campus initiatives. PTA sponsors a Trunk or Treat, Parent Nights, Spirit Nights, Parent Speaker Series, and other family programs. Our staff works to create positive community interactions through newsletters, Meet the Teacher, grade-level orientation meetings, curriculum night, parent conferences, newsletters, and social media.

Perceptions Strengths

Shafer Elementary has established a culture of academic success and commitment to service. Campus data indicates that PBIS is effective and used school-wide to make a difference in positive teacher and student interactions. Shafer implements many different opportunities for learning and incorporates fun activities for students both during and after the school day. Shafer Elementary School has a high degree of parental involvement through a variety of different programs including carnival, spirit nights, movie nights, watchdog dads, mother and son, father and daughter, and many more events.

Priority Problem Statements

Problem Statement 1: Special Education students are underperforming general education students on state assessments.

Root Cause 1: Student data is not utilized to drive instruction for individual students. In addition, resources to support and accelerate instruction are underutilized. Students may need adjustments to their programming.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Our campus is continually working to gauge the current independent level of students' progress and meet their individual needs to see growth in all students.

Root Cause 2: A large number of students in specific subpopulations showed limited growth in closing gaps. We are working on increasing the number of meets and masters progress for students across all populations to keep up with the rising curve of targets and maintain our mission of growth for all students.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

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: HB3: The percentage of Shafer Elementary 3rd grade students who achieve Meets and above in Reading will increase to 81% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR Test results






| Strategy 1 Details | Reviews | | | |
|--|--|---|---|-----------|
| <p>Strategy 1: Teachers, Instructional Coaches, and Administrators will devise a small group instruction implementation plan by September which incorporates practices and resources provided by Elementary C&I and instructional coaches. Administrators and ICs will develop a schedule for monitoring each classroom and reviewing data by student groups.</p> <p>Strategy's Expected Result/Impact: Individualized instruction during ELT, with a focus on growth and extension</p> <p>Staff Responsible for Monitoring: IC and Admin</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  50% |  50% |  50% | |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue | |

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

Performance Objective 2: The percentage of Shafer Elementary 3rd grade students who achieve Meets and above in Math will increase to 86% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR test results







| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Instructional Coaches will train and support teachers in utilizing DreamBox student/class/grade level data in monthly PLCs to identify students in need of reteach, support, or extension. This data, along with other classroom data, will be used by teachers to create small group instruction plans. Administrators and Instructional Coaches will support teams by attending PLCs and scheduling classroom visits monthly</p> <p>Strategy's Expected Result/Impact: Targeted intervention with a focus on growth and extension</p> <p>Staff Responsible for Monitoring: Teacher, IC, Admin</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  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 1: During the 2023-2024 school year, Administration, Instructional Coaches, and Special Ed Teachers will collaborate bi-weekly to review and monitor the progress of our Special Education students (by grade level). Interventions and instruction will be monitored and adjusted based on data.

High Priority

Evaluation Data Sources: During our meetings we will review:
 skill-based grades, formative assessments, district assessments, Amira and Dreambox
 Behavior progress and/or needs
 Special Ed Schedules
 ARD minutes







| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Bi weekly meetings with Admin and Sped teachers to monitor student progress, discuss current hot topics, student needs, ARDs, and district info</p> <p>Strategy's Expected Result/Impact: academic growth and progress for our special education population</p> <p>Staff Responsible for Monitoring: Special education staff</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers and Admin will collaborate on a monthly rotation with a focus on Workshop teaching process and procedures.</p> <p>Strategy's Expected Result/Impact: Maximize teacher instructional proficiency to meet all students indivial learning needs</p> <p>Staff Responsible for Monitoring: all staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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: Teachers will incorporate targeted, systematic, intervention throughout the instructional day using strategies aligned to approved resources.

High Priority

Evaluation Data Sources: Admin/IC walkthroughs and collaborative conference data








| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Grade level teams will meet each 9 weeks to discuss/monitor student progress via formal data meetings (kid chats). During this collab, student small groups, teacher groups, and specific intervention groups will be created to drive prescribed intervention.</p> <p>Strategy's Expected Result/Impact: Highly targeted (specific) intervention, supporting continuous student growth</p> <p>Staff Responsible for Monitoring: Teacher, IC, Admin</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers and Admin will collaborate on a monthly rotation with a focus on Workshop teaching process and procedures.</p> <p>Strategy's Expected Result/Impact: Maximize teacher instructional proficiency to meet all students individual learning needs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: 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.

Goal 4: 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 Sources: 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 2022-2023 school year.










| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Through school/PTA partnership, family engagement activity will be offered each month. Strategy's Expected Result/Impact: Build school and community relationship | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Katy ISD will actively support the social emotional well-being of all learners.

Performance Objective 1: Shafer students will exhibit behaviors and attitudes that contribute to an engaging and caring learning environment.

High Priority

Evaluation Data Sources: Engage student and teacher participation in the RCA Inspired House System that has been newly introduced at FPSE for the 23-24 school year. Also, we will continue increased use of PBIS strategies and supports along with continued use of Purposeful People social-emotional learning curriculum.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 1: FPSE students and teachers will follow the school wide PBIS systems, along with consistent school wide Purposeful People lessons each week.</p> <p>Strategy's Expected Result/Impact: Positive school environment for students and staff.</p> <p>Staff Responsible for Monitoring: Admin staff, teacher staff, para staff</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.</p> <p>Strategy's Expected Result/Impact: Violence prevention education at the campus level</p> <p>Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Shafer will incorporate the RCA Inspired House System for school wide collaboration and community building.</p> <p>Strategy's Expected Result/Impact: Increase campus community</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Katy ISD will actively support the social emotional well-being of all learners.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: The district will expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: The District will develop an internal alternative certification program to attract and develop highly qualified teachers.

Evaluation Data Sources: Internal Alternative Certification program

Goal 7: Fred and Patti Shafer Elementary will improve student attendance by 1% annually.

Performance Objective 1: Student attendance will improve by 1% annually measured by PEIMS reporting data semi-annually. Administrators will monitor student attendance and provide support and intervention for truant students. Positive rewards, recognition and acknowledgment will be provided for students who regularly attend school.

Evaluation Data Sources: RaaWee Reports, ADA reports, 2022-2023 attendance reports for comparison.

State Compensatory

Budget for Shafer Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Shafer Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|-----------------|------------|
| Amanda Dowdy | Teacher | 1 |
| Keri Henry | Teacher | 1 |

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 |

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Reading will increase **73%** to **81%** by July 2024.

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 |
|----------|------|------|------|------|------|------|
| Goals | | | 74% | 76% | 80% | 81% |
| Actual | 79% | 73% | 76% | 79% | 74% | |
| Met Goal | | | Y | Y | N | |

| | | # 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 | # LEP | % LEP | |
|--------|-------------------------------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|-------|-------|-----|
| Shafer | Federal Targets | | 32% | | 37% | | 60% | | 43% | | 74% | | 45% | | 56% | | 19% | | 33% | | 29% | |
| | 3rd Grade Reading At Meets or Above | 2019 Actual | 19 | 58% | 37 | 70% | 72 | 67% | 1 | 100% | 57 | 91% | 0 | | 9 | 44% | 14 | 29% | 21 | 57% | 56 | 71% |
| | | 2021 Actual | 16 | 75% | 22 | 73% | 64 | 77% | 0 | | 54 | 74% | 1 | 100% | 6 | 100% | 15 | 33% | 30 | 67% | 53 | 72% |
| | | 2022 Actual | 24 | 63% | 22 | 73% | 69 | 75% | 0 | | 68 | 91% | 0 | | 17 | 71% | 29 | 52% | 41 | 46% | 52 | 73% |
| | | 2023 Target | | 58% | | 80% | | 77% | | 100% | | 91% | | | | 44% | | 62% | | 56% | | 81% |
| | | 2023 Actual | 21 | 76% | 27 | 52% | 55 | 69% | 1 | 100% | 62 | 87% | 0 | | 9 | 67% | 29 | 34% | 41 | 54% | 46 | 65% |
| | | Met Target | | Y | | N | | N | | Y | | N | | | | Y | | N | | N | | N |
| | | 2024 Target | | 58% | | 80% | | 79% | | 100% | | 91% | | | | 44% | | 44% | | 56% | | 81% |

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 |
|----------|------|------|------|------|------|------|
| Goals | | | 80% | 82% | 84% | 86% |
| Actual | 81% | 79% | 75% | 80% | 78% | |
| Met Goal | | | N | N | N | |

| | | # 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 | # LEP | % LEP | |
|--------|----------------------------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|-------|-------|-----|
| Shafer | Federal Targets | | 31% | | 40% | | 59% | | 45% | | 82% | | 50% | | 54% | | 23% | | 36% | | 40% | |
| | 3rd Grade Math At Meets or Above | 2019 Actual | 19 | 68% | 37 | 73% | 72 | 74% | 1 | 100% | 57 | 96% | 0 | | 9 | 67% | 14 | 14% | 21 | 76% | 56 | 84% |
| | | 2021 Actual | 16 | 63% | 22 | 59% | 64 | 84% | 0 | | 55 | 75% | 1 | 0% | 6 | 83% | 15 | 40% | 30 | 60% | 54 | 65% |
| | | 2022 Actual | 24 | 58% | 22 | 73% | 69 | 77% | 0 | | 68 | 94% | 0 | | 17 | 76% | 29 | 59% | 41 | 76% | 52 | 81% |
| | | 2023 Target | | 68% | | 88% | | 89% | | 100% | | 96% | | | | 67% | | 69% | | 86% | | 84% |
| | | 2023 Actual | 21 | 71% | 27 | 52% | 55 | 78% | 1 | 100% | 62 | 89% | 0 | | 10 | 90% | 29 | 34% | 41 | 54% | 46 | 72% |
| | | Met Target | | Y | | N | | N | | Y | | N | | | | Y | | N | | N | | N |
| | | 2024 Target | | 68% | | 88% | | 89% | | 100% | | 95% | | | | 67% | | 44% | | 86% | | 84% |