

**Katy Independent School District**

**Shafer Elementary**

**2024-2025 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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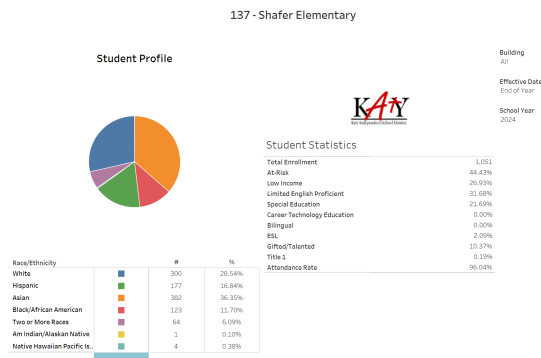
# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Shafer Elementary has a projected student enrollment of 962 for the 2024-2025 school year. Our demographics have changed significantly over the past year, with a decrease in general enrollment and 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 approximately 25 students per classroom. The community values education and most families are college-educated and have professional occupations. The 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



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 2023 data our Accountability Overall Score is **XX** resulting in an Overall Rating of an A.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Consistently fostering and maintaining a positive climate and culture for all students and faculty while maximizing the instructional minutes of the day. **Root Cause:** Increasingly, students require direct instruction and intervention for behavior management, social skills, and emotional regulation.

# Student Learning

## Student Learning Summary

Shafer Elementary is a twelve-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 capable students, including 11% gifted and talented 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

All grade levels demonstrate academic strengths for the 2024 STAAR tests. The following strengths were noted:

Strengths in 3rd Grade:

Students scored in Reading Language Arts 91% at approaches grade level or above.

Students who mastered grade level were over 38% in Reading and Math.

We saw significant gains in meets grade level and masters grade level 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 91% approaches grade level or above, and increased the masters grade level scoring 53% overall.

In Reading our 4th Grade Economically Disadvantaged students scored 85% at the approaches grade level or above.

Strengths in 5th Grade:

In Math, 93% of our 5th-grade students scored approaches grade level or above.

In Reading, 96% of our 5th-grade students scored at the approaches grade level or above.

In Science, 89% of our students scored at the approaches grade level or above.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 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 special programs such as gifted and talented and special education 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.

# Priority Problem Statements

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

# Goals

**Goal 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Performance Objective 1:** Shafer Elementary will comply with all safety procedures and protocols outlined by the KISD Office of Emergency Management in order to provide a safe and secure environment for all students and staff.

**Evaluation Data Sources:** Raptor Drills, Staff Training, Door Security Checks, Partnership with Campus Security Officer

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

**Performance Objective 1:** During the 2024-2025 school year, the Administration, Support Staff, and Special Education Teachers will collaborate monthly to monitor students' progress in receiving Special Education Services (by grade level). Interventions and instructions will be monitored and adjusted based on performance data trends.

**High Priority**

**Evaluation Data Sources:** skill-based grades, formative assessments, district assessments, Amira and Dreambox, behavior data review,

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

**Performance Objective 2:** Teachers will incorporate targeted, systematic, Intervention throughout the instructional day using strategies aligned to approved resources.

**High Priority**

**Evaluation Data Sources:** Evaluative observations, non-evaluative learning walks, instructional trend data analysis

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

**Performance Objective 3:** Shafer Elementary students will exhibit behaviors and attitudes contributing to an engaging and caring learning environment.

**High Priority**

**Evaluation Data Sources:** Engage student and teacher participation in the unique Shafer House System, PBIS, MTSS-B along with supports of PurposeFULL People.

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

**Performance Objective 4:** 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 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** HB3: The percent of Shafer elementary 3rd grade students who achieve Meets and above in Reading will increase to 76% by July 2025.

**HB3 Goal**

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

**Performance Objective 6:** HB3: The percent of Shafer elementary 3rd grade students who achieve Meets and above in Math will increase to 63% by July 2025.

**Goal 3:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** The percentage of Shafer Elementary 3rd grade students who achieve "meets" and above for STAAR Math will increase to 90% or higher by May 2025

**Evaluation Data Sources:** STAAR Test Scores

**Goal 3:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 2:** The percentage of Shafer Elementary 3rd grade students who achieve "master grade level" for STAAR Reading will increase to 45% or higher by May 2025

**Evaluation Data Sources:** STAAR Test Data

**Goal 4:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Performance Objective 1:** Teachers and staff will support dynamic student learning using technology provided by the Class 1:1 initiative.

**Evaluation Data Sources:** Student use and engagement reports, classroom observations, instructional learning walks

**Goal 5:** 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:** Shafer Elementary will partner with PTA and community business partners to maximize our strengths, resources, and talents to engage the entire community. We will partner with PTA to bring new and innovative programs that emphasize our student experience cornerstones of joy, wonder and inquiry.

**Evaluation Data Sources:** PTA agendas, programs and community attendance data

# Addendums



The Percent of **Shafer** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 76% to 78% by July 2029.

Shaffer: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	76%	77%	77%	78%	78%
		Met Internal Goal	-					

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The Percent of **Shafer** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 63% to 65% by July 2029.

Shaffer: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	63%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	63%	64%	64%	65%	65%
		Met Internal Goal	-					

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