Katy Independent School District

Faldyn Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Faldyn Elementary, in partnership with our community, strategically creates a safe, engaging environment where meaningful, collaborative learning experiences cultivate growth for all.

Vision

Inspiring greatness. Thriving together.

Value Statement

Growth • Unity • Integrity • Determination • Engagement

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Advisory Team (CAT) met in person at Faldyn Elementary on March 5, 2026 at 9:00 a.m. to discuss the 2026-2027 Budget Overview, complete the Campus Improvement Plan: Mid-Year Review, and discuss part one of the Campus Needs Assessment.

The following people were stakeholders during the CNA and CIP meetings:

Kathryn Leeper - Principal
LaSandra Oliver - Other School Leader/Campus Admin.
Blanca Gibbs - Other School Leader
Jaime Pyle - Other School Leader

Lara Bennett - Other School Leader
Leslie Grayson - District Administrator
Ashley Muzny - District Administrator
Russell Faldyn - Community Member
Cindie Faldyn - Community Member
Jakeeha Wilson - Paraprofessional
Limayra Melendez - Paraprofessional
Adrianna Adade - Teacher

Lola Reed - Teacher

Victoria Watanak - Teacher
Brooke Foreman - Teacher
Mrs. Fernandez - Parent
Mrs. Murray - Parent

Jennifer Jones, LSSP - Specialized School Support

Marya Siddiqui, Nurse- Specialized School Support

During the meeting, the committee reviewed problem statements from prior year and correlating data that included:

- Student Profile
- Student Statistics by Program
    - At-Risk, Economically Disadvantaged, Homeless by Grade Level
    - Special Education, Gifted and Talented, 504
- Attendance - Student & Staff
- Discipline

- Emergent Bilingual & TELPAS
- Student Achievement - STAAR, STAAR Interim, District Assessments, Campus Assessments
- Staff Surveys
- Volunteer Hours

The CNA Team met again on April 30, 2026 in person at Faldyn in the LGI at 9:00 a.m to review the data more thoroughly and create problem statements and determine root causes as Faldyn transitions into the 26-27 school year. Documentation of the process includes meeting minutes, agenda, and sign-in sheets. Kathryn Leeper explained the purpose of the meeting as it relates the the Needs Assessment and how Title I funds can continue to benefit the campus. Committee members reviewed data sources from the March meeting that included information related to campus demographics, student growth, discipline, attendance, procedures, and perceptions that was used to help determine strengths and problems. The committee then prioritized the problems and determined the three areas of focus. The committee used the 5 Whys strategy to get to the root cause of the identified problem areas of academics/student achievement, attendance, and behavior/discipline.

Demographics:	**Strengths: Diverse student population, decrease in behavior incidents from 1st semester to second semester and overall from the 2024-2025 to 2025-2026 school year**
	Problems: enrollment at capacity, student behavior (playing fighting escalating), attendance
Student Learning:	**Strengths:** growth measure shows growth over the year, reading growth, science, math meets and masters
	Problems: math - does not meet and approaches,3rd grade math, 4th grade math, 5th grade math and science, TELPAS stuck on advanced, masters level for R and M, Reading growth is slightly stagnant
Processes & Programs:	**Strengths:** There are a few processes in place and staff has a strong desire to develop and implement more. The foundational processes put in place this year to address student discipline had a positive impact on campus.
	Problems: fairly new school, still tweaking processes
Perceptions:	**Strengths:** volunteer hours, watchdogs, shared values and visions, staff diversity, celebrating diversity
	Problems: build teacher capacity, relieve staff burdens/stressors, additional volunteer options, volunteer communication

Summary of Identified Problems

The majority of students are not meeting grade-level standards on reading, math, and science assessments. All students have growth opportunities in all content areas, regardless of present achievement level.
Although student behavior has improved overall, it is still negatively impacting student learning. In regards to attendance, students need to present in school to optimize learning opportunities.
The majority of students are not equipped with the appropriate social skills, conflict resolution strategies, or emotional regulation strategies.

The **priority problem statements and root causes** that were created include:

Priority Problem #1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction.

Root cause: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Priority Problem #2: Students need to be present in school to achieve academic success.
Root cause: Parents and students need to be informed of the negative impact absences and tardiness have on education. They need ongoing communication about the importance of attendance in school and staff needs to implement impactful strategies to help parents and students increase attendance.

Priority Problem #3: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone.

Root cause: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

Areas of Focus for 26-27

Academics/Student Achievement - All Content Areas, specifically math, reading, and science
Attendance
Behavior (including Social Emotion Learning & Student Discipline)

Demographics

Demographics Summary

Faldyn Elementary opened in August 2023. We ended our third year (25-26 school year) with 1,160 students, Pre-K through 5th Grade. We are located in the northwest quadrant of the district, on Clay Road between Katy Hockley and Katy Hockley Cutoff. The neighborhoods that feed into Faldyn Elementary include King Crossing, Katy Pointe, Porter Lakes, Katy Manor (south of Stockdick School Road), Camillo Lakes, Heritage Park West, Katy Estates, Katy Meadows, Katy Court, and Sentara (Bilingual only). All students are eligible for bus transportation, including those living in Katy Court, due to the lack of sidewalk infrastructure in the surrounding area. Faldyn Elementary houses three self-contained autism programs (two YCAPs and 1 ECAP), an Early Childhood Special Education (ECSE) program, a Life Skills classroom, as well as having a bilingual program PreK-5th.

We will have 140 staff members, including leadership, teachers, and paraprofessionals.

While this improvement plan focuses on the 2026-2027 school year, we will be sharing demographic data from the 2025-2026 school year.

Student Ethnicity Breakdown

White: 11.3%
Hispanic: 42.8%
African American: 31.6%
Asian: 7.9%
Two or More Races: 6.3%
American Indian/Alaska Native: <.1%
Native Hawaiian Pacific Islander: .1%

Student Program Breakdown

At-Risk: 56%
Economically Disadvantage: 60%
Bilingual: 18%
ESL: 18%
Special Education: 25%
GT: 3%

We ended the 25-26 school year with an overall attendance of 95.50%, which is 0.66% higher that the 24-25 school year. While all students in Kindergarten through 5th Grade were eligible for bus transportation, not all parents take advantage of this. Because we are situated on a two lane road, traffic issues impact students arriving to school on time. Additionally, the last day of the 25-26 school year saw an attendance rate of 87.32%, which is low, but slightly higher than what was seen in the 24-25 school year at 84.45%.

The Faldyn Elementary PTA was organized in the spring of 2023 and is a vital partner within our school community. The PTA hosts events in our community and in the school and raises funds to purchase items for students and staff and provide activities to students that will enrich their educational experience.

Demographics Strengths

- All positions of the Faldyn Elementary PTA Executive Board are filled.
- Faldyn has a diverse student population.

- The House System will be redesigned for the 26-27 school year and implemented as FOX Legacy across campus to foster unity, promote character growth, and help students understand what it is to be a Faldyn Fox.
- Staff coming from a variety of backgrounds will bring the greatest ideas to build the culture and climate of Faldyn Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students need to be present in school to achieve academic success.
Root Cause: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.

Problem Statement 2 (Prioritized): Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students.
Root Cause: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning

Student Learning Summary

Faldyn Elementary School was a new campus for the 2023-2024 school year. Data from the Spring 2024, 2025, and 2026 assessments is included below:

TELPAS: Percentage of students with a composite score of advanced or higher.

Grade	2024	2025	2026
First Grade	19%	83%	43%
Second Grade	25%	40%	57%
Third Grade	36%	45%	68%
Fourth Grade	38%	47%	67%
Fifth Grade	57%	48%	67%

Preliminary STAAR results show that our students continued to struggle the most in the areas of Reading, Math, and Science. On STAAR, the Approaches category indicates that students are likely to succeed in the net grade level or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade level or course, but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

All Grade Levels (Approaches or Above)				
	2023 (Only 3rd and 4th Grade Test Data Available)	**2024 (3rd-5th Grade Included)**	**2025 (3rd-5th Grade Included)**	**2026 (3rd-5th Grade Included)**
Reading Language Arts	84%	77%	78%	76%
Math	69%	63%	60%	67%
Science	n/a	67%	64%	65%

2024 STAAR ALL Students	APPROACHES Grade Level Performance			MEETS Grade Level Performance			MASTERS Grade Level Performance		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
3rd Reading	76%	79%	72%	49%	47%	48%	24%	17%	24%
4th Reading	76%	80%	76%	47%	52%	55%	16%	18%	23%
5th Reading	78%	72%	81%	50%	49%	57%	22%	21%	33%
3rd Math	65%	62%	65%	31%	31%	44%	8%	12%	25%
4th Math	58%	64%	65%	37%	37%	42%	11%	16%	17%
5th Math	66%	57%	72%	37%	27%	44%	9%	9%	16%
5th Science	67%	64%	65%	26%	23%	18%	10%	7%	0.03%

READING

Looking deeper at the comparison between STAAR Reading 2024 - 2026 all grade levels, and sub-populations revealed the following:

STAAR Reading (Approaches)						STAAR Reading (Meets)					STAAR Reading (Masters)				
	2023	2024	2025	2026		2023	2024	2025	2026		2023	2024	2025	2026	
3rd Grade	83%	76%	79%	72%		53%	49%	47%	48%		19%	24%	17%	24%	
4th Grade	84%	76%	80%	76%		48%	47%	52%	55%		18%	16%	18%	23%	
5th Grade	N/A	78%	72%	81%		N/A	50%	49%	57%		N/A	22%	21%	33%	

An analysis of scores for each student group at all grade levels in reading revealed the following:

- Certain grade levels made progress from year to year and cohort growth. Areas of growth have been identified.

MATH

Looking deeper at the comparison between STAAR Math 2024 and 2023 all grade levels, and sub-populations revealed the following:

STAAR Math (Approaches)						STAAR Math (Meets)					STAAR Math (Masters)				
	2023	2024	2025	2026		2023	2024	2025	2026		2023	2024	2025	2026	
3rd Grade	69%	65%	62%	65%		36%	31%	31%	44%		11%	8%	12%	25%	
4th Grade	69%	58%	64%	65%		41%	37%	37%	42%		16%	11%	16%	17%	
5th Grade	N/A	66%	57%	72%		N/A	37%	27%	44%		N/A	9%	9%	16%	

In order to improve our students' math achievement, we will refine pacing using district-provided pacing guides for guidance during Long Range Planning Time and create a structure that utilizes the Aware Mastery Tracker to anticipate, monitor, and adjust for student learning at 3-week intervals.

An analysis of scores for each student group at all grade levels in Math revealed the following:

- Certain grade levels made progress from year to year and cohort growth. Areas of growth have been identified.

SCIENCE

In order to improve our students' science achievement, we will support a strong implementation of 3-Dimensional Science (Science and Engineering Practices, Recurring Themes and Concepts, and Revised Content) utilizing district-provided resources and pacing guides.

	STAAR SCIENCE (Approaches)					STAAR SCIENCE (MEETS)					STAAR SCIENCE (MEETS)			
	2023	**2024**	**2025**	**2026**		**2023**	**2024**	**2025**	**2026**		**2023**	**2024**	**2025**	**2026**
5th Grade	N/A	70%	64%	65%		N/A	28%	23%	18%		N/A	10%	7%	0.03%

An analysis of scores for each student group in Science revealed the following:

- Students are experiencing challenges transferring 3-D learning to 2-D.

We will continue to plan for solid first instruction and close gaps through small group instruction in all subject areas.

Student Learning Strengths

- The district-adopted reading curriculum will continue to be fine-tuned during the third year of implementation
- Instructional models and norms are created for the campus and teams
- Students will receive instruction specific to their academic needs during small group instruction in reading, math, and science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students.
Root Cause: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Problem Statement 2 (Prioritized): Students need to be present in school to achieve academic success.
Root Cause: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.

Problem Statement 3 (Prioritized): Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone.
Root Cause: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still

learning to be proficient in social skills, conflict resolution, and emotional regulation.

School Processes & Programs

School Processes & Programs Summary

Faldyn Elementary will continue with 4 areas of focus which fall within Curriculum and Instruction. These focus areas are: Solid First Instruction (full implementation of the lesson cycle), Small Group Instruction, Reflective Growth for All, and Social Emotional Learning. Our master schedule has been arranged to allow for maximum instructional time as well as opportunities for teachers to collaborate with teams and instructional support staff. Professional Development will be focused on growing teachers capacity to meet the diverse needs of our students. Staff training will be provided as we enter our 4th year of implementation of the district-adopted Literacy Curriculum, 3rd year of implementation of the new science TEKS and science resources, and 1st year of new math resources. The Instructional Coach, Administrative Team, and Instructional Coordinators will support teams and individuals with job-embedded professional learning.

School Processes & Programs Strengths

- All staff will have a common understanding of school processes and programs
- Staff will have the opportunity to construct a foundation of expectations and procedures on campus
- Leadership Team will support during planning
- Teachers will participate in planned learning walks
- Periodic Student Rallies and Fox Fests will help build unity among staff and students
- Partnering with Haskett Junior High Staff and Students to build morale
- Implementing Navigate 360 lessons to address Social and Emotional Needs of Students
- Community Circle time is allocated in the Master Schedule to allow for SEL Lessons
- School Counselors will help staff implement PurposeFULL People/Character Strong lessons campus-wide
- MTSS student meetings are scheduled to identify students needing additional academic or behavioral intervention and supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone.
Root Cause: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

Perceptions

Perceptions Summary

Faldyn Elementary will continue to construct a family friendly school environment. We aim for our school to be an integral part of our community. Our goal is to consistently provide a sense of community and family involvement by providing opportunities for all to connect in educating our children. During our first year, we implemented a very successful WatchDOGS program that brought male role models into the school on a regular basis. We will continue to create opportunities for parents to be involved in campus activities during the school day.

Perceptions Strengths

- Hosting annual Meet the Teacher prior to beginning of the school year to welcome families to Faldyn Elementary.
- Holding a minimum of one face-to-face/virtual parent/teacher conference each year with all parents.
- Participation in Partners in Education to build relationships with our business partners.
- Supporting identified students by matching with adult mentors in the district KEYS program.
- Supporting students with mentors to work with identified students in the PALS program
- Fox Legacy System
- Character Strong's Purposefull People is implemented to focus on developing character and social-emotional learning skills in all students

Priority Problem Statements

Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students.

Root Cause 1: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Students need to be present in school to achieve academic success.

Root Cause 2: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone.

Root Cause 3: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

Problem Statement 3 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
- 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

- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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: Faldyn Elementary will create a safe environment for all staff, students, and campus visitors.

Evaluation Data Sources: Visitor Logs, Raptor Drill Log, Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus safety liaison will conduct the district required safety drills on a monthly or semester basis, as applicable, and train both staff and students on safety expectations. **Strategy's Expected Result/Impact:** Maintain a safe learning environment **Staff Responsible for Monitoring:** Safety Liaison **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone. **Root Cause**: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.
School Processes & Programs
Problem Statement 1: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone. **Root Cause**: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

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

Performance Objective 1: HB3: The percent of Faldyn Elementary 3rd grade students who achieve Meets and above in Reading will increase to 52% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR RLA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: At-risk students will receive high quality TIER I instruction and daily small group intervention to close learning gaps. Teachers in Kindergarten through 3rd Grade and campus intervention staff will use data from the MAP assessment, campus assessments, and anecdotal notes to develop small group instructional plans to target individual student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery. **Strategy's Expected Result/Impact:** Students will show consistent growth throughout the school year (Beginning of Year, Mid-Year, End of Year) and receive targeted instruction to meet individual needs. **Staff Responsible for Monitoring:** Instructional Coach Instructional Coordinator Assistant Principals **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Title I Reading AST, Instructional Coordinator, and Instructional Aide - 211 - Title I Part A - $346,163, Chromebooks for Students - 211 - Title I Part A - $20,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning

Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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

Performance Objective 2: HB3: The percent of Faldyn Elementary 3rd grade students who achieve Meets and above in math will increase to 45% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: At-risk students will receive daily small group instruction to close learning gaps. Teachers in Kindergarten through 3rd Grade will use data from the MAP assessment, campus math assessments, and anecdotal notes to develop small group instructional plans to target individual student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery. **Strategy's Expected Result/Impact:** Students will show consistent growth in math throughout the school year and receive targeted instruction to meet individual needs. **Staff Responsible for Monitoring:** Instructional Coach Instructional Coordinator Assistant Principal **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Math online program - 211 - Title I Part A - $3,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning

Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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

Performance Objective 3: On the Spring 2027 STAAR Reading Language Arts assessments, 80% of students will score at the approaches level and 56% at meets or above.

Evaluation Data Sources: STAAR RLA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, summer learning and tutorials to provide quality first instruction for all students and targeted intervention for at-risk students to ensure the mastery of required reading TEKS for all sub populations through the use of Title I, Special Education and GOF/State Comp Ed. Funds. **Strategy's Expected Result/Impact:** 3% increase in students scoring approaches and above; 2% increase in students scoring meets or above **Staff Responsible for Monitoring:** Instructional Coach/Coordinator Admin **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Decodable Books and other reading materials - 211 - Title I Part A - $1,000, Tutorials - 211 - Title I Part A - $10,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning

Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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

Performance Objective 4: On the Spring 2027 STAAR Math assessments, 80% of students will score at the approaches level and 56% at meets or above.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, summer learning and tutorials to provide quality first instruction for all students and targeted intervention for at-risk students to ensure the mastery of required math TEKS for all sub populations through the use of Title I, Special Education and GOF/State Comp Ed. Funds. **Strategy's Expected Result/Impact:** 13% increase in students scoring at the approaches level or above; 13% increase in students scoring at meets or above. **Staff Responsible for Monitoring:** Instructional Coach Instructional Coordinator Administration **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Online programs - 211 - Title I Part A - $8,000, Tutorials - 211 - Title I Part A - $15,250, General Supplies - Manipulatives, instructional resources - 211 - Title I Part A - $17,871				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning

Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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

Performance Objective 5: EB: The percentage of students increasing at least one proficiency level on the Spring 2027 TELPAS Composite will increase by at least 2% when compared to Spring 2026 results.

Evaluation Data Sources: TELPAS Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. **Strategy's Expected Result/Impact:** Increase number of teachers with ESL certification. **Staff Responsible for Monitoring:** EB Specialist ESL Teacher Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. **Strategy's Expected Result/Impact:** Increase in English language proficiency for EBs **Staff Responsible for Monitoring:** EB Specialist ESL Teacher Bilingual Team Leader **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students. **Strategy's Expected Result/Impact:** Increase in EB strategies in the classroom **Staff Responsible for Monitoring:** EB Specialist ESL Teacher Bilingual Team Leader **Problem Statements:** Demographics 2 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.
Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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

Performance Objective 6: Increase the number of students participating in the campus Coordinated Health Program.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Physical Education Teachers **Problem Statements:** Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Physical Education Teachers **Problem Statements:** Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning

Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Problem Statement 3: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone. **Root Cause**: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

School Processes & Programs

Problem Statement 1: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone. **Root Cause**: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

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

Performance Objective 7: On the Spring 2027 STAAR Science assessment, 70% of students will score at the approaches level and 40% at meets or above.

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: All students in PreK through 5th grade will participate in hands-on, active experiments and investigations weekly that are facilitated by their classroom teacher and connect those hands-on experiences to 2D learning in the classroom. **Strategy's Expected Result/Impact:** Students will transfer knowledge from science labs to classroom assignments and assessments. **Staff Responsible for Monitoring:** Teachers Instructional Coach / Instructional Coordinator Administration **Problem Statements:** Demographics 2 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.
Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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

Performance Objective 8: SI/LIP: Teachers will follow a lesson cycle that is appropriately paced and logically sequenced, which includes strong TIER I instruction and targeted small group intervention, using TEKS aligned resources in greater than 90% of observed opportunities.

High Priority

Evaluation Data Sources: Leadership team observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Professional development will be provided to teachers monthly in areas such as of TEKS alignment, data analysis, vertical alignment, effective teaching strategies, and what should be occurring in each section of the lesson cycle. Teachers and leadership will also attend professional development outside of the campus to enhance teaching, learning, and alignment to the TEKS. **Strategy's Expected Result/Impact:** Teachers and leadership will receive professional development that will positively impact the way in which lessons are delivered to ensure that effective strategies are bring used, there is TEKS alignment, and there is consistency across the campus as it relates to following a logically-sequenced lesson cycle. **Staff Responsible for Monitoring:** Administration Instructional Coach Instructional Coordinator **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Employee Registration, Room and Board - 211 - Title I Part A - $9,000, Administrative Registration, Room and Board - 211 - Title I Part A - $9,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Classroom learning walks will be conducted on campus weekly, with a focus on different grade level bands each time, and follow-up learning walks will occur to ensure that teachers who have already been observed are still performing at a high level. **Strategy's Expected Result/Impact:** Teachers will deliver strong TIER I instruction with full implementation of the lesson cycle that is aligned to the TEKS daily. **Staff Responsible for Monitoring:** Administration Instructional Coach Instructional Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: While conducting classroom learning walks weekly, data will be collected using a form and a follow-up plan for teacher feedback and support will be implemented. **Strategy's Expected Result/Impact:** Teachers who are observed each week will receive in-person feedback and coaching, which will help ensure strong TIER I, TEKS-aligned instruction is being implemented across campus daily. **Staff Responsible for Monitoring:** Administration Instructional Coach Instructional Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Adult behavior data gathered through learning walk observations and the plans for follow-up will be analyzed weekly by the leadership team to ensure that the process is being implemented with fidelity and progress towards goal is being made. **Strategy's Expected Result/Impact:** Teacher will implement effective TIER I, TEKS-aligned instruction, staff responsible for monitoring will be doing it with fidelity, and progress toward goal will be made. **Staff Responsible for Monitoring:** Administration Instructional Coach Instructional Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: In-person feedback will be communicated with teachers following learning walks and 1:1 coaching cycles will be provided as needed. **Strategy's Expected Result/Impact:** Teachers will receive feedback and coaching that will help ensure that effective TIER I, TEKS-aligned instruction is delivered across campus daily. **Staff Responsible for Monitoring:** Administration Instructional Coach Instructional Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6: Staff will participate in scheduled data meetings monthly following assessments such as MAP, CBAs, and LMAs and develop and implement action plans to increase student academic growth with emphasis on students currently served in special education. **Strategy's Expected Result/Impact:** Teachers will develop and implement action plans that will result in student academic growth. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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: Teachers will utilize data from formative and summative assessments to inform instructional decisions for both whole group and small group instruction. At least two summative assessments per grading period will be used in math and RLA.

Evaluation Data Sources: Formative Assessments
Summative Assessments
Small & Whole Group Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus staff will utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments as well as vertical alignment of instructional strategies so that all students receive a well-rounded education. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Instructional Coach Instructional Coordinator Administrators **Problem Statements:** Demographics 2 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.
Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

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: Teachers will model and foster a growth mindset in students by having data conferences with each student at least four times per year after major assessments/benchmarks and setting growth goals. Teachers will monitor student progress throughout the school year.

Evaluation Data Sources: Data trackers, assessment data, Amira, ST Math, Reflex, and Progress Learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students will set academic goals, analyze their performance, and graph results in order to ensure all students are making a minimum of one year's growth. **Strategy's Expected Result/Impact:** Increase in student achievement in core content areas. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.
Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: 95% of teachers will score at the proficient level or higher on Domain I- IV of T-TESS or similar domain on an alternate instrument.

Evaluation Data Sources: Strive / End of Year Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Meet with staff to establish student learning goals, set professional development goals, establish coaching cycles as needed, and provide areas of reinforcement and refinement based on walkthrough data and observations. **Strategy's Expected Result/Impact:** Increase in teacher retention and student achievement. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.
Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Faldyn Elementary will offer at least two parent engagement opportunities during the school year.

Evaluation Data Sources: Volunteer Hours, Surveys, Calendar of Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide 2 or more family engagement activities (academic-focused events, training sessions, etc.) in order to support academic growth for all students. **Strategy's Expected Result/Impact:** Increase partnership between school and home **Staff Responsible for Monitoring:** Campus staff Administration **Title I:** 2.52 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 **Funding Sources:** Contracted services and Resources and materials to host two family engagement evenings each semester (i.e. International Learning Night, STREAM night) - 211 - Title I Part A - $16,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning and communication efforts and implementation of community involvement activities to build ties between home and school. **Strategy's Expected Result/Impact:** Increase in student achievement and parental awareness **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 **Funding Sources:** Smore for Teams - 211 - Title I Part A - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students. **Strategy's Expected Result/Impact:** Increase in parent involvement in developing students' English language proficiency. **Staff Responsible for Monitoring:** EB Staff **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Provide 5th/6th grade and PK/K transition strategies to include 5th/6th junior high transition activities with JH counselors, and PK/K orientation, as well as encouraging attendance for PK and 5th grade students at district level summer Programs and district level parent training. **Strategy's Expected Result/Impact:** Increased parent collaboration and involvement in their child's learning **Staff Responsible for Monitoring:** Administration, counselors, teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: Advertise, distribute electronically, and provide event flyers for Family Engagement Events, Title I School Parent Compacts, the Parent and Family Engagement Plan and Brochures. **Strategy's Expected Result/Impact:** Increase parent involvement and place emphasis on the importance of their student attending school by advertising family engagement events and increase awareness about Title I resources through providing brochures and compacts. **Staff Responsible for Monitoring:** Administrators Leadership Team **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 **Funding Sources:** Smore for Teams - 211 - Title I Part A - $3,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students need to be present in school to achieve academic success. **Root Cause**: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.
Problem Statement 2: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Student Learning
Problem Statement 1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction with emphasis on currently served special education students. **Root Cause**: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.
Problem Statement 2: Students need to be present in school to achieve academic success. **Root Cause**: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.

Goal 6: 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: Faldyn Elementary will support student and staff well-being by providing targeted instruction on social-emotional learning and behavior.

Evaluation Data Sources: Purposeful People, Discipline Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: In order to support a well-rounded education, all students will be provided daily implementation of community circles, to include school-wide social-emotional learning curriculum in order to support the social and emotional learning of all students. **Strategy's Expected Result/Impact:** Build community within the school and classrooms and address the varied needs of students; reduction in discipline incidents that disrupt the classroom environment. **Staff Responsible for Monitoring:** Teachers Counselors Administration **Title I:** 2.53 **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers as appropriate throughout the school year. **Strategy's Expected Result/Impact:** Awareness of violence prevention and bullying prevention resources will increase. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: To ensure instructional time is maximized and the impact of student behaviors in class is minimized, all campus staff will participate in classroom management training and implement strategies learned in their classrooms, use positive reinforcement, and additional social skills/behavior training will be provided to repeat offenders. **Strategy's Expected Result/Impact:** Fewer disruptions to instructional time due to behavior. **Staff Responsible for Monitoring:** Teachers Administration **Title I:** 2.53 **Problem Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** PBIS Rewards - 211 - Title I Part A - $4,000, Navigate 360 - Behavior Intervention - 211 - Title I Part A - $4,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone. **Root Cause**: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

School Processes & Programs
Problem Statement 1: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone. **Root Cause**: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: In collaboration with staff members and guardians, student attendance will increase., and Faldyn Elementary will see an attendance rate of 96% or higher.

Evaluation Data Sources: Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus staff will monitor student attendance, including recognizing students with perfect attendance and no tardies, and reach out to families when students are absent to get students to school on a regular basis so that all students receive a high quality education. **Strategy's Expected Result/Impact:** Students falling into the chronically absent category will remain below 10% on a monthly basis. **Staff Responsible for Monitoring:** Teachers Counselors Administration **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students need to be present in school to achieve academic success. **Root Cause**: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.

Student Learning

Problem Statement 2: Students need to be present in school to achieve academic success. **Root Cause**: Parents and students need to be informed of the negative impact absences and tardiness have on education, they need ongoing communication about the importance of attendance in school, and staff needs to implement impactful strategies to help parents and students increase attendance.

State Compensatory

Budget for Faldyn Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Faldyn Elementary

Name	Position	FTE
Amy Glenn	Math Academic Support Teacher	1
Anabel Gibbs	Bilingual Reading Academic Support Teach	1
Brooke Foreman	Math Academic Support Teacher	1
Daisy Moreno	Math Academic Support Teacher	1
Irma Rodriguez	Reading Academic Support Teacher	1
Ranie Warren	Reading Academic Support Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Campus Advisory Team (CAT) met in person at Faldyn Elementary on March 5, 2026 at 9:00 a.m. to discuss the 2026-2027 Budget Overview, complete the Campus Improvement Plan: Mid-Year Review, and discuss part one of the Campus Needs Assessment.

The following people were stakeholders during the CNA and CIP meetings:

Kathryn Leeper - Principal
LaSandra Oliver - Other School Leader
Blanca Gibbs - Other School Leader
Jaime Pyle - Other School Leader
Leslie Grayson - District Administrator
Ashley Muzny - District Administrator
Russell Faldyn - Community Member
Cindie Faldyn - Community Member
Jakeeha Wilson - Paraprofessional
Limayra Melendez - Paraprofessional
Adrianna Adade - Teacher

Lola Reed - Teacher

Victoria Watanak - Teacher
Brooke Foreman - Teacher
Mrs. Fernandez - Parent
Mrs. Murray - Parent

Jennifer Jones, LSSP - Specialized School Support

Marya Siddiqui, Nurse- Specialized School Support

During the meeting, the committee reviewed problem statements from prior year and correlating data that included:

- Student Profile
- Student Statistics by Program
    - At-Risk, Economically Disadvantaged, Homeless by Grade Level
    - Special Education, Gifted and Talented, 504
- Attendance - Student & Staff
- Discipline

- Emergent Bilingual & TELPAS
- Student Achievement - STAAR, STAAR Interim, District Assessments, Campus Assessments
- Staff Surveys
- Volunteer Hours

The CNA Team met again on April 30, 2026 in person at Faldyn in the LGI at 9:00 a.m to review the data more thoroughly and create problem statements and determine root causes as Faldyn transitions into the 26-27 school year. Documentation of the process includes meeting minutes, agenda, and sign-in sheets. Kathryn Leeper explained the purpose of the meeting as it relates the the Needs Assessment and how Title I funds can continue to benefit the campus. Committee members reviewed data sources from the March meeting that included information related to campus demographics, student growth, discipline, attendance, procedures, and perceptions that was used to help determine strengths and problems. The committee then prioritized the problems and determined the three areas of focus. The committee used the 5 Whys strategy to get to the root cause of the identified problem areas of academics/student achievement, attendance, and behavior/discipline.

Demographics:	**Strengths: Diverse student population, decrease in behavior incidents from 1st semester to second semester and overall from the 2024-2025 to 2025-2026 school year**
	Problems: enrollment at capacity, student behavior (playing fighting escalating), attendance
Student Learning:	**Strengths:** growth measure shows growth over the year, reading growth, science, math meets and masters
	Problems: math - does not meet and approaches,3rd grade math, 4th grade math, 5th grade math and science, TELPAS stuck on advanced, masters level for R and M, Reading growth is slightly stagnant
Processes & Programs:	**Strengths:** There are a few processes in place and staff has a strong desire to develop and implement more. The foundational processes put in place this year to address student discipline had a positive impact on campus.
	Problems: fairly new school, still tweaking processes
Perceptions:	**Strengths:** volunteer hours, watchdogs, shared values and visions, staff diversity, celebrating diversity
	Problems: build teacher capacity, relieve staff burdens/stressors, additional volunteer options, volunteer communication

Summary of Identified Problems

The majority of students are not meeting grade-level standards on reading, math, and science assessments. All students have growth opportunities in all content areas, regardless of present achievement level.
Although student behavior has improved overall, it is still negatively impacting student learning. In regards to attendance, students need to present in school to optimize learning opportunities.
The majority of students are not equipped with the appropriate social skills, conflict resolution strategies, or emotional regulation strategies.

The **priority problem statements and root causes** that were created include:

Priority Problem #1: Faldyn Elementary students have growth opportunities in math, reading and science, regardless of academic level, that must be met with targeted instruction.

Root cause: Teachers need targeted professional development on supporting a student population with varied academic growth needs and implement strategies learned with fidelity.

Priority Problem #2: Students need to be present in school to achieve academic success.
Root cause: Parents and students need to be informed of the negative impact absences and tardiness have on education. They need ongoing communication about the importance of attendance in school and staff needs to implement impactful strategies to help parents and students increase attendance.

Priority Problem #3: Disruptive student behaviors are negatively impacting the learning environment and disrupting the overall campus climate and culture for everyone.

Root cause: Staff, including teachers in all grade levels and campus administrators, needs additional resources, campus-wide systems, and training to support students who are still learning to be proficient in social skills, conflict resolution, and emotional regulation.

Areas of Focus for 26-27

Academics/Student Achievement - All Content Areas, specifically math, reading, and science
Attendance
Behavior (including Social Emotion Learning & Student Discipline)

1.2: Location for Evidence of Multiple Meetings Held

The CNA meetings were held on campus, in-person, in the LGI at 9:00 a.m. on the following dates: March 5, 2026 and April 30, 2026. The meeting agenda, minutes and sign-in sheets are located in the Title I CRATE.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed during two Campus Advisory Team (CAT) of Faldyn Elementary meetings, which were held on April 30, 2026 and September 24, 2026. The Campus Advisory Team (CAT) of Faldyn Elementary met April 30, 2026 to finalize the CNA problem statements, conduct a root cause analysis, and discussed strategies that could potentially be in the CIP. On September 24, 2026, the Campus Advisory Team (CAT) met to discuss strategies to address the problem statements. The meeting agenda, minutes, and sign-in sheets are located in the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

The following people were stakeholders during the CNA and CIP meetings:

Kathryn Leeper - Principal
LaSandra Oliver - Other School Leader/Campus Admin.
Blanca Gibbs - Other School Leader
Jaime Pyle - Other School Leader
Leslie Grayson - District Administrator
Ashley Muzny - District Administrator
Russell Faldyn - Community Member
Cindie Faldyn - Community Member
Jakeeha Wilson - Paraprofessional
Limayra Melendez - Paraprofessional
Adrianna Adade - Teacher

Lola Reed - Teacher

Victoria Watanak - Teacher
Brooke Foreman - Teacher
Mrs. Fernandez - Parent
Mrs. Murray - Parent

Jennifer Jones, LSSP - Specialized School Support

Marya Siddiqui, Nurse- Specialized School Support

The sign-in sheets are located in the Title I CRATE.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP plan is in PDF format and is available to families in English and Spanish. Parents and families can access the CIP through the campus website.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title I funds are listed as a funding source has Title I Elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Notes are in the semiannual section for program effectiveness and notes for annual evaluation of Schoolwide program plan are in the Summative Review. Documentation, such as sign-in sheets, agendas, etc., and data analyzed, such as state assessments, other performance data, and perception data, are aligned with required Schoolwide program evaluation process. The Schoolwide program evaluation is included in the CNA process for next year.

Title I Personnel

Name	Position	Program	FTE
Christie Mitchell	Instructional Coordinator - Math	Title I	1
Heather Peck	Reading Academic Support Teacher	Title I	1
Stacy Pontius	Science Academic Support Teacher	Title I	1

Campus Funding Summary

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Chromebooks for Students		$20,000.00
2	1	1	Title I Reading AST, Instructional Coordinator, and Instructional Aide		$346,163.00
2	2	1	Math online program		$3,000.00
2	3	1	Tutorials		$10,000.00
2	3	1	Decodable Books and other reading materials		$1,000.00
2	4	1	Online programs		$8,000.00
2	4	1	Tutorials		$15,250.00
2	4	1	General Supplies - Manipulatives, instructional resources		$17,871.00
2	8	1	Employee Registration, Room and Board		$9,000.00
2	8	1	Administrative Registration, Room and Board		$9,000.00
5	1	1	Contracted services and Resources and materials to host two family engagement evenings each semester (i.e. International Learning Night, STREAM night)		$16,000.00
5	1	2	Smore for Teams		$3,000.00
5	1	5	Smore for Teams		$3,000.00
6	1	3	Navigate 360 - Behavior Intervention		$4,000.00
6	1	3	PBIS Rewards		$4,000.00
				Sub-Total	$469,284.00

The Percent of **Faldyn** Elementary 3rd Grade students who achieve Meets and above
in Reading will increase fro 49% to 54% by July 2029.

Faldyn: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	49%	47%	49%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	No	Yes			
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-	No	No			

Faldyn: 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	48	40%	70	49%	17	65%	1	0%	14	71%	0		7	43%	38	18%	100	40%	56	45%
		2025 Actual	62	47%	81	41%	22	45%	1	0%	20	70%	0		9	56%	56	23%	108	37%	59	51%
		2026 Target						**55%**				**80%**										
		2026 Actual	50	42%	90	43%	17	65%	0		16	81%	0		19	53%	50	22%	121	40%	67	46%
		Met Target						Y				Y										
		2027 Target														**63%**		**32%**				

The Percent of **Faldyn** Elementary 3rd Grade students who achieve Meets and above
in Math will increase from 31% to 36% by July 2029.

Faldyn: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	31%	31%	44%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	Yes			
		Internal Goal	-	32%	33%	45%	46%	47%
		Met Internal Goal	-	No	Yes			

MET 2029 Goal in 2026

Faldyn: 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	48	21%	69	30%	17	47%	1	0%	14	50%	0		7	29%	38	3%	99	22%	55	31%
		2025 Actual	62	27%	81	25%	22	41%	1	0%	20	55%	0		9	33%	56	14%	108	22%	59	31%
		2026 Target				**35%**						**65%**										
		2026 Actual	51	35%	90	39%	17	59%	0		16	75%	0		19	47%	51	14%	122	34%	67	45%
		Met Target				Y						Y										
		2027 Target														**57%**		**24%**				

August 2026
Source: STAAR Data
Department of Research, Assessment, and Accountability