

Fort Bend Independent School District

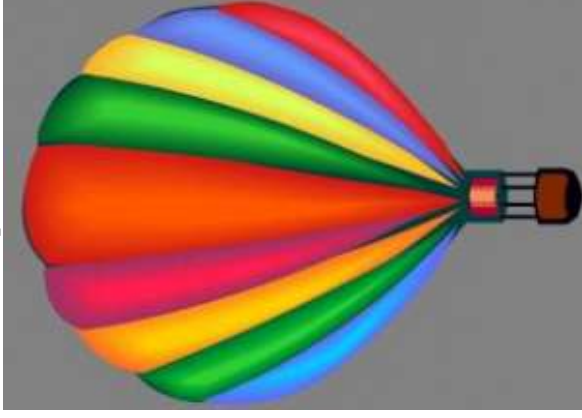
Settlers Way Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

District - Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Campus - Settlers Way Elementary will provide an inspiring learning environment that will equip every student with the skills for growth and success beyond their imagination.

Vision

District - Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Campus - Settlers Way Elementary will provide staff with learning opportunities that will inspire and equip students to become contributing citizens and lifelong learners.

Value Statement

Core Beliefs and Commitments

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

SWE is an inclusive campus that celebrates students from different cultures and backgrounds. Our campus is a school community that learns from each other and respects differences.

SWE has a large special education population and Emergent Bilingual population. We also have the RDSPD (Regional Day School Program for the Deaf) program on our campus, which draws from 11 surrounding school districts. This unique program allows our students to interact with students that are deaf and hard of hearing. The program offers monthly sign language classes to the community and works to educate all staff, students, and parents regarding deaf culture. SWE prides itself on being a welcoming, supportive, and nurturing learning environment.

Demographic breakdown:

School Population (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	
Student Total	Count
Early Education Grade	815
Pre-Kindergarten Grade	6
Kindergarten Grade	42
1st Grade	107
2nd Grade	109
3rd Grade	128
4th Grade	143
5th Grade	127
	153

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	
Gender	Count
Female	420
Male	395
Ethnicity	
Hispanic-Latino	140
	17

Race	
American Indian - Alaskan Native	3
Asian	364
Black - African American	98
Native Hawaiian - Pacific Islander	0
White	165
Two-or-More	45

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/22/2023)		
Dyslexia	Count	Percent
Gifted and Talented	36	4.42%
Regional Day School Program for the Deaf	68	8.34%
Section 504	27	3.31%
Special Education (SPED)	10	1.23%
Bilingual/ESL	137	16.81%
Emergent Bilingual (EB)	248	30.43%
Bilingual	0	0.00%
English as a Second Language (ESL)	244	29.94%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	1	0.12%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/22/2023)		
At-Risk	Count	Percent
	334	40.98%

Foster Care	2	0.25%
IEP Continuer	0	0.00%
Immigrant	7	0.86%
Intervention Indicator	45	5.52%
Migrant	0	0.00%
Military Connected	15	1.84%
Transfer In Students	6	0.7362%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	259	31.78%
Free Meals	219	26.87%
Reduced-Price Meals	33	4.05%
Other Economic Disadvantage	7	0.86%

Demographics Strengths

- SWE celebrates diversity and welcomes all learners.
- SWE supports students with various learning challenges and celebrates an inclusive environment.
- The staff at SWE are experienced educators, represented by various ethnicity's and backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student and staff attendance rates have been low this year. **Root Cause:** Attendance rates have declined as parents have not placed the same importance on school attendance since students were online during COVID . Staff have also taken additional days as mental health breaks, encouraged as self care, which has decreased employee attendance rates.

Student Learning

Student Learning Summary

SWE has focused on student ownership of learning with a focus on goal setting and reflection. ELAR teachers have implemented extensive instruction in phonics and word study this year.

TX Kea

TX Kea Over all BOY Math

Monitor-6%

On-Track-69%

Support-25%

Growth by Grade Level and School Year:

Reading

Grade Level (Reading)	2020-2021	2021-2022
3 rd	80%	87%
4 th	78%	84%
5 th	88%	90%

Math

Grade Level (Math)	2020-2021	2021-2022
3 rd	71%	84%
4 th	72%	79%
5 th	91%	88%

Growth by cohort:

Add-3rd grade M and R

4th Grade Reading

Performance	2020-2021	2021-2022
Masters	33%	44%
Meets	53%	67%
Approaches	80%	84%

4th Grade Math

Performance	2020-2021	2021-2022
Masters	24%	28%
Meets	46%	51%
Approaches	71%	79%

5th Grade Reading

Performance	2020-2021	2021-2022
Masters	22%	63%
Meets	49%	78%
Approaches	78%	90%

5th Grade Math

Performance	2020-2021	2021-2022
Masters	24%	44%
Meets	41%	69%
Approaches	72%	88%

5th Grade Science

5th Grade	2020-2021	2021-2022
Masters	20%	23%
Meets	48%	47%
Approaches	73%	76%

Student Learning Strengths

Settlers Way Elementary
Generated by Plan4Learning.com

When comparing STAAR data from last year to this year, all cohort groups have increased their percentage of mastery.

SWE's TEA campus rating for the 2021-2022 school year is an A. All domains showed growth.

SWE hosted several campus learning walks for teachers and administrators from across the district to observe best practices in the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Growth on the math REN was not as significant as the reading growth. **Root Cause:** Lack of guided math professional development and small group instruction

School Processes & Programs

School Processes & Programs Summary

SWE is a Balanced Literacy campus.

We have been involved in the balanced literacy cadre for 5 years and will be continuing this school year. Our teachers have been coached by Teaching and Learning Alliance from Boston, Massachusetts, as well as FBISD Teaching and Learning Directors. All ELA teachers have been through at least one year of the cadre and are familiar with the balanced literacy model. Balanced literacy is an expectation at SWE, with a focus on phonics and word study.

SWE continuously provides professional development to meet the needs of teachers and students that align with campus goals. The leadership team- Administration, Counselor, Specialists, PLLs, and TICs meet monthly to communicate goals and plan and review professional development. SWE is a host campus for many campus learning walks. Specialists attend all PLCs to communicate and plan with each grade level.

SWE teachers engage in monthly SST (RI) meetings to quickly identify and provide the appropriate supports to meet the needs of all students.

School Processes & Programs Strengths

SWE has become a premier learning site for other teachers and administrators from the district to observe balanced literacy in action.

RDSPD continues to show great success with early childhood instruction with students that have hearing loss by providing language rich environments and community education focusing on deaf culture.

Our Pre-Kindergarten program has shown tremendous gains according to the district CIRCLE test. Students are equipped with language, phonics, and readiness skills to be strong readers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a limited number of opportunities for students to engage in enrichment programs after school. **Root Cause:** Lack of sponsors and club availability.

Perceptions

Perceptions Summary

Overall School Quality-

86% Parents evenly agreed good to excellent, Staff 87% good to excellent
83% feel our school is safe

Academic Support- The large majority strongly agreed SWE was academically supportive

73% children take an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations

Student Support

72% Parents felt there is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. (24% unsure). Staff 90%
76% School leaders clearly communicate the school's mission, vision, and goals.

School Leadership

74% Parents felt school leaders are responsive when I have a concern. 83% Staff

Family Involvement

63 Staff/64 Parent%/33% unsure This school uses family input to improve instruction, programs, activities, and services provided.

Safety and Behavior

53% Parent state bullying is investigated and addressed. Staff response-90%
83% school is safe (communicate results)

Lowest Scores:

14% the school's learning standards and expectations are clearly explained.

14% School leaders clearly communicate the school's mission, vision, and goals.

Perceptions Strengths

86% Parents evenly agreed our overall school quality is good to excellent, and 87% of staff feel our overall school quality is good to excellent. Overall, 83% feel our school is a safe campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not know specifically what our mission, vision, and goals are at SWE. **Root Cause:** Lack of general knowledge about our school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
 - Discipline records
 - Student surveys and/or other feedback
 - School safety data
- Employee Data**
- Professional learning communities (PLC) data
 - Staff surveys and/or other feedback
 - Campus leadership data
 - T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2024, Settlers Way Elementary will improve the effectiveness of instruction through the implementation of student ownership of learning practices, targeted instruction, and professional learning practices as evidenced by indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

- By October 2023, 60% of SWE classrooms will reflect and revise student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.
- By December 2023, 70% of SWE classrooms will regularly be utilizing revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.
- By February 2024, 75% of SWE classrooms will regularly utilize revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.
- By October 2023, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools.
- By January 2024, the percentage of students showing growth in literacy on REN360 will increase by 2% from BOY to MOY
- By October 2022, all teaches will participate in professional learning on GTLP and developing goals for their GT students, along with monitoring this plan. Second grade teacher will begin implementing Innovation Hour with their students.
- By December 2022, all teachers will progress monitor GTLP for GT students and adjust goals as needed. Second grade teacher will continue implementing Innovation Hour with their students.

Summative:

- By May 2024, 80% of SWE classrooms will regularly utilize revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.
- By July 2024, increase on STAAR Reading: Meeting Grade Level performance 4%
- By July 2024, increase on STAAR Math: Meeting Grade Level performance 4%
- By July 2024, increase on STAAR Science: Meeting Grade Level performance 4%
- By January 2024, the percentage of students showing growth in literacy and math on REN360 will increase by 2% from BOY to MOY -Percentile Rank
- By May 2024, the percentage of students showing growth in literacy and math on REN360 will increase by 4% from MOY to EOY -Percentile Rank

By May 2024, GT students will have successfully accomplished this GTLP and self assess for needed adjustments. Second grade students will have completed their Innovation Hour Projects.

Strategy 1 Details		Reviews			
Strategy 1: Through clarity, students will reflect and refine their learning goals based on teacher and peer feedback. Strategy's Expected Result/Impact: By October 2023, 60% of SWE classrooms will reflect and revise student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data. By December 2023, 70% of SWE classrooms will regularly be utilizing revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data. By February 2024, 75% of SWE classrooms will regularly utilize revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data. By May 2024, 80% of SWE classrooms will regularly utilize revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data. By October 2023, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools. By July 2024, increase on STAAR Reading: Meeting Grade Level performance 4% By July 2024, increase on STAAR Math: Meeting Grade Level performance 4% By July 2024, increase on STAAR Science: Meeting Grade Level performance 4% By January 2024, the percentage of students showing growth in literacy and math on REN360 will increase by 2% from BOY to MOY -Percentile Rank By May 2024, the percentage of students showing growth in literacy and math on REN360 will increase by 2% from MOY to EOY -Percentile Rank Supporting Evidence: TTESS Walk Through Data CST Walk Data Classroom Observations PLC Agendas and Protocol Documents Ren 360 Data Staff Responsible for Monitoring: Campus Administrators Campus Specialists		Formative		Summative	
		Oct	Dec	Feb	June
					

Strategy 2 Details		Reviews			
Strategy 2: Continued emphasis and review of balanced literacy practices with a focus on phonics and word study through implementation of the new FBISD curriculum. Strategy's Expected Result/Impact: By January 2024, the percentage of students showing growth in literacy on REN360 will increase by 2% from BOY to MOY By May 2024, the percentage of students showing growth in literacy on REN360 will increase by 2% from BOY to EOY By July 2024, increase on STAAR Reading: Meeting Grade Level performance 4% Supporting Evidence: TTESS Walk Through Data Classroom Observations PLC Agendas and Protocol Documents Ren 360 Data Staff Responsible for Monitoring: Campus Administrators Campus Specialist	Formative			Summative	
	Oct	Dec	Feb	June	
					
Strategy 3 Details		Reviews			
Strategy 3: PD on math instructional strategies focusing on guided math and small group instruction. Strategy's Expected Result/Impact: By January 2024, the percentage of students showing growth in math on REN360 will increase by 2% from BOY to MOY By July 2024, the percentage of students showing growth in math on REN360 will increase by 2% from BOY to EOY By July 2024, increase on STAAR Math: Meeting Grade Level performance 4% Supporting Evidence: TTESS Walk Through Data Classroom Observations PLC Agendas and Protocol Documents Ren 360 Data Staff Responsible for Monitoring: Campus Administrators Math Specialist	Formative			Summative	
	Oct	Dec	Feb	June	
					

Strategy 4 Details		Reviews			
Strategy 4: PD on science instructional strategies focusing on hand-ons activities and vocabulary strategies. Strategy's Expected Result/Impact: By July 2024, increase on STAAR Science: Meeting Grade Level performance 4% Supporting Evidence: TTESS Walk Through Data CST Walk Data Classroom Observations PLC Agendas and Protocol Documents Ren 360 Data Staff Responsible for Monitoring: Campus Administrators Classroom Teachers		Formative		Summative	
		Oct	Dec	Feb	June
					
Strategy 5 Details		Reviews			
Strategy 5: All GT teachers will participate in professional learning targeting individualized instruction and GT Learning Plans, including second grade participating in the Innovation Hour pilot. Strategy's Expected Result/Impact: By October 2023, all teaches will participate in professional learning on GTLP and developing goals for their GT students, along with monitoring this plan. Second grade teacher will begin implementing Innovation Hour with their students. By December 2023, all teachers will progress monitor GTLP for GT students and adjust goals as needed. Second grade teacher will continue implementing Innovation Hour with their students. By May 2024, GT students will have successfully accomplished this GTLP and self assess for needed adjustments. Second grade students will have completed their Innovation Hour Projects. Staff Responsible for Monitoring: GT Teachers COG Campus Administrators		Formative		Summative	
		Oct	Dec	Feb	June
					
		 No Progress		 Accomplished	
		 Continue/Modify		 Discontinue	

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2024, Settlers Way Elementary will improve culture and climate through the implementation of student ownership of behavior and PBIS strategies as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By September 2023, the campus will establish houses of students to promote a sense of belonging and connectedness.

By December 2023, the campus will hold at least one activity each nine weeks in order for students to develop stronger bonds and foster a sense of belonging and connectedness on campus.

By March 2024, the campus will hold at least one activity each nine weeks in order for students to continue bonding and foster a sense of belonging and connectedness on campus.

By October 2023, there will be an increase in student clubs opportunities by 10%.

By October 2023, Spirit Tag Success Criteria will be developed by the teacher in 65-75% of all classrooms

By December 2023, Spirit Tag Success Criteria will be co-constructed in 65-75% of all classrooms

By February 2024, Spirit Tag Success Criteria will be co-constructed in 70-80% of all classrooms

By December 2023, the campus will implement at least 2 activities each nine weeks to reinforce that FBISD Dispositions to promote character development.

By September 2023, the campus will develop incentives to promote attendance on campus.

By December 2023, the campus will exceed the district goal of 96.5% attendance rate at least twice.

By February 2024, the campus will exceed the district goal of 96.5% attendance rate at least twice.

By December 2023, there will be at least 7% of the staff with perfect attendance.

Summative:

By May 2024, the campus will celebrate the houses of students to promote a sense of bonding, belonging and connectedness on campus.

By May 2024, there will be an increase in student participation in clubs by 15%.

By May 2024, Spirit Tag Success Criteria will be co-constructed in 90-100% of all classrooms

By May 2024, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By May 2024, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By May 2024, the campus will implement have implemented a total of 8 activities to reinforce that FBISD Dispositions to promote character development.

By May 2024, the campus will have exceeded the district goal of 96.5% attendance rate at least 4 times.

By May 2024, there will be at least 5% of the staff with perfect attendance.

Strategy 1 Details		Reviews			
Strategy 1: Implement a house system of smaller student groups within the larger campus community. Strategy's Expected Result/Impact: By September 2023, the campus will establish houses of students to promote a sense of belonging and connectedness. By December 2023, the campus will hold at least one activity each nine weeks in order for students to develop stronger bonds and foster a sense of belonging and connectedness on campus. By March 2024, the campus will hold at least one activity each nine weeks in order for students to continue bonding and foster a sense of belonging and connectedness on campus. By May 2024, the campus will celebrate the houses of students to promote a sense of bonding, belonging and connectedness on campus. Supporting Evidence: Walk through observations CST Walks PBIS Discipline Data Wellness and/or PBIS Survey Student Engagement Survey Staff Responsible for Monitoring: Classroom Teachers Campus Administration PBIS Team	Formative			Summative	
	Oct	Dec	Feb	June	
					
Strategy 2 Details		Reviews			
Strategy 2: Continue to provide new and varied opportunities for all students to participate in clubs and organizations on campus. Strategy's Expected Result/Impact: By September 2023, there will be an increase in student clubs opportunities by 10%. By May 2024, there will be an increase in student participation in clubs by 15%. Supporting Evidence: PBIS Discipline Data Wellness and/or PBIS survey Staff Responsible for Monitoring: Club Sponsors Campus Administrators	Formative			Summative	
	Oct	Dec	Feb	June	
					

Strategy 3 Details		Reviews			
Strategy 3: Spirit Tag's will be used in all classrooms to develop student ownership of behavior while celebrating student success. Strategy's Expected Result/Impact: By October 2023, Spirit Tag Success Criteria will be developed by the teacher in 65-75% of all classrooms By December 2023, Spirit Tag Success Criteria will be co-constructed in 65-75% of all classrooms By February 2024, Spirit Tag Success Criteria will be co-constructed in 70-80% of all classrooms By May 2024, Spirit Tag Success Criteria will be co-constructed in 90-100% of all classrooms Supporting Evidence: EOY student engagement survey 2023 compared to EOY student engagement survey 2024 TTESS Walk Throughs and Observations PLC Protocols and Agendas PBIS Discipline Data Wellness and/or PBIS survey Staff Responsible for Monitoring: Classroom Teachers Campus Administration PBIS Team	Formative			Summative	
	Oct	Dec	Feb	June	
					
Strategy 4 Details		Reviews			
Strategy 4: PD and implementation of activities on FBISD Learning Dispositions to promote character development. Strategy's Expected Result/Impact: By December 2023, the campus will implement 1-2 activities each nine weeks to reinforce that FBISD Dispositions to promote character development. By May 2024, the campus will implement a total of 4-8 activities to reinforce that FBISD Dispositions to promote character development. Supporting Evidence: Walk through observations CST Walks PBIS Discipline Data Wellness and/or PBIS survey Staff Responsible for Monitoring: Classroom Teachers/Outclass Teachers Counselor PBIS Team	Formative			Summative	
	Oct	Dec	Feb	June	
					

Strategy 5 Details		Reviews			
Strategy 5: Develop an attendance incentive for students and staff. Strategy's Expected Result/Impact: By September 2023, the campus will develop incentives to promote attendance on campus. By December 2023, the campus will exceed the district goal of 96.5% attendance rate at least twice. By February 2024, the campus will exceed the district goal of 96.5% attendance rate at least twice. By May 2024, the campus will have exceeded the district goal of 96.5% attendance rate at least 4 times. By December 2023, there will be at least 7% of the staff with perfect attendance. By May 2024, there will be at least 5% of the staff with perfect attendance.	Supporting Evidence: Walk through observations CST Walks PBIS Discipline Data Wellness and/or PBIS survey EOY student engagement survey 2023 compared to EOY student engagement survey 2024	Formative			Summative
		Oct	Dec	Feb	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2024, Settlers Way Elementary will provide ongoing opportunities for students, staff, and families to come together as a community in order to build relationships and celebrate successes as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By September 2023, the campus will establish a calendar of events for the school year and beginning planning ways to build our school spirit and promote community relationships.

By December 2023, the campus will hold at least one event each month in the fall semester in order to build school spirit and promote community relationships.

By September 2023, the campus will establish a program in which parents assist with arrival, lunch, and recess duties to increase parental involvement on campus and promote safety.

By March 2023, the campus will have parents assist with arrival, lunch, and recess duties to increase parental involvement on campus and promote safety.

By October 2023, the campus will begin planning ways to celebrate Settler Way Elementary's 40th year in existence.

Summative:

By May 2024, the campus will hold at least one event each month in the spring semester in order to build school spirit and promote community relationships.

By May 2024, the campus will send out a survey to assess the impact and effectiveness of parental involvement and increased safety on campus.

By May 2024, the campus will host a celebration of all the wonderful things about Settler Way Elementary over the years.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: We will hold monthly events in conjunction with the SWE PTA to build school spirit and promote community relationships. Strategy's Expected Result/Impact: By September 2023, the campus will establish a calendar of events for the school year and beginning planning ways to build our school spirit and promote community relationships. By December 2023, the campus will hold at least one event each month in the fall semester in order to build school spirit and promote community relationships. By May 2024, the campus will hold at least one event each month in the spring semester in order to build school spirit and promote community relationships. Staff Responsible for Monitoring: Campus Administration PTA				

Strategy 2 Details		Reviews			
Strategy 2: We will implement a parent patrol program in order to have more parent involved on campus and promote safety. Strategy's Expected Result/Impact: By September 2023, the campus will establish a program in which parents assist with arrival, lunch, and recess duties to increase parental involvement on campus and promote safety. By March 2023, the campus will have parents assist with arrival, lunch, and recess duties to increase parental involvement on campus and promote safety. By May 2024, the campus will send out a survey to assess the impact and effectiveness of parental involvement and increased safety on campus. Staff Responsible for Monitoring: Campus Administration PTA	Formative			Summative	
	Oct	Dec	Feb	June	
					
Strategy 3 Details		Reviews			
Strategy 3: We will hold a 40th year celebration with our community to celebrate all the wonderful things about Settler Way Elementary over the years. Strategy's Expected Result/Impact: By October 2023, the campus will beginning planning ways to celebrate Settler Way Elementary's 40th year in existence. By May 2024, the campus will host a celebration of all the wonderful things about Settler Way Elementary over the years. Staff Responsible for Monitoring: Campus Administration PTA	Formative			Summative	
	Oct	Dec	Feb	June	
					
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 2: By May 2024, Settlers Way Elementary will provide ongoing communication with parents and staff to ensure they are aware of our school's mission, vision, and goals as evidenced through the indicators of success.

Indicators of Success: Formative:

By September 2023, the campus will communicate the school's mission, vision, and goals at the Fall Parent Information Night to keep parents informed.

By January 2024, the campus will communicate the school's mission, vision, and goals in the Friday Folder Newsletter each semester to parents in order to keep them informed.

By March 2024, the campus will communicate the school's mission, vision, and goals at the Spring Open House Night to keep parents informed.

Summative:

By May 2024, the campus will review the campus Climate and Culture Survey to assess the impact of the communication in regard to awareness of the school's mission, vision, and goals.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Settlers Way Elementary

Total SCE Funds: \$75,433.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Approximately 69% of the budget is spent on instruction and instructional resources. Curriculum development is 14.58%, school leadership 5.97%, guidance counseling 3.38%, health service, 4.51% and security/monitoring 1.19%.

2023-2024 Campus BLT

Committee Role	Name	Position
Administrator	Kellie Issac	Principal
Administrator	Shannon Reese	Assistant Principal
Classroom Teacher	Denise Salazar	Teacher
Classroom Teacher	Kenia Reyes	Teacher
Classroom Teacher	Soumini Mani	Teacher
Classroom Teacher	Meghna Banerjee	Teacher
Classroom Teacher	Anum Baqai	Teacher
Classroom Teacher	Michelle Delome	Teacher
Classroom Teacher	Chelcy Moore	Teacher
LIT	Amanda Grooms	LIT
Classroom Teacher	Theresa Scorsone	Teacher
District-level Professional	Jacqueline Boyd	RDSPS Program Director
Parent	Alyssa Gomez	Parent
Parent	Vid Sista	Parent
Parent	Ola Ismail-Alabi	Parent
Parent	Ayesha Saleem	Parent

Addendums

SWE Math Ren 360 - 2023-2024

Grade	Ren	% Red	% Yellow	% Blue	% Green	% Green Growth
1	BOY	0	6	10	84	5%
	MOY	4	2	7	87	
	EOY	3	5	4	89	
2	BOY	10	13	11	66	10%
	MOY	8	8	10	73	
	EOY	7	8	9	76	
3	BOY	8	5	3	84	Approx. 1%
	MOY	5	8	2	85	
	EOY	7	3	6	84	
4	BOY	2	5	7	86	Approx. 5%
	MOY	0	2	6	92	
	EOY	2	4	4	90	
5	BOY	5	5	6	84	2%
	MOY	5	5	5	85	
	EOY	4	4	5	86	

SWE Reading Ren 360 - 2023-2024

Grade	Ren	% Red	% Yellow	% Blue	% Green	% Growth
1	BOY	9	1	17	73	-
	MOY	8	15	7	70	
	EOY	8	15	4	72	
2	BOY	24	9	4	63	7%
	MOY	17	9	8	66	
	EOY	16	6	8	70	
3	BOY	12	6	9	73	6%
	MOY	12	5	6	78	
	EOY	12	5	4	79	
4	BOY	11	10	6	78	3%
	MOY	5	12	6	78	
	EOY	5	6	8	81	
5	BOY	8	11	16	64	7%
	MOY	11	8	12	68	
	EOY	10	7	12	71	

**Texas Kindergarten Entry Assessment
School Benchmark Report**



Community: FORT BEND ISD
School: SETTLERS WAY EL
School year: 2022-2023
Ethnicity: All
Sub-populations: All

Assessment Language: English
Class: ALL
Teacher: ALL
Wave 1
Grade Level: KG

Measure		On-Track	Monitor	Support
Vocabulary	Vocabulary 1	71%	9%	20%
	Overall Measure	71%	9%	20%
Letter Names	Letter Names 1	86%	7%	8%
	Overall Measure	86%	7%	8%
Spelling	Spelling 1	82%	3%	15%
	Overall Measure	82%	3%	15%
Listening Comp	Listening Comprehension 1	0%	0%	100%
	Overall Measure	0%	0%	100%
Decoding	Decoding 1	0%	100%	0%
	Overall Measure	0%	100%	0%
Letter Sounds	Letter Sounds 1	100%	0%	0%
	Overall Measure	100%	0%	0%
Blending	Blending 1	100%	0%	0%
	Overall Measure	100%	0%	0%
Math	Math Part 1	*	*	*
	Math Part 2	*	*	*
	Overall Measure	71%	6%	23%
Science	Science 1	0%	0%	100%
	Overall Measure	0%	0%	100%

* Measure has no benchmarks.

**Texas Kindergarten Entry Assessment
School Benchmark Report**



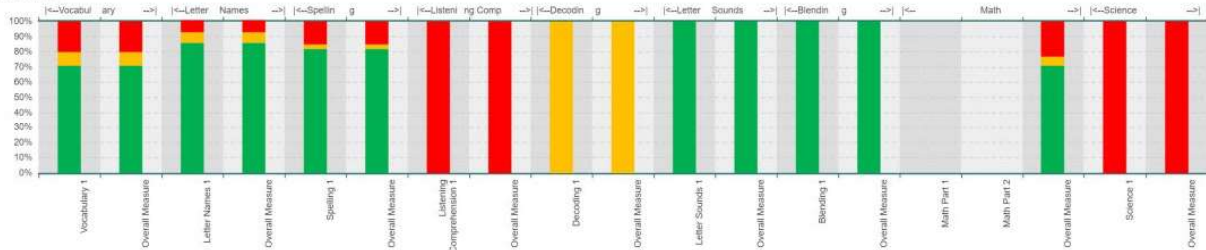
Community: FORT BEND ISD
School: SETTLERS WAY EL
School year: 2022-2023
Ethnicity: All
Sub-populations: All

Assessment Language: English
Class: ALL
Teacher: ALL
Wave 1
Grade Level: KG

■ % of Students Meeting On-Track ■ % of Students Meeting Monitor ■ % of Students Meeting Support

School Benchmark Report

SETTLERS WAY EL



TX Kea Over all BOY Math

Monitor-6%

On-Track-69%

Support-25%

Student Name	Teacher	Generic (Nested) TX-KEA 2022-2023 Monolingual BOY Math Overall Measure Indicator
ABBASI, ELIANA	REYES MARTINEZ, KENIA	Support
ABDELMALEK, EKLISYIEA	BAGBY, JESSICA	Support
AGGARWAL, ADHRIT	BAGBY, JESSICA	On-Track
AL HAJRI, AHMED	BAGBY, JESSICA	Support
AL WARDI, ALAA	GUERRERO, NATALIE	On-Track
ALLOTEY, DOXA-CHARA	SIMPSON, TRACI	Support
ALVARADO, SEBASTIAN	MCDOWELL, HALEY	Support
ANJU PREMNATH, ADITYANATH	SIMPSON, TRACI	On-Track
ASHBY, OLIVER	GUERRERO, NATALIE	On-Track
BABU, ZOEY	REYES MARTINEZ, KENIA	On-Track
BAUER, TREVOR	MCDOWELL, HALEY	On-Track
BEMON, OSWINGEORGE	MCDOWELL, HALEY	On-Track
BLUDAU, CAROLINE	BAGBY, JESSICA	On-Track
BOGORAD, AVA	GUERRERO, NATALIE	On-Track
BRAUHN, CANNON	MCDOWELL, HALEY	On-Track
CAMPOS, ALONDRA	GUERRERO, NATALIE	Support
CAMPOS, ALONDRA	SALAZAR, PRISCILLA	Support
CANTERO, CESAR	REYES MARTINEZ, KENIA	On-Track
CASTRO, EMILIA	MCDOWELL, HALEY	On-Track
CHEN, CHLOE	GUERRERO, NATALIE	On-Track
CHEN, EMMA	MCDOWELL, HALEY	On-Track
CHHAPEKAR, ANVEE	BAGBY, JESSICA	On-Track
CHINTIREDDY, SAIESH	REYES MARTINEZ, KENIA	On-Track
CISNEROS, BRODY	BAGBY, JESSICA	On-Track
CLETUS, JOHNNELL	BAGBY, JESSICA	On-Track
CONERLY, MASON	SIMPSON, TRACI	Support
CONTRERAS, SOFIA	SIMPSON, TRACI	On-Track
CUMMINGS, TABREE	GUERRERO, NATALIE	On-Track
DESAI, RIANA	REYES MARTINEZ, KENIA	On-Track
FADIA, VARDAAAN	SIMPSON, TRACI	On-Track
IORE, JOSEPH	MCDOWELL, HALEY	Monitor
FRANCIS, JACKSON	REYES MARTINEZ, KENIA	On-Track
GALINDO, NATHAN	MCDOWELL, HALEY	Support

GALVAN, RYLEIGH	GUERRERO, NATALIE	Support
GALVAN, RYLEIGH	SALAZAR, PRISCILLA	Support
GARCIA, ARIANNA	GUERRERO, NATALIE	On-Track
GASKAMP, EMMA	REYES MARTINEZ, KENIA	On-Track
GOMEZ, ARIE	MCDOWELL, HALEY	On-Track
GONZALES, ADELINE	REYES MARTINEZ, KENIA	On-Track
GONZALES, JOSIAH	REYES MARTINEZ, KENIA	On-Track
GRANT, ALAYNA	HAASE, ERICA	Support
GUANDIQUE, SEBASTIAN	GUERRERO, NATALIE	Support
HAMILTON, ELIZABETH	REYES MARTINEZ, KENIA	On-Track
HASHMANY, ZAYNUB	BAGBY, JESSICA	Monitor
HONIG, ESTHER	GUERRERO, NATALIE	Support
HUANG, DANIEL	MCDOWELL, HALEY	On-Track
HUYNH, EMMA	BAGBY, JESSICA	On-Track
ISPAHANY, AMAANI	REYES MARTINEZ, KENIA	Support
JBARAH, JANNA	MCDOWELL, HALEY	Monitor
JUE, DANIEL	GUERRERO, NATALIE	On-Track
KIM, ETHAN	SIMPSON, TRACI	On-Track
KNOWLES, CHLOE	MCDOWELL, HALEY	Monitor
KUFORJI, ADEOLA	SIMPSON, TRACI	On-Track
KUMAR, GARGI	GUERRERO, NATALIE	On-Track
KUO, PRESTON	BAGBY, JESSICA	On-Track
LAW, JOSEPH	BAGBY, JESSICA	On-Track
LE, ALEXANDER	GUERRERO, NATALIE	On-Track
LEDESMA, EIRON	SIMPSON, TRACI	Support
LIM, JASPER	BAGBY, JESSICA	On-Track
MAHMUTOGLU, MELIKE	GUERRERO, NATALIE	Support
MARQUINA, DAVID	SALAZAR, PRISCILLA	
MATHEW, IMMANUVEL	REYES MARTINEZ, KENIA	On-Track
MATHEW, ZACHARY	BAGBY, JESSICA	Support
MCFALL, KENNOSUKE	REYES MARTINEZ, KENIA	On-Track
MURALIDHARAN, LOHITH	SIMPSON, TRACI	On-Track
NARINESINGH, AARAV	BAGBY, JESSICA	Support
NGUYEN, CHANCE	MCDOWELL, HALEY	Support
NGUYEN, NGOC	MCDOWELL, HALEY	
NORMAN, GABRIELLA	GUERRERO, NATALIE	On-Track
OKAFOR, CHIZARA	BAGBY, JESSICA	On-Track
PARKINSON, KINGSLEY	SIMPSON, TRACI	Support
PARKITNY, SIDNEY	REYES MARTINEZ, KENIA	On-Track
PAWAR, NISHKA	SIMPSON, TRACI	On-Track
PHILIPS, ARIEL	SIMPSON, TRACI	On-Track
PINELL, BELLA	SIMPSON, TRACI	On-Track
PRASLA, ARIA	REYES MARTINEZ, KENIA	On-Track

PRUETZ, HARPER	BAGBY, JESSICA	On-Track
QUINTERO CRUZ, EUGENIA	SIMPSON, TRACI	Support
RAMIDI, NAYAN	GUERRERO, NATALIE	Support
RIVERA-MORENO, GALILEA	GUERRERO, NATALIE	Support
RIVERA-MORENO, GALILEA	SALAZAR, PRISCILLA	Support
ROBINSON, GRESHAM	SIMPSON, TRACI	On-Track
RODRIGUEZ, GIANNA	MCDOWELL, HALEY	On-Track
ROJKO, LEV	MCDOWELL, HALEY	On-Track
SALDANA, MATEO	REYES MARTINEZ, KENIA	Monitor
SCHUHMACHER, PHOEBE	BAGBY, JESSICA	On-Track
SERVA, AIZAH	REYES MARTINEZ, KENIA	On-Track
SHARMA, SHIVANSH	GUERRERO, NATALIE	On-Track
SHIBU, SHRIYASH	GUERRERO, NATALIE	On-Track
SHIKE, AILA	BAGBY, JESSICA	On-Track
SINGH, ARYA	MCDOWELL, HALEY	On-Track
SONI, ARIHAAN	MCDOWELL, HALEY	On-Track
STREETER, KEON	SIMPSON, TRACI	On-Track
TABORGA, LUCIANA	SIMPSON, TRACI	Monitor
TANG, ESTHER	GUERRERO, NATALIE	Support
TANGUAY, KIERAN	SIMPSON, TRACI	On-Track
TEIXEIRA, CLARA	MCDOWELL, HALEY	Support
THOMAS, MIA	BAGBY, JESSICA	On-Track
THOMAS, TESSA	GUERRERO, NATALIE	On-Track
TU, PEGGY	MCDOWELL, HALEY	On-Track
VALUSEK, ATLAS	SIMPSON, TRACI	On-Track
VARKEY, EZRA	REYES MARTINEZ, KENIA	On-Track
VARKEY, RUTH	BAGBY, JESSICA	On-Track
VEST, RHETT	MCDOWELL, HALEY	On-Track
WANG, YUEYUE	REYES MARTINEZ, KENIA	On-Track
WEINBERG, NATHAN	BAGBY, JESSICA	On-Track
WEN, JACQUELINE	REYES MARTINEZ, KENIA	On-Track
WILLIAMS, KAMORA	SIMPSON, TRACI	
YANG, ISAAC	SIMPSON, TRACI	On-Track

Tx Kea Reading BOY-

Monitor-7%

On-Track-83%

Support-10%

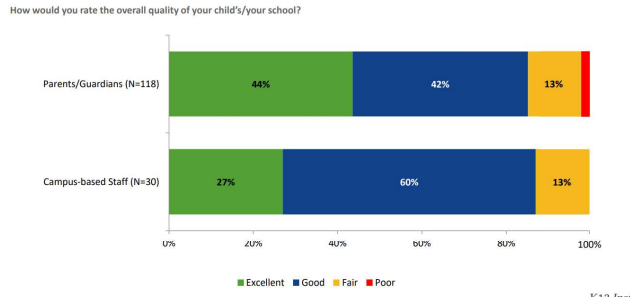
		Generic (Nested) TX-KEA 2022-2023 Monolingual BOY KEA Literacy Screening Overall Measure Indicator	Generic (Nested) TX-KEA 2022-2023 Monolingual BOY KEA Literacy Screening Vocabulary BOY Indicator	Generic (Nested) TX-KEA 2022-2023 Monolingual BOY KEA Literacy Screening Letter Name BOY Indicator	Generic (Nested) TX-KEA 2022-2023
Student Name	Teacher				
ABBASI, ELIANA	REYES MARTINEZ, KENIA	Support	On-Track	Support	Su
ABDELMALEK, EKLISYIEA	BAGBY, JESSICA	Monitor	Support	On-Track	Su
AGGARWAL, ADHRIT	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
AL HAJRI, AHMED	BAGBY, JESSICA	Support	Support	On-Track	Su
AL WARDI, ALAA	GUERRERO, NATALIE	Monitor	Support	On-Track	On
ALLOTEY, DOXA-CHARA	SIMPSON, TRACI	On-Track	Support	On-Track	On
ALVARADO, SEBASTIAN	MCDOWELL, HALEY	Support	Support	Monitor	Su
ANJU PREMNATH, ADITYANATH	SIMPSON, TRACI	On-Track	Monitor	On-Track	On
ASHBY, OLIVER	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On
BABU, ZOEY	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
BAUER, TREVOR	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
BEMON, OSWINGEORGE	MCDOWELL, HALEY	On-Track	Support	On-Track	On
BLUDAU, CAROLINE	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
BOGORAD, AVA	GUERRERO, NATALIE	On-Track	On-Track	Monitor	Su
BRAUHN, CANNON	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
CAMPOS, ALONDRA	GUERRERO, NATALIE	On-Track	Support	On-Track	On
CAMPOS, ALONDRA	SALAZAR, PRISCILLA	On-Track	Support	On-Track	On
CANTERO, CESAR	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	Mo
CASTRO, EMILIA	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
CHEN, CHLOE	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On
CHEN, EMMA	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
CHHAPEKAR, ANVEE	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
CHINTIREDDY, SAIESH	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
CISNEROS, BRODY	BAGBY, JESSICA	Support	On-Track	Support	Su
CLETUS, JOHNNELL	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
CONERLY, MASON	SIMPSON, TRACI	On-Track	On-Track	On-Track	Mo
CONTRERAS, SOFIA	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
CUMMINGS, TABREE	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On
DESAI, RIANA	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
FADIA, VARDAAAN	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
IORE, JOSEPH	MCDOWELL, HALEY	Support	Support	Support	Su
FRANCIS, JACKSON	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
GALINDO, NATHAN	MCDOWELL, HALEY	Support	Support	Support	On

GALVAN, RYLEIGH	GUERRERO, NATALIE	On-Track	Support	On-Track	On-Track
GALVAN, RYLEIGH	SALAZAR, PRISCILLA	On-Track	Support	On-Track	On-Track
GARCIA, ARIANNA	GUERRERO, NATALIE	On-Track	Monitor	On-Track	On-Track
GASKAMP, EMMA	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On-Track
GOMEZ, ARIE	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On-Track
GONZALES, ADELINE	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On-Track
GONZALES, JOSIAH	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On-Track
GRANT, ALAYNA	HAASE, ERICA	On-Track	On-Track	Monitor	On-Track
GUANDIQUE, SEBASTIAN	GUERRERO, NATALIE	Monitor	On-Track	Monitor	Support
HAMILTON, ELIZABETH	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	Support
HASHMANY, ZAYNUB	BAGBY, JESSICA	On-Track	On-Track	On-Track	On-Track
HONIG, ESTHER	GUERRERO, NATALIE	Monitor	Monitor	On-Track	Support
HUANG, DANIEL	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On-Track
HUYNH, EMMA	BAGBY, JESSICA	On-Track	On-Track	On-Track	On-Track
ISPAHANY, AMAANI	REYES MARTINEZ, KENIA	Monitor	On-Track	Support	Monitor
JBARAH, JANNA	MCDOWELL, HALEY	Support	Support	On-Track	Support
JUE, DANIEL	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On-Track
KIM, ETHAN	SIMPSON, TRACI	On-Track	On-Track	On-Track	On-Track
KNOWLES, CHLOE	MCDOWELL, HALEY	On-Track	On-Track	Monitor	Support
KUFORIJ, ADEOLA	SIMPSON, TRACI	On-Track	On-Track	On-Track	On-Track
KUMAR, GARGI	GUERRERO, NATALIE	On-Track	Monitor	On-Track	On-Track
KUO, PRESTON	BAGBY, JESSICA	On-Track	Monitor	On-Track	On-Track
LAW, JOSEPH	BAGBY, JESSICA	On-Track	On-Track	On-Track	On-Track
LE, ALEXANDER	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On-Track
LEDESMA, EIRON	SIMPSON, TRACI	Support	Support	Support	Support
LIM, JASPER	BAGBY, JESSICA	On-Track	On-Track	On-Track	On-Track
MAHMUTOGLU, MELIKE	GUERRERO, NATALIE	On-Track	Support	On-Track	On-Track
MARQUINA, DAVID	SALAZAR, PRISCILLA				
MATHEW, IMMANUVEL	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On-Track
MATHEW, ZACHARY	BAGBY, JESSICA	Support	Support	Support	On-Track
MCFALL, KENNOSUKE	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On-Track
MURALIDHARAN, LOHITH	SIMPSON, TRACI	On-Track	On-Track	On-Track	On-Track
NARINESINGH, AARAV	BAGBY, JESSICA	On-Track	On-Track	On-Track	On-Track
NGUYEN, CHANCE	MCDOWELL, HALEY	On-Track	Support	On-Track	On-Track
NGUYEN, NGOC	MCDOWELL, HALEY				
NORMAN, GABRIELLA	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On-Track
OKAFOR, CHIZARA	BAGBY, JESSICA	On-Track	On-Track	On-Track	On-Track
PARKINSON, KINGSLEY	SIMPSON, TRACI	Support	Support	Support	Support
PARKITNY, SIDNEY	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On-Track
PAWAR, NISHKA	SIMPSON, TRACI	On-Track	On-Track	On-Track	On-Track
PHILIPS, ARIEL	SIMPSON, TRACI	On-Track	On-Track	On-Track	On-Track
PINELL, BELLA	SIMPSON, TRACI	On-Track	On-Track	On-Track	On-Track
PRASLA, ARIA	REYES MARTINEZ, KENIA	On-Track	Monitor	On-Track	On-Track

PRUETZ, HARPER	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
QUINTERO CRUZ, EUGENIA	SIMPSON, TRACI	On-Track	Monitor	On-Track	Su
RAMIDI, NAYAN	GUERRERO, NATALIE	On-Track	Monitor	On-Track	On
RIVERA-MORENO, GALILEA	GUERRERO, NATALIE	On-Track	Support	On-Track	On
RIVERA-MORENO, GALILEA	SALAZAR, PRISCILLA	On-Track	Support	On-Track	On
ROBINSON, GRESHAM	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
RODRIGUEZ, GIANNA	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
ROJKO, LEV	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
SALDANA, MATEO	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
SCHUHMACHER, PHOEBE	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
SERVA, AIZAH	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
SHARMA, SHIVANSH	GUERRERO, NATALIE	On-Track	Monitor	On-Track	On
SHIBU, SHRIYASH	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On
SHIKE, AILA	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
SINGH, ARYA	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
SONI, ARIHAAN	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
STREETER, KEON	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
TABORGA, LUCIANA	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
TANG, ESTHER	GUERRERO, NATALIE	Support	Support	Monitor	Su
TANGUAY, KIERAN	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
TEIXEIRA, CLARA	MCDOWELL, HALEY	Monitor	Support	Monitor	On
THOMAS, MIA	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
THOMAS, TESSA	GUERRERO, NATALIE	On-Track	On-Track	On-Track	On
TU, PEGGY	MCDOWELL, HALEY	On-Track	Support	On-Track	On
VALUSEK, ATLAS	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
VARKEY, EZRA	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
VARKEY, RUTH	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
VEST, RHETT	MCDOWELL, HALEY	On-Track	On-Track	On-Track	On
WANG, YUEYUE	REYES MARTINEZ, KENIA	Monitor	Support	On-Track	On
WEINBERG, NATHAN	BAGBY, JESSICA	On-Track	On-Track	On-Track	On
WEN, JACQUELINE	REYES MARTINEZ, KENIA	On-Track	On-Track	On-Track	On
WILLIAMS, KAMORA	SIMPSON, TRACI	On-Track	On-Track	On-Track	On
YANG, ISAAC	SIMPSON, TRACI	On-Track	On-Track	On-Track	On

Overall School Quality- 86% P evenly agreed good to excellent, Staff 87% good to excellent

Overall School Quality: Comparison by Respondent Type



- Academic Support Large majority strongly agreed SWE was academically supportive

-73% child takes an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations

- Student Support

72% P felt There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. (24% unsure). Staff 90%

76% School leaders clearly communicate the school's mission, vision, and goals. -Staff

- School Leadership

74% P-School leaders are responsive when I have a concern. 83% Staff

- Family Involvement -very high

63 S/64 P% This school uses family input to improve instruction, programs, activities, and services provided. (do a survey?) (33% unsure)

- Safety and Behavior

53% P-Bullying is investigated and addressed. S-90%

83% school is safe (communicate results)

Lowest Scores:

This school's learning standards and expectations are clearly explained to students.	14%	Academic Support
School leaders clearly communicate the school's mission, vision, and goals.	14%	School Leadership

Strategies:

Fall Open House- review LI/SC, mission and vision, goals

Newsletter- repeat information

Spring Open House- review LI/SC, mission and vision, goals

Discipline is enforced consistently for all students.	17%	Safety and Behavior
School leaders are responsive when I have a concern.	17%	School Leadership
I am informed about community organizations that support students at this school.	17%	Student Support

Strategies:

Survey once per month for questions or concerns

Provide community organization information to staff

Overall School Quality- 86% Parents evenly agreed good to excellent, Staff 87% good to excellent

83% feel our school is safe

1

Problem Statement

Parents do not know specifically what our mission, vision, and goals are at SWE.

Root Cause

Lack of general knowledge about our school.