

**Katy Independent School District**  
**Faldyn Elementary**  
**2023-2024 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Goals	9
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	9
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	16
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	18
Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	19
Goal 5: Katy ISD will actively support the emotional well-being of all learners.	20
State Compensatory	21
Budget for Faldyn Elementary	21
Personnel for Faldyn Elementary	21
Addendums	22

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Faldyn Elementary is a new Katy ISD campus opening in August 2023. Our enrollment projection is to open with 1,200 students, Pre-K through 5th Grade. These students were attending 5 other Katy ISD schools prior to the 23-24 school year. We are located in the northwest quadrant of the district, on Clay Road between Katy Hockley and Katy Hockley Cutoff. Faldyn Elementary will house three autism programs as well as a bilingual program.

We will have 125 staff members, including leadership, teachers, and paraprofessionals in our inaugural year. Being a new campus, our staff is coming together from not only other Katy ISD schools, but also other districts and out of state. We will welcome more than 30 new teachers to Katy ISD this year.

### Student Ethnicity Breakdown

White:  
Hispanic:  
African American:  
Asian:  
Two or More Races:

### Student Program Breakdown

At-Risk:  
Economically Disadvantage:  
Bilingual:  
ESL:  
Special Education:  
GT:

The Faldyn Elementary PTA was organized in the spring of 2023 and will be a vital partner within our school community. The PTA will host events in our community and in the school and will raise 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 will have a diverse student population.
- House System will be implemented to foster unity and promote character growth across the campus.
- Staff coming from other schools will bring the greatest ideas to build the culture and climate of Faldyn Elementary.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** XX% of Faldyn's student population is considered at-risk. **Root Cause:** Students need differentiated intervention programs to address learning gaps and teachers need training on differentiation to meet the needs of all students at Tier 1, 2, and 3.

# Student Learning

## Student Learning Summary

Faldyn Elementary School is opening for the 2023-2024 school year. The campus is awaiting current data from TEA. 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.

We are planning for solid first instruction and close gaps through small group instruction.

## Student Learning Strengths

- The district adopted supplemental reading program will be implemented with fidelity
- Instructional models and norms are created for the campus and teams
- Students will receive instruction specific to their academic needs

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** RCFE's varying levels of staff experience and needs requires a differentiated professional development approach to create a clear campus culture. **Root Cause:** Teachers coming with various experience and needs.

# School Processes & Programs

## School Processes & Programs Summary

Faldyn Elementary will open with 4 areas of focus which falls within Curriculum and Instruction. These focus areas are: Solid First Instruction, 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 coaches. Professional Development will be focused on growing teachers capacity to meet the diverse needs of our students. Staff will be trained on the new vertically aligned Literacy Curriculum. Instructional Coaches 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
- Instructional Coaches will support during planning
- Teachers will participate in planned learning walks
- Periodic House Rallies to build unity among staff and students
- Partnering with Haskett Junior High Staff and Students to build morale
- Implementing ReThink Ed lessons to address Social and Emotional Needs of Students
- Community Circle time is allocated in the Master Schedule to allow for ReThink Ed Lessons
- School Counselor will implement PurposeFULL People lessons
- Schedule MTSS student meetings to identify students needing additional academic or behavioral intervention and supports

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Faldyn Elementary is a combination of staff and students from 5 different Katy ISD campuses, in addition to staff and students new to Katy and from other states. Procedures and Expectations may be different from each incoming staff member. **Root Cause:** All procedures and expectations are not yet established at Faldyn Elementary.

# Perceptions

## Perceptions Summary

Faldyn Elementary is working on constructing 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.

## Perceptions Strengths

- Hosting annual Meet the Teacher prior to beginning of the school year to welcome families to Faldyn Elementary.
- Hosting first RCFE Community Open house hosted by PTA prior to first day of school.
- Holding a minimum of one face-to-face 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
- Ron Clark's House System
- Character Strong's Purposefull People is implemented to focus on developing character and social-emotional learning skills in all students

# Priority Problem Statements



# Goals

Revised/Approved: August 29, 2023

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

**Performance Objective 1:** HB3: The percent of Faldyn Elementary students who achieve Meets and above in 3rd Grade STAAR Reading Language Arts will increase to 63% by July 2024.

## HB3 Goal

**Evaluation Data Sources:** STAAR RLA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers in Kindergarten through 3rd Grade will use data from TX KEA, Amira, HMH Growth Measure, Literacy Module Assessments, and campus assessments to develop small group instructional plans to target 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.  <b>Strategy's Expected Result/Impact:</b> Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

**Performance Objective 2:** On the Spring 2024 STAAR Reading/Language Arts assessments, 83% of students will score at the approaches level and 51% at meets or above.

**Evaluation Data Sources:** STAAR RLA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required reading TEKS for all sub populations through the use of Special Education and GOF/State Comp Ed. Funds.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement in RLA <b>Staff Responsible for Monitoring:</b> ELA Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 3:** HB3: The percent of Faldyn Elementary students who achieve Meets and above in 3rd Grade STAAR Math will increase to 46% by July 2024.

**HB3 Goal**  
**Evaluation Data Sources:** STAAR Math

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers in Kindergarten through 3rd Grade will use data from Dreambox, numeracy progressions, running records, fact fluency programs and campus math assessments to develop small group instructional plans to target 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. <b>Strategy's Expected Result/Impact:</b> Students will show consistent growth in math throughout the school year and receive targeted instruction to meet individual needs. <b>Staff Responsible for Monitoring:</b> Math Instructional Coach		Formative			Summative
		Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>					

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

**Performance Objective 4:** On the Spring 2024 STAAR Math assessments, 70% of students will score at the approaches level and 40% at meets or above.





**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required reading TEKS for all sub populations through the use of Special Education and GOF/State Comp Ed. Funds.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement in Math <b>Staff Responsible for Monitoring:</b> Math Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 1:** 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 2024 TELPAS Composite will increase by at least 2% when compared to Spring 2023 results.





**Evaluation Data Sources:** TELPAS Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. <b>Strategy's Expected Result/Impact:</b> Increase number of teachers with ESL certification. <b>Staff Responsible for Monitoring:</b> ESL ISSTs Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in English language proficiency for EBs <b>Staff Responsible for Monitoring:</b> ESL ISSTs Bilingual Team Leader	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students. <b>Strategy's Expected Result/Impact:</b> Increase in EB strategies in the classroom <b>Staff Responsible for Monitoring:</b> ESL ISSTs Bilingual Team Leader	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 7:** Attendance: Faldyn Elementary will see an attendance rate of 94% or higher.

**Evaluation Data Sources:** Attendance Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will monitor student attendance and reach out to families to get students to school. <b>Strategy's Expected Result/Impact:</b> Fewer unexcused absences <b>Staff Responsible for Monitoring:</b> Teachers Counselors Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 2:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward 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			
<b>Strategy 1:</b> Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments as well as vertical alignment of instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				



**Goal 2:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 2:** Teachers will model and foster a growth mindset in students by setting growth goals and monitoring student progress throughout the school year.

**Evaluation Data Sources:** Data trackers, assessment data, Amira, Dreambox, Progress Learning

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement in core content areas. <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 3:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** 100% of teachers will score at the proficient level or higher on Domain IV of T-TESS or similar domain on an alternate instrument.





**Evaluation Data Sources:** Strive / End of Year Conferences

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet with staff to establish student learning objectives, set professional development goals, conduct walkthroughs, and formal observations in order to provide areas of reinforcement and refinement. <b>Strategy's Expected Result/Impact:</b> Increase in teacher retention and student achievement.	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 4:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** 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			
<b>Strategy 1:</b> Provide 1 or more family engagement activities specific to the parents of emergent bilingual (EB) students in order to support academic growth for EB students. <b>Strategy's Expected Result/Impact:</b> Increase partnership between school and home <b>Staff Responsible for Monitoring:</b> EB staff Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Faldyn 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			
<b>Strategy 1:</b> Conduct the district required safety drills and training with both staff and students. <b>Strategy's Expected Result/Impact:</b> Maintain a safe learning environment <b>Staff Responsible for Monitoring:</b> Safety Liaison	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement school-wide social-emotional learning curriculum to support the social and emotional learning of all students. <b>Strategy's Expected Result/Impact:</b> Build community within the school and classrooms and address the varied needs of students. <b>Staff Responsible for Monitoring:</b> Teachers Counselor	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Information on violence prevention and bullying prevention will be provided to parents, students and teachers as appropriate throughout the school year. <b>Strategy's Expected Result/Impact:</b> Awareness of violence prevention and bullying prevention resources will increase. <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Faldyn Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Faldyn Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Cummins	Math Academic Support Teacher	1
Ranie Warren	Reading Academic Support Teacher	1

# Addendums

The percent of **Faldyn** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	*2018	*2019	*2021	*2022	*2023	*2024
Goals			43%	45%	62%	63%
Actual	45%	42%	41%	61%	62%	
Met Goal			N	Y	N	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Faldyn	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	*2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		*2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		*2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		*2023 Target		60%		36%		61%				72%		100%		44%		46%		33%		35%
		*2023 Actual	46	63%	71	61%	36	56%	0		24	75%	0		3	33%	35	31%	83	54%	46	63%
		Met Target		Y		Y		N				Y				N		N		Y		Y
		*2024 Target		60%		36%		66%				72%		100%		44%		41%		33%		35%

\*Data mirrors Bethke elementary.

The percent of **Faldyn** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	*2018	*2019	*2021	*2022	*2023	*2024
Goals			40%	42%	45%	46%
Actual	53%	39%	37%	44%	43%	
Met Goal			N	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Faldyn	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	*2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
		*2021 Actual	17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
		*2022 Actual	32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
		*2023 Target		30%		43%		53%				78%		0%		44%		18%		31%		38%
		*2023 Actual	47	40%	71	39%	36	42%	0		24	67%	0		3	0%	35	17%	84	33%	46	39%
		Met Target		Y		N		N				N				N		N		Y		Y
		*2024 Target		30%		43%		52%				78%		0%		44%		27%		31%		38%

\*Data mirrors Bethke elementary.