

Katy Independent School District

Shafer Elementary

2026-2027 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 anticipates a projected enrollment of 736 for the 2026–2027 school year. Over the past three years, our campus has experienced notable demographic shifts, including a decline in overall enrollment and a rise in the number of students identified as at-risk. Since opening thirteen years ago, enrollment has gradually decreased. This is attributed to low mobility in the community with families remaining in the neighborhood through high school graduation.

Our student body reflects a diverse ethnic population, and we are proud to serve students in Pre-Kindergarten through 5th grade. In addition to our general education classrooms, we offer specialized programs including:

- One Life Skills class
- Two YCAP (Young Children with Autism Program) classes
- One ECSE (Early Childhood Special Education) classroom
- The ASIP Program which supports behavioral intervention for students with Autism

Class sizes remain within optimal ranges to support individualized instruction:

- Grades K–4: Average of 20–21 students per class
- Grade 5: Approximately 25 students per class

Shafer Elementary is located in a community that places a high value on education. Most families are college-educated and employed in professional occupations, contributing to a strong culture of academic support and engagement.

Our school culture is grounded in the Shafer Knightly Virtues, which form the foundation of our character education program. These guiding principles—kindness, honor, integrity, loyalty, courage, and respect—are taught and reinforced daily. As Shafer Knights, students are encouraged to embody these virtues in their actions and interactions both in and out of the classroom.

Demographics Strengths

Our campus is characterized by a rich and vibrant diversity, representing a wide range of cultures and backgrounds. This multicultural environment provides students with meaningful opportunities to engage in enriching experiences that foster personal growth and a global perspective. Our international focus helps students

appreciate and respect both the differences and commonalities among all nationalities.

The majority of our community members are college-educated professionals who place a high value on education. Parents and community stakeholders demonstrate strong support for our school and show great respect for all educational staff. This positive attitude is reflected in our students, who consistently exhibit kindness and respect toward others.

According to 2025 data, our campus achieved an Accountability Overall Score of 94 resulting in an Overall Rating of A.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Maintaining a consistently positive campus climate and culture for all students and staff, while ensuring optimal use of instructional time, remains a challenge. This issue affects academic outcomes or teacher morale by decreasing the instructional time focused on high quality curriculum and instruction. Improving Social Emotional Learning supports and reducing discipline create a positive climate

Root Cause: An increasing number of students require individualized support in behavior management, social skills development, and emotional regulation, which places additional demands on instructional time and staff capacity.

Student Learning

Student Learning Summary

Shafer Elementary, a twelve-year-old Pre-K through fifth-grade campus in Katy ISD, serves a diverse student population that includes White, Asian, African American, and Hispanic students. Approximately 25% of our students are enrolled in the ESL program, and 33 different languages are spoken on campus. This linguistic and cultural diversity presents both unique opportunities and instructional challenges as we work to accelerate English language proficiency and address varied academic backgrounds.

Our community is highly engaged and supportive of student learning and achievement. Many of our students come from families that value education and actively participate in their children's academic journey. We are also proud to serve a growing number of academically advanced students, including 11% identified as gifted and talented, who benefit from enrichment opportunities to support their continued growth.

Shafer Elementary continues to grow, with a current enrollment of 840 students in a thriving neighborhood. Alongside this growth, we have seen an increase in the number of students identified as low-income, at-risk, and receiving special education services. Despite these evolving needs, our students perform well academically, and our school culture remains positive. Students are engaged, happy, and enthusiastic about learning.

Student Learning Strengths

Shafer Elementary demonstrated strong academic performance across all grade levels on the 2026 STAAR assessments. Notable strengths include:

3rd Grade

Reading Language Arts: 93% of students scored at *Approaches Grade Level* or above.

Masters Grade Level:

Reading: Over 50% of students achieved mastery, a 1% increase from 2025.

Math: Over 46% of students achieved mastery, a 3% increase from 2025.

Significant gains were observed in both *Meets* and *Masters* performance levels in Reading and Math, despite the increased rigor of the redesigned STAAR assessment.

4th Grade

Reading Language Arts: 91% of students scored at *Approaches Grade Level* or above.

5th Grade

Math: 92% of students scored at *Approaches Grade Level* or above. Over 62% achieved *Masters Grade Level*, a 19% increase from 2025.

Reading: Over 66% of students achieved *Masters Grade Level*, an 1% increase from 2025.

Science: scores are pending at this time

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 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.

School Processes & Programs

School Processes & Programs Summary

At Shafer Elementary, teaching and learning are guided by a strong alignment to curriculum, instruction, and assessment. We utilize TEKS, STAAR, Campus-Based Assessments, MAP, and a variety of formative and summative tools to meet the diverse needs of all learners. Instruction emphasizes critical thinking, problem-solving, communication, collaboration, and creativity. Our instructional model includes whole-group lessons, small-group instruction, and individual student conferencing, all supported by district-created unit plans.

Grade-level teams meet quarterly to road map daily lessons aligned to upcoming TEKS-based units. These planning sessions address learning gaps, provide enrichment for students who have mastered content, and incorporate data-driven strategies. Assessments—ranging from multiple choice and open-ended responses to student discussions and rubrics—are used to monitor progress and inform instruction.

Teachers believe that students achieve deeper understanding when they can apply learning in multiple ways. Instructional practices include varied questioning techniques and flexible grouping to support differentiation. In grades 2–5, campus-based assessments are administered twice per nine weeks to ensure alignment between instruction and learning outcomes. In K–2, formative assessments and rubrics track foundational skills in phonics and math, supplemented by MAP benchmarks.

Daily common planning time allows teachers to collaboratively plan not only *what* to teach, but *how* to deliver instruction effectively. Data discussions are embedded in planning to ensure all learners are supported. Through the MTSS process, student progress is reviewed regularly by teachers, administrators, and instructional coaches. Tier 2 and Tier 3 interventions are provided during daily small-group time, with additional support from academic specialists as needed. Parents are actively involved in the MTSS process through conferences and progress updates.

Hiring highly qualified staff remains a top priority. New staff participate in district-led summer training in reading, writing, math, and science. Ongoing professional development is embedded throughout the year via planning sessions, instructional coaching, peer observations, and targeted workshops. This culture of continuous improvement ensures that staff are equipped to meet the evolving needs of students.

Shafer Elementary fosters a safe, positive, and academically focused environment. We prioritize student-centered decision-making and protect instructional time. Our commitment to strong Professional Learning Communities (PLCs) supports collaborative planning and instructional excellence. Technology integration is robust, with 1:1 devices in grades 3–5, four Chromebook sets in grade 2, and a 1:2 iPad ratio in K–2. Teachers collaborate with the district technology facilitator to enhance instruction through digital tools.

School Processes & Programs Strengths

Instructional Practices & Academic Support

- Continue implementing the MTSS process to identify and support students with academic and behavioral needs through Tier 1, Tier 2, and Tier 3 interventions.
 - Utilize a campus-based assessment system aligned with TEKS that values diverse student responses and includes multiple assessment formats.
 - Maintain and refine a collaborative planning process that ensures instructional alignment across grade levels.
 - Deliver instruction using flexible, small-group structures across all core content areas.
 - Sustain academic gains among Emergent Bilingual (EB) students in:
 - 3rd Grade Reading and Math
 - 4th Grade Reading and Math
 - 5th Grade Science
-

Staff Recruitment & Professional Culture

- Seek input from current staff during the screening of potential hires to ensure selection of highly qualified candidates.
 - Involve veteran staff in the interview process and include administrators and teacher leaders in the annual Katy ISD Job Fair.
 - Publicly recognize staff monthly for outstanding contributions and exceeding expectations.
-

Safety & Wellness

- Provide all staff with essential safety resources, including:
 - Emergency “Go” bags in every classroom
 - KISD ID badges
 - Raptor visitor management system
 - Speak Up reporting tool
 - A comprehensive Emergency Response Plan led by the assistant principal and Safety Committee
 - Provide all staff with safety training, including:
 - Monthly fire and disaster drills
 - CPI training for administrators and key staff
 - AED and Epipen usage training
 - Implement the PurposeFull People character education program in all grade levels
 - Teach anti-bullying, digital citizenship, cyber safety, and positive decision-making lessons throughout the year.
-

Social-Emotional Learning & School Culture

- Continue implementing the House System alongside the Shafer Virtues to promote positive behavior and social-emotional learning.
 - Utilize Action-Based Learning methods and tools to increase cognitive engagement and emotional regulation
 - Implement the use of calm down boxes in all classroom with explicit instruction to support students mental health needs throughout the school day

Technology Integration & Digital Learning

- Use Canvas and Seesaw to help students create digital portfolios that showcase learning and can be shared with parents.
- Equip classrooms with:
 - SMART panels
 - Desktop computers
 - iPads
 - Document cameras
 - Instructional apps and programs
- Leverage MyKaty Cloud to provide families with at-home learning resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Shafer Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups.

Root Cause: Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

Perceptions

Perceptions Summary

At Shafer Elementary we strive to maintain a strong connection with our parents and community stakeholders. We are honored and privileged to carry on Fred and Patti Shafer's legacy of service by growing students skills beyond academic but also focusing on the values of a Shafer Knight.

At Shafer Elementary, we feel extremely fortunate to have a very active and supportive PTA. We work collaboratively on a continuous basis to hold family and community events throughout the year. We demonstrate a collaborative community by utilizing the House system to create stronger community and relational bonds between students. The main goal of the House system is to engage students across the school in bettering our school community. Students will earn points as a House when demonstrating our core beliefs of teamwork, academic excellence, motivation, positive atmosphere, encouragement, and determination. We have implemented the PurposeFull People/Character Strong Program. We reinforce the behaviors of students who are following school expectations and provide support in a positive manner to students who may need additional guidance. For instance, SSE staff re-teach behavior expectations as necessary throughout the school year. At FPSE, we believe that through the implementation of positive behavioral supports, we can inspire students to conduct themselves in a responsible and respectful manner. Our motto is, "Shafer inspires all students to shine bright, with education and character reaching new heights!" We believe that the skills students are learning through these efforts are essential for life-long success.

Perceptions Strengths

- Provide multiple opportunities to involve families and the Shafer community in a variety of events: Meet the Teacher Night, Family Learning Night, Veteran's Day Program, Grandparent's Day, 2nd and 4th Grade Musical Performances, Family Picnics, Harmony Brigade, Sound Squad, STEAM Days, Field Day, Red Ribbon Week, Career Day, end of the year Celebration of Learning for each grade level, 5th Grade Clap Out, Fall and Spring Parties.
- Communicate consistently through weekly campus newsletters, website, X, Instagram, Facebook page, phone calls, and conferences. Encourage Shafer fathers to participate in the Watch DOGS program as well as All Pro Dad.
- Provide opportunities for parents to share their expertise and teach students about various science concepts via the hands-on K-5 STEAM program.
- Partner with local businesses to hold Spirit Nights. School culture/climate initiatives for staff.
- Mentoring and support programs such as Watch DOGS, PALS, KEYS, Special Buddies, and Kindness Crew. Availability of extracurricular activities such as DI, Reed Deed Run, Harmony Brigade, Sound Squad, Student Council, House Leaders, and Safety Patrol.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shafer Elementary will continue to foster a positive working relationship with all stakeholders. Specifically, Shafer Elementary will continue to increase involvement in the PTA with a variety of volunteer opportunities that flexible meet the needs of working parents.

Priority Problem Statements

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 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Shafer Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups.

Root Cause 2: Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Maintaining a consistently positive campus climate and culture for all students and staff, while ensuring optimal use of instructional time, remains a challenge. This issue affects academic outcomes or teacher morale by decreasing the instructional time focused on high quality curriculum and instruction. Improving Social Emotional Learning supports and reducing discipline create a positive climate

Root Cause 3: An increasing number of students require individualized support in behavior management, social skills development, and emotional regulation, which places additional demands on instructional time and staff capacity.

Problem Statement 3 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 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

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

Performance Objective 1: Shafer Elementary will exceed all local, state, and federal standards in math and reading in grades K-5 in MAP tested areas.

High Priority

Evaluation Data Sources: skill-based grades, formative assessments, district assessments, Amira and MAP

Strategy 1 Details	Reviews			
Strategy 1: Data review and monitoring with responsive instruction resulting in each grade level will increase student mastery by 6% increase of student mastery in reading and math by the end of the year Strategy's Expected Result/Impact: Effective learning as evidenced by instruction that is aligned to learner's needs and creates challenging cognitively engaging environment. Staff Responsible for Monitoring: Kristi Gonzales, Jennifer Musselman, Brittani Benedict, and Jaelyn O'Connell 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				

Goal 1: 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

Strategy 1 Details		Reviews			
Strategy 1: Identify Student Needs Using Data - Use formative and summative assessments (e.g., MAP, CBAs, STAAR, classroom data) to identify students in need of intervention. - Collaborate in PLCs to analyze data and group students based on specific skill deficits. Strategy's Expected Result/Impact: - Increased student growth in targeted skill areas. - Improved alignment between intervention and core instruction. - Greater teacher confidence and consistency in delivering interventions. Staff Responsible for Monitoring: Instructional Leadership Team and all Grade Level Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Embed Intervention into the instructional day -Schedule daily intervention blocks within the master schedule. -Use flexible small groups during core instruction to provide just-in-time support. -Integrate intervention strategies into whole-group lessons when appropriate. Strategy's Expected Result/Impact: - Increased student growth in targeted skill areas. - Improved alignment between intervention and core instruction. - Greater teacher confidence and consistency in delivering interventions. Staff Responsible for Monitoring: Instructional Leadership Team and all Grade Level Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing professional development Offer training on intervention strategies, data analysis, and use of approved resources. Include job-embedded coaching and modeling by instructional specialists. Strategy's Expected Result/Impact: - Increased student growth in targeted skill areas. - Improved alignment between intervention and core instruction. - Greater teacher confidence and consistency in delivering interventions. Staff Responsible for Monitoring: Kristi Gonzales, Jennifer Musselman, Brittani Benedict, and Jaclyn O'Connell TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor and Adjust Conduct bi-weekly progress monitoring to assess student growth. Adjust groupings and instructional strategies based on data. Document interventions and outcomes in MTSS records. Strategy's Expected Result/Impact: - Increased student growth in targeted skill areas. - Improved alignment between intervention and core instruction. - Greater teacher confidence and consistency in delivering interventions. Staff Responsible for Monitoring: Instructional Leadership Team and all Grade Level Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Inform teachers of the English language proficiency level of Emergent Bilingual students in their classrooms and utilize ELPs in instructional plans as well as professional development sessions. Strategy's Expected Result/Impact: Improve student language proficiency Staff Responsible for Monitoring: Teachers, ESL Staff, Administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: 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.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Implementation of the Shafer House System - Engage all students and staff in House activities that promote school spirit, teamwork, and character development. - Host monthly House meetings and challenges that reinforce core values and build community. Enhance PBIS (Positive Behavioral Interventions and Supports) - Reinforce school-wide expectations through consistent language, visual cues, and positive reinforcement. - Track behavior data to identify trends and adjust supports as needed. - Celebrate positive behavior through recognition systems (e.g., shout-outs, rewards, assemblies). Embed MTSS-B (Multi-Tiered System of Supports for Behavior) - Use behavior data to identify students needing Tier 2 and Tier 3 supports. - Provide targeted interventions such as check-in/check-out, social skills groups, and behavior contracts. - Collaborate with counselors, administrators, and families to monitor progress and adjust plans. Implement PurposeFULL People SEL Curriculum - Focus on empathy, responsibility, respect, and decision-making. - Integrate SEL themes into daily routines, classroom discussions, and school events. Promote Student and Staff Voice - Involve students in leadership roles within the House System and PBIS initiatives. - Gather feedback from staff and students to refine programs and increase engagement. Monitor and Celebrate Progress - Use surveys, behavior data, and attendance to measure impact. - Highlight success stories in newsletters, announcements, and school-wide events. Strategy's Expected Result/Impact: - Increased student engagement and sense of belonging - Reduction in office referrals and behavior incidents - Improved student self-regulation and peer relationships - Stronger school-wide culture of respect, empathy, and collaboration Staff Responsible for Monitoring: Instructional Leadership Team and all Teaching Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: HB3: The percent of Shafer Elementary 3rd grade students who achieve meets and above in Reading will increase to 79% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Strengthen foundational literacy in K-2 to ensure students enter 3rd grade with automaticity in word recognition, allowing 3rd-grade instruction to focus on complex comprehension as measured by Amira reading assessment Strategy's Expected Result/Impact: Increase the number of students achieving 50% growth on MOY MAP Staff Responsible for Monitoring: Jaclyn O'Connell Instructional Coach, Kristi Gonzales, Principal, Jennier Musselman and Brittani Benedict, AP ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: 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 math will increase to 74% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Ensure K-3 math instruction systematically progresses from concrete manipulatives to pictorial representations before moving to abstract algorithms with Strategy's Expected Result/Impact: Student will apply problem solving skills and logic to a variety of mathematical problems. Staff Responsible for Monitoring: Jaclyn O'Connell, Instructional Coach, Kristi Gonzales, Principal, Brittani Benedict and Jennifer Musselman, Assistant Principals ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 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				

Goal 2: 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 "master grade level" for STAAR Reading and Math will increase to 55% or higher by May 2027

HB3 Goal

Evaluation Data Sources: STAAR Test Data

Strategy 1 Details	Reviews			
Strategy 1: 1. Utilize High-Quality Assessments to Drive Instruction - Administer and analyze MAP, CBAs, and formative assessments aligned to STAAR standards. - Use item-level analysis to identify specific TEKS where students need enrichment or intervention. 2. Implement Targeted Small Group Instruction - Use assessment data to form flexible small groups focused on high-impact reading and math skills. - Incorporate district-approved resources and STAAR-aligned materials during guided instruction. 3. Provide Ongoing Professional Development - Offer training on data analysis, differentiation, and high-yield instructional strategies in reading and math. - Include job-embedded coaching and peer modeling to support implementation. 5. Monitor Progress Toward Mastery - Track student growth using a campus-wide data tracker. - Conduct regular data meetings to adjust instruction and groupings based on student progress. 6. Engage Families in Academic Growth - Communicate student goals and progress through conferences and progress reports. - Share at-home strategies and resources aligned to reading and math TEKS. Strategy's Expected Result/Impact: - Increased percentage of students achieving "Masters Grade Level" in 3rd grade Reading and Math. - Improved teacher capacity to use data for targeted instruction. - Stronger alignment between daily instruction and STAAR rigor. 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

Goal 3: 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

Strategy 1 Details	Reviews			
Strategy 1: Utilize 1:1 devices to support differentiated learning stations, adaptive software pathways, and independent research blocks during daily instruction. Strategy's Expected Result/Impact: Students will use technology seamlessly as an instructional tool for engagement and accelerated learning. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	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: 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 innovation.

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

Strategy 1 Details	Reviews			
Strategy 1: Highlight community sponsors and PTA-funded initiatives through monthly newsletters and dedicated social media spotlights. Strategy's Expected Result/Impact: Increased community and business partnerships to support supplement campus resources. Staff Responsible for Monitoring: Kristi Gonzales ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Improve response to all emergency events by improve preparation. Staff Responsible for Monitoring: Brittani Benedict ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

Shafer: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%	78%	79%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	76%	78%	79%	80%	80%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025
MET 2029 Goal in 2026

Shafer: 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	15	73%	34	68%	52	71%	0		67	87%	1	100%	7	57%	42	45%	40	63%	52	77%
		2025 Actual	19	68%	31	68%	46	70%	0		57	93%	1	0%	11	91%	36	36%	51	69%	59	83%
		2026 Target				78%												46%				
		2026 Actual	8	63%	21	76%	36	72%	0		52	88%	0		8	75%	25	36%	38	71%	46	78%
		Met Target				N												N				
		2027 Target																46%		81%		

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

Shafer: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	63%	71%	74%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	63%	71%	74%	75%	75%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025
MET 2029 Goal in 2026

Shafer: 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	15	53%	34	50%	53	49%	0		67	82%	1	100%	7	57%	42	26%	41	44%	53	70%
		2025 Actual	19	53%	31	61%	46	70%	0		57	84%	1	0%	11	73%	36	31%	51	61%	59	80%
		2026 Target										94%						41%				
		2026 Actual	8	38%	21	67%	36	67%	0		52	88%	0		8	63%	25	40%	38	58%	46	74%
		Met Target										N						N				
		2027 Target						77%				95%										