

**Katy Independent School District**  
**Faldyn Elementary**  
**2024-2025 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.

## Values

Growth • Unity • Integrity • Determination • Engagement

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# Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Campus Advisory Team (CAT) of Faldyn Elementary met Tuesday, April 16, 2024 to determine the data it should consider in Faldyn's transition to a Title I campus.

#### Data 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
- Grade Distributions
- Staff Surveys
- Volunteer Hours

#### CAT Members:

Michael Schwartz - Principal  
Brittney Merz - Assistant Principal/Other School Leaders  
Rebecca Sustaita - Assistant Principal/Other School Leaders  
Jillian Solberg - Instructional Coordinator  
Jaime Pyle - Instructional Coach  
Katie Black - ESL Teacher  
Dee-Anna Kitson - District Specialist  
Tiffany White - Administrator  
Ashley Muzny - Administrator  
Stacey Templeton - District Specialist  
John Buchanan - PE Teacher  
Russell Faldyn - Community Member  
Cindie Faldyn - Community Member  
Liz Gonzalez - Paraprofessional  
Limayra Melendez - Paraprofessional  
Mary Manceaux - Music Teacher  
Clare Welsch - Teacher

Amy Buege - Teacher  
 Heather Peck - Teacher  
 Amy Glenn - Academic Support  
 Irma Rodriguez - Academic Support  
 Yunique Demann - Parent  
 Amber Brizuela - Parent  
 Charlie Murray - Parent  
 Surrenda Jones - Parent  
 Felix Onyeachom - Parent  
 Josh Pearman - Parent

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The meeting was held in the LGI at Faldyn beginning at 5:00pm. Mr. Schwartz explained the transition to Title I process, the purpose of the two meetings as it relates the the Needs Assessment, and how Title I funds can benefit the campus. The group also reviewed the adopted mission, vision, and values that the campus created in the summer of 2023. Committee members worked in small groups to identify potential data sources that could be used to evaluate campus demographics, student growth, procedures, and perceptions. This information was then gathered in preparation for the next meeting on Tuesday, May 7th. The CAT reconvened at 5:00pm on May 7th to review the data collected in order to 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 student achievement, attendance and discipline.

<b>Demographics:</b>	<b>Strengths:</b> Diverse student population, decrease in behavior incidents from 3rd to 4th marking periods,
	<b>Problems:</b> enrollment over capacity, student behavior (playing fighting escalating), attendance
<b>Student Learning:</b>	<b>Strengths:</b> growth measure shows growth over the year, reading growth, science, math meets and masters
	<b>Problems:</b> math - does not meet and approaches, 4th grade math, TELPAS stuck on advanced, masters level for R and M
<b>Processes &amp; Programs:</b>	<b>Strengths:</b>
	<b>Problems:</b> new school, still tweaking processes
<b>Perceptions:</b>	<b>Strengths:</b> volunteer hours, watchdogs, shared values and visions, staff diversity, celebrating diversity
	<b>Problems:</b> 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.  
 Student behavior is impacting student learning.  
 Students are not equipped with the appropriate social skills, conflict resolution strategies, or emotional regulation strategies.

### Areas of Focus for 24-25

Student Achievement - All Content Areas  
 Attendance  
 Social Emotion Learning & Behavior

# Demographics

## Demographics Summary

Faldyn Elementary is a new Katy ISD campus that opened in August 2023. We ended our inaugural year (23-24 school year) with 1,150 students, Pre-K through 5th Grade. We are a growing campus and are expected to add about 100 students for the 24-25 school year. 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, and a small portion of Sunterra. All students are eligible for bus transportation due to the lack of sidewalk infrastructure in the surrounding area. Faldyn Elementary houses three self-contained autism programs, an Early Childhood Special Education (ECSE) program, as well as a bilingual program.

We will have 146 staff members, including leadership, teachers, and paraprofessionals. In our second year we will be adding 25 new staff positions to keep up with our growth. We will welcome more than 20 new teachers to Katy ISD this year, ranging from new to the profession to veteran teachers.

While this improvement plan focuses on the 2024-2025 school year, we will be sharing demographic data from the 2023-2024 school year.

## Student Ethnicity Breakdown

- White: 11.9%
- Hispanic: 43.6%
- African American: 29.8%
- Asian: 10.0%
- Two or More Races: 4.2%
- American Indian/Alaska Native: .4%
- Native Hawaiian Pacific Islander: .1%

## Student Program Breakdown

- At-Risk: 53.9%
- Economically Disadvantage: 64.8%
- Bilingual: 12.5%
- ESL: 21.3%%
- Special Education: 23.0%
- GT: 2.3%

We ended the 23-24 school year with an overall attendance rate of 94.9%. While we don't have year-to-year data to compare, we have identified that student attendance is an area of improvement for our campus. While all students in Kindergarten through 5th Grade are 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. Also, significant weather events caused our attendance to fall below 90% on three days: January 17, 2024 (89.13%); April 8, 2024 (85.7%); and May 17, 2024 (77.45%). Additionally, the last day of school saw an attendance rate of 86.5%.

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.
- House System will be implemented to foster unity and promote character growth across the campus.
- 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 can not learn when they are not in school. **Root Cause:** Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.

**Problem Statement 2 (Prioritized):** Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. **Root Cause:** Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

# Student Learning

## Student Learning Summary

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

### TELPAS: STUDENTS PROGRESS IN COMPOSITE SCORES BY AT LEAST ONE PROFICIENCY LEVEL

Grade	2024
First Grade	19%
Second Grade	25%
Third Grade	36%
Fourth Grade	38%
Fifth Grade	57%

Preliminary STAAR results for our first year show that our students continued to struggle in the area of Math and Science and we saw a 7% decline in students scoring at the Approaches or higher level in Reading Language Arts. 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)
Reading Language Arts	84%	77%
Math	69%	63%
Science	n/a	67%

2024 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	76%	49%	24%
4th Reading	76%	47%	16%
5th Reading	78%	50%	22%
3rd Math	65%	31%	8%
4th Math	58%	37%	11%
5th Math	66%	37%	9%
5th Science	67%	26%	10%



READING

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

STAAR Reading (Approaches)				STAAR Reading (Meets)			STAAR Reading (Masters)			STAAR Reading (Made Any Progress)	
	2023	2024		2023	2024		2023	2024		2023	2024
3rd Grade	83%	76%		53%	49%		19%	24%		N/A	N/A
4th Grade	84%	76%		48%	47%		18%	16%		??%	??%
5th Grade	N/A	78%		N/A	50%		N/A	22%		N/A	??%

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

- TBD pending detailed results

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)			STAAR Math (Made Any Progress)	
	2023	2024		2023	2024		2023	2024		2023	2024
3rd Grade	69%	65%		36%	31%		11%	8%		N/A	N/A
4th Grade	69%	58%		41%	37%		16%	11%		??%	??%
5th Grade	N/A	66%		N/A	37%		N/A	9%		N/A	??%

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:

- TBD pending detailed results

SCIENCE

In order to improve our students' math 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. In addition, strong hands on practices will be supported through the addition of a Science Lab Facilitator, who will work collaboratively with the classroom teacher co-facilitating every lesson. 4th and 5th grade students will attend once per week, while 3rd grade students will attend on every other week.

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

- TBD pending detailed results

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 second 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 and math

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. **Root Cause:** Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

**Problem Statement 2 (Prioritized):** Students can not learn when they are not in school. **Root Cause:** Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.

**Problem Statement 3 (Prioritized):** Student behaviors can negatively impact the learning environment. **Root Cause:** Students have not been taught 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, 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 2nd year of implementation of the district-adopted Literacy Curriculum as well as the implementation of new science TEKS and science resources for the upcoming school year. The Instructional Coach 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 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 Counselors 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 (Prioritized):** Student behaviors can negatively impact the learning environment. **Root Cause:** Students have not been taught 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 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

**Problem Statement 1:** Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction.

**Root Cause 1:** Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Students can not learn when they are not in school.

**Root Cause 2:** Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Student behaviors can negatively impact the learning environment.

**Root Cause 3:** Students have not been taught 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
- Texas approved Prekindergarten and Kindergarten 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Study of best practices

# Goals

Revised/Approved: June 20, 2024

**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			
<b>Strategy 1:</b> 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. <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
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				



**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 students who achieve Meets and above in 3rd Grade STAAR Reading Language Arts will increase to 50% by July 2025.

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> At-risk students will receive daily small group instruction to close learning gaps. Teachers in Kindergarten through 3rd Grade and campus intervention staff will use data from TX KEA, Amira, HMH Growth Measure, Literacy Module Assessments, 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator Assistant Principals  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1 <b>Funding Sources:</b> Decodable Books - 211 - Title I Part A - \$7,000, Progress Learning - 211 - Title I Part A - \$6,250, Title I Reading AST - 211 - Title I Part A - \$77,711		Formative			Summative
		Oct	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.
Student Learning
<b>Problem Statement 1:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

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

**Performance Objective 2:** On the Spring 2025 STAAR Reading Language Arts assessments, 80% 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 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.  <b>Strategy's Expected Result/Impact:</b> 3% increase in students scoring approaches and above; 2% increase in students scoring meets or above <b>Staff Responsible for Monitoring:</b> Instructional Coach/Coordinator Admin  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1 <b>Funding Sources:</b> Decodable Books - 211 - Title I Part A - \$7,000, Progress Learning - 211 - Title I Part A - \$6,250	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</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>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.
Student Learning
<b>Problem Statement 1:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

**Goal 2:** Strategic Design Goal 2: 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 32% by July 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p><b>Strategy 1:</b> At-risk students will receive daily small group instruction to close learning gaps. Teachers in Kindergarten through 3rd Grade will use data from Dreambox, numeracy progressions, running records, fact fluency programs, 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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math Instructional Coordinator Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p> <p><b>Funding Sources:</b> Reflex and Frax - 211 - Title I Part A - \$5,000, Progress Learning - 211 - Title I Part A - \$6,250, Title I Instructional Coordinator - 211 - Title I Part A - \$77,711</p>				
<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>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.
Student Learning
<b>Problem Statement 1:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

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

**Performance Objective 4:** On the Spring 2025 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 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.  <b>Strategy's Expected Result/Impact:</b> 7% increase in students scoring at the approaches level or above; 5% increase in students scoring at meets or above.  <b>Staff Responsible for Monitoring:</b> Instructional Coach Math Instructional Coordinator Administration  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2 - Student Learning 1  <b>Funding Sources:</b> Reflex and Frax - 211 - Title I Part A - \$5,000, Progress Learning - 211 - Title I Part A - \$6,250		Formative			Summative
		Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</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>					

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.
Student Learning
<b>Problem Statement 1:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

**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 2025 TELPAS Composite will increase by at least 2% when compared to Spring 2024 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  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals	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  <b>Title I:</b> 2.6	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  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue



**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			
<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><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 7:** Attendance: Faldyn Elementary will see an attendance rate of 95% or higher.

**Evaluation Data Sources:** Attendance Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Students falling into the chronically absent category will remain below 10% on a monthly basis. <b>Staff Responsible for Monitoring:</b> Teachers Counselors Administrators  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 2	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>				

**Performance Objective 7 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Students can not learn when they are not in school. <b>Root Cause:</b> Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.
Student Learning
<b>Problem Statement 2:</b> Students can not learn when they are not in school. <b>Root Cause:</b> Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.

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

**Performance Objective 8:** On the Spring 2025 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			
<b>Strategy 1:</b> All students in 4th and 5th grade will attend facilitated science labs weekly with their classroom teacher and science interventionist to participate in hands-on experiential activities. <b>Strategy's Expected Result/Impact:</b> Students will transfer knowledge from science labs to classroom assignments and assessments. <b>Staff Responsible for Monitoring:</b> Science Interventionist Teachers Instructional Coach / Instructional Coordinator  <b>Funding Sources:</b> Title I Science Facilitator - 211 - Title I Part A - \$77,711	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 9:** SI: Teachers will be in small group instruction, targeting individual student needs, at the designated time in greater than 90% of observed opportunities.

**Evaluation Data Sources:** Leadership team observation data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leadership team will conduct targeted learning walks at least once per week to ensure teachers are in small group instruction at the time designated on their schedule. <b>Strategy's Expected Result/Impact:</b> Close gaps in reading and math. <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 2 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

**Performance Objective 9 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.
Student Learning
<b>Problem Statement 1:</b> Faldyn Elementary students have pre-existing learning gaps that must be met with targeted instruction. <b>Root Cause:</b> Teachers need additional professional development on supporting a highly mobile student population with varied academic gaps.

**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			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator Administrators  <b>Title I:</b> 2.4, 2.5	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 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 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  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**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.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				





**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			
<b>Strategy 1:</b> Provide 2 or more family engagement activities (academic-focused events, training sessions, etc.) in order to support academic growth for all students. <b>Strategy's Expected Result/Impact:</b> Increase partnership between school and home <b>Staff Responsible for Monitoring:</b> Campus staff Administration  <b>Title I:</b> 2.6, 4.2 <b>Problem Statements:</b> Demographics 1 - Student Learning 2 <b>Funding Sources:</b> Children's Museum Houston - 211 - Title I Part A - \$6,000	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 and communication efforts and implementation of staff development to build ties between home and school. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and parental awareness <b>Staff Responsible for Monitoring:</b> Administrators Teachers  <b>Title I:</b> 4.2 <b>Funding Sources:</b> Smore for Teams - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement in developing students' English language proficiency. <b>Staff Responsible for Monitoring:</b> EB Staff  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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 attendance at district level summer Programs and district level parent training. <b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning <b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students can not learn when they are not in school. <b>Root Cause:</b> Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.
Student Learning
<b>Problem Statement 2:</b> Students can not learn when they are not in school. <b>Root Cause:</b> Parents don't understand the impact absences and tardiness have on their student's education and need to know how to support academic success outside of the classroom.

**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:** Rethink SEL; Discipline Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In order to support a well-rounded education, all students will be provided twice-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. <b>Strategy's Expected Result/Impact:</b> Build community within the school and classrooms and address the varied needs of students; reduction in discipline incidents that disrupt the classroom environment. <b>Staff Responsible for Monitoring:</b> Teachers Counselors Administration  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> ReThink Ed SEL - 211 - Title I Part A - \$6,500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</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> Counselors	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 (Tools for Teaching) implementing strategies learned in their classrooms, use Positive Reinforcement, and additional behavior training for repeat offenders. <b>Strategy's Expected Result/Impact:</b> Fewer disruptions to instructional time due to behavior. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1 <b>Funding Sources:</b> Fred Jones - Tools for Teaching Professional Development - 211 - Title I Part A - \$18,450, PBIS Rewards - 211 - Title I Part A - \$3,830, Navigate 360 - Behavior Intervention - 211 - Title I Part A - \$3,500	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Student behaviors can negatively impact the learning environment. <b>Root Cause:</b> Students have not been taught to be proficient in social skills, conflict resolution, and emotional regulation.
School Processes & Programs
<b>Problem Statement 1:</b> Student behaviors can negatively impact the learning environment. <b>Root Cause:</b> Students have not been taught to be proficient in social skills, conflict resolution, and emotional regulation.

# 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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

## 1.1: Comprehensive Needs Assessment

The Campus Advisory Team (CAT) of Faldyn Elementary met Tuesday, April 16, 2024 to determine the data it should consider in Faldyn's transition to a Title I campus.

### Data 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
- Grade Distributions
- Staff Surveys
- Volunteer Hours

### CAT Members:

Michael Schwartz - Principal  
Brittney Merz - Assistant Principal/Other School Leaders  
Rebecca Sustaita - Assistant Principal/Other School Leaders  
Jillian Solberg - Instructional Coordinator  
Jaime Pyle - Instructional Coach  
Katie Black - ESL Teacher  
Dee-Anna Kitson - District Specialist  
Tiffany White - Administrator  
Ashley Muzny - Administrator  
Stacey Templeton - District Specialist  
John Buchanan - PE Teacher  
Russell Faldyn - Community Member  
Cindie Faldyn - Community Member  
Liz Gonzalez - Paraprofessional  
Limayra Melendez - Paraprofessional  
Mary Manceaux - Music Teacher  
Clare Welsch - Teacher  
Amy Buege - Teacher  
Heather Peck - Teacher  
Amy Glenn - Academic Support  
Irma Rodriguez - Academic Support

Yunique Demann - Parent  
Amber Brizuela - Parent  
Charlie Murray - Parent  
Surrenda Jones - Parent  
Felix Onyeachom - Parent  
Josh Pearman - Parent

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The meeting was held in the LGI at Faldyn beginning at 5:00pm. Mr. Schwartz explained the transition to Title I process, the purpose of the two meetings as it relates the the Needs Assessment, and how Title I funds can benefit the campus. The group also reviewed the adopted mission, vision, and values that the campus created in the summer of 2023. Committee members worked in small groups to identify potential data sources that could be used to evaluate campus demographics, student growth, procedures, and perceptions. This information was then gathered in preparation for the next meeting on Tuesday, May 7th. The CAT reconvened at 5:00pm on May 7th to review the data collected in order to 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 student achievement, attendance and discipline.

Demographics:	Strengths: Diverse student population, decrease in behavior incidents from 3rd to 4th marking periods,
	Problems: enrollment over 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, 4th grade math, TELPAS stuck on advanced, masters level for R and M
Processes & Programs:	Strengths:
	Problems: 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.  
Student behavior is impacting student learning.  
Students are not equipped with the appropriate social skills, conflict resolution strategies, or emotional regulation strategies.

Areas of Focus for 24-25

Student Achievement - All Content Areas  
Attendance  
Social Emotion Learning & Behavior

5.1: Determine which students will be served by following local policy

N/A

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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	Title I Reading AST		\$77,711.00
2	1	1	Progress Learning		\$6,250.00
2	1	1	Decodable Books		\$7,000.00
2	2	1	Decodable Books		\$7,000.00
2	2	1	Progress Learning		\$6,250.00
2	3	1	Progress Learning		\$6,250.00
2	3	1	Title I Instructional Coordinator		\$77,711.00
2	3	1	Reflex and Frax		\$5,000.00
2	4	1	Reflex and Frax		\$5,000.00
2	4	1	Progress Learning		\$6,250.00
2	8	1	Title I Science Facilitator		\$77,711.00
5	1	1	Children's Museum Houston		\$6,000.00
5	1	2	Smore for Teams		\$3,000.00
6	1	1	ReThink Ed SEL		\$6,500.00
6	1	3	Fred Jones - Tools for Teaching Professional Development		\$18,450.00
6	1	3	Navigate 360 - Behavior Intervention		\$3,500.00
6	1	3	PBIS Rewards		\$3,830.00
Sub-Total					\$323,413.00



# Addendums



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

Faldyn: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	49%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-					

			# 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
Faldyn: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	48	40%	70	49%	17	65%	1	0%	14	71%	0		7	43%	38	18%	100	40%	56	45%
		2025 Target										81%						28%				

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%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	32%	33%	34%	35%	36%
		Met Internal Goal	-					

			# 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
Faldyn: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	48	21%	69	30%	17	47%	1	0%	14	50%	0		7	29%	38	3%	99	22%	55	31%
		2025 Target										60%						13%				