Fort Bend Independent School District

Settlers Way Elementary

2025-2026 Campus Improvement Plan

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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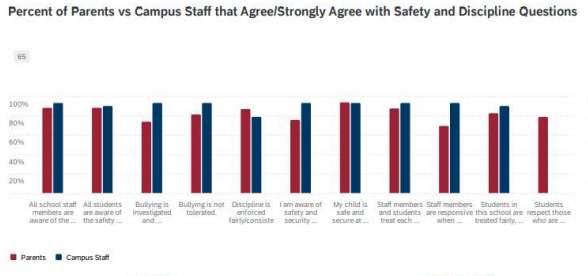
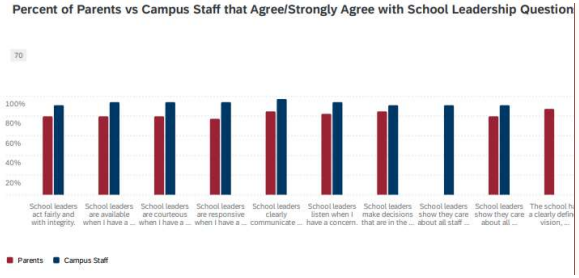
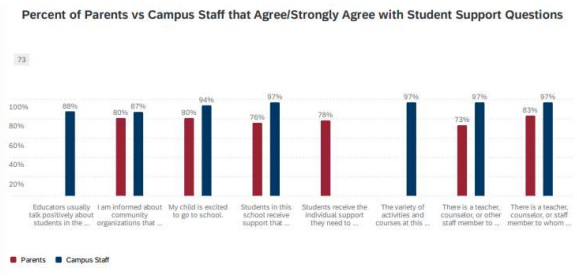
Comprehensive Needs Assessment

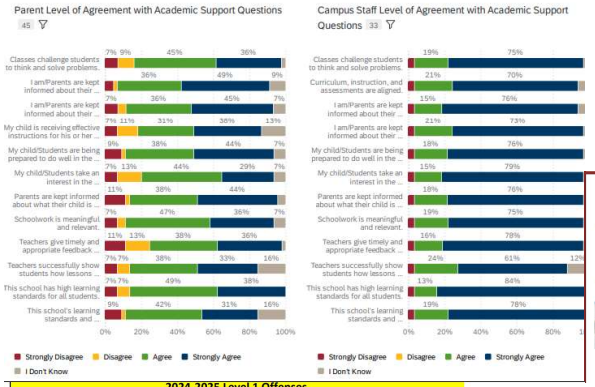
Needs Assessment Overview

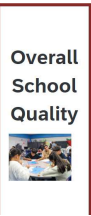
Needs Assessment Overview Summary

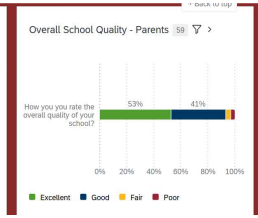


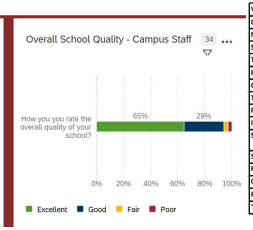












Video Games	0	0	0	0	0	0	0	0	0	0	0
Computer Misuse	0	0	0	0	0	1	0	0	0	0	1
Non-DAEP (Serious)	0	0	0	0	0	0	0	1	0	0	1
Sexual Misconduct	0	0	0	0	0	0	0	0	0	0	0
Theft	0	0	0	0	0	0	0	0	0	0	0
Profanity	0	0	0	0	0	0	0	1	0	0	1
Cheating	0	0	0	0	0	0	0	0	0	0	0
Teacher Referral	0	0	0	0	1	0	0	0	0	0	1
Referral Dismissed	0	0	0	1	0	0	0	0	0	0	1
Insubordination	0	0	0	0	0	0	0	0	0	0	0
Safety Rule Violation	0	0	0	0	0	0	0	0	0	0	0
Serious Offense-R2	0	1	0	0	2	0	0	0	0	0	3
Fighting	0	0	0	0	0	0	0	0	2	0	2
Obscene Gesture	0	0	0	0	0	0	0	0	1	2	3
Public Exposure	0	0	0	0	0	0	0	0	0	0	0
Total	2	7	6	1	3	1	2	4	6	7	39

2024-2025 Level 1 Offenses

	August	September	October	November	December	January	February	March	April	May	Total
PK	0	0	0	1	1	0	0	0	0	0	2
K	0	0	0	2	0	0	3	1	0	0	2
1st	0	0	1	0	0	0	0	0	0	0	1
2nd	0	2	2	0	1	1	1	2	6	0	15
3rd	0	0	0	0	2	1	0	0	0	1	4
4th	0	0	0	0	0	0	0	1	0	1	2
5th	1	1	0	1	0	0	0	0	0	0	3
Total	1	3	3	4	4	3	4	4	6	2	33

2024-2025 Office Referrals (Skyward)

	August	September	October	November	December	January	February	March	April	May	Total
PK	0	0	0	0	0	0	0	0	0	0	0
K	0	0	0	0	0	0	1	0	2	0	3
1st	0	1	3	0	1	0	0	0	0	0	5
2nd	2	3	3	1	0	0	1	2	2	1	15
3rd	0	2	0	0	0	0	0	2	1	2	7
4th	0	1	0	0	1	0	0	0	0	0	2
5th	0	0	0	0	1	1	0	0	1	4	7
Total	2	7	6	1	3	1	2	4	6	7	39
Students	1	6	4	1	3	1	1	3	5	6	24

3 referrals were from 1 student that withdrew in 10/31/24

Offense Type

	August	September	October	November	December	January	February	March	April	May	Total
Derogatory Statement	1	0	0	0	0	0	0	1	0	0	2
Disruptive Behavior	0	0	1	0	0	0	0	0	0	0	1
Disrupt Environment	0	0	1	0	0	0	1	0	1	3	6
Inappropriate Conduct	1	6	4	0	0	0	1	1	2	2	17
Bullying	0	0	0	0	0	0	0	0	0	0	0

1711 were from 3 students (1 withdrew, 1 hasn't had another since he started check in/out, 1 awaiting check in/out)

4

PERFECT ATTENDANCE

6.56% of employees

Absences Summary

More than 37 absences:	2 employees (3.28%)
Between 19 and 36 absences:	9 employees (14.75%)
Between 1 and 18 absences:	46 employees (75.41%)

District		5680		3835
Campus		127		3860
District		5171		1501
Campus		109		1531
District		5210		1511
Campus		109		1508

District		5698		1683
Campus		128		1707
District		5681		1646
Campus		128		1645

District		5624		1604
Campus		108		1608
District		5612		1578
Campus		109		1597

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2025 Sci & SS	127	3860	

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 Sci & SS	111	3915	

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **127** Date Last Taken: **04/23/2025**

Percent	28%	35%	24%	13%
Count	36	44	30	17

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024 | **Sorted By:** Date Last Taken

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **111** Date Last Taken: **04/22/2024**

Percent	17%	43%	23%	17%
Count	19	48	25	19

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
4	STAAR 3-8 Spring 2025 Math	108	1608	
5	STAAR 3-8 Spring 2025 Math	128	1707	
3	STAAR 3-8 Spring 2025 Math	109	1531	

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2024 Math	106	1509	
4	STAAR 3-8 Spring 2024 Math	122	1600	
5	STAAR 3-8 Spring 2024 Math	110	1685	

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **346** Date Last Taken: **05/02/2025**

Percent	18%	20%	29%	32%
Count	64	68	102	112

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024 | **Sorted By:** Date Last Taken

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **338** Date Last Taken: **04/25/2024**

Percent	18%	22%	32%	27%
Count	62	76	109	91

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2025 RLA	109	1508	
4	STAAR 3-8 Spring 2025 RLA	109	1597	
5	STAAR 3-8 Spring 2025 RLA	128	1645	

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 RLA	111	1665	
3	STAAR 3-8 Spring 2024 RLA	106	1485	
4	STAAR 3-8 Spring 2024 RLA	122	1590	

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

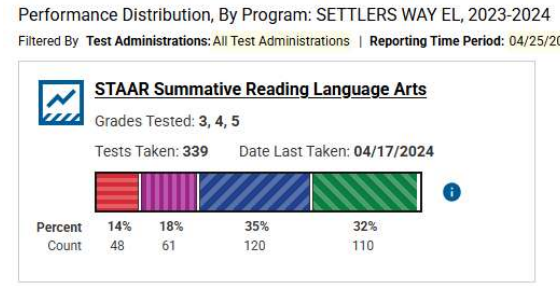
Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **348** Date Last Taken: **04/17/2025**

Percent	15%	20%	33%	33%
Count	51	68	114	115



Student Indicators	Count	Percent
At-Risk	287	41.12%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	68	9.74%
Intervention Indicator	47	6.73%
Migrant	0	0.00%
Military Connected	16	2.29%
Transfer In Students	17	2.4355%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	245	35.10%
Free Meals	200	28.65%
Reduced-Price Meals	32	4.58%
Other Economic Disadvantage	13	1.86%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.43%
Shelter	1	0.14%
Doubled Up	1	0.14%
Unsheltered	1	0.14%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.43%
Is Unaccompanied Youth	0	0.00%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.61%
Other health impairment	13	7.88%
Auditory impairment	31	18.79%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	1.82%
Emotional disturbance	3	1.82%
Learning disability	41	24.85%
Speech impairment	35	21.21%
Autism	37	22.42%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	0.61%
Instructional Settings		
Speech Therapy	27	16.36%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	24	14.55%
Resource Room	64	38.79%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	46	27.88%
Full-Time Early Childhood	4	2.42%
Nonpublic Day School	0	0.00%

Student Programs	Count	Percent
Dyslexia	32	4.58%
Gifted and Talented	48	6.88%
Regional Day School Program for the Deaf	32	4.58%
Section 504	8	1.15%
Special Education (SPED)	165	23.64%
Bilingual/ESL		
Emergent Bilingual (EB)	236	33.81%
Bilingual	0	0.00%
English as a Second Language (ESL)	209	29.94%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	21	3.01%
Title I Part A		
Schoolwide Program	2	0.29%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	0.43%
Neglected	0	0.00%

Student Demographics	Count	Percent
Gender		
Female	344	49.28%
Male	354	50.72%
Ethnicity		
Hispanic-Latino	130	18.62%
Race		
American Indian - Alaskan Native	5	0.72%
Asian	296	42.41%
Black - African American	81	11.60%
Native Hawaiian - Pacific Islander	0	0.00%
White	146	20.92%
Two-or-More	40	5.73%

School Population	Count	Percent
Student Total	**698**	**100%**
Early Education Grade	9	1.29%
Pre-Kindergarten Grade	38	5.44%
Kindergarten Grade	89	12.75%
1st Grade	97	13.90%
2nd Grade	118	16.91%
3rd Grade	107	15.33%
4th Grade	113	16.19%
5th Grade	127	18.19%

2025-2026 CNA

Population/Demographics/Programs/Indicators:

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. More than a quarter of SWE student are classified at SPED, more than a third English Language Learners, and 35% economically disadvantaged. 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.

School Population	Count	Percent
Student Total	**698**	**100%**
Early Education Grade	9	1.29%
Pre-Kindergarten Grade	38	5.44%
Kindergarten Grade	89	12.75%
1st Grade	97	13.90%
2nd Grade	118	16.91%
3rd Grade	107	15.33%
4th Grade	113	16.19%
5th Grade	127	18.19%

Student Demographics	Count	Percent
Gender		
Female	344	49.28%
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White	146	20.92%
Two-or-More	40	5.73%

Student Programs	Count	Percent
Dyslexia	32	4.58%
Gifted and Talented	48	6.88%
Regional Day School Program for the Deaf	32	4.58%
Section 504	8	1.15%
Special Education (SPED)	165	23.64%
Bilingual/ESL		
Emergent Bilingual (EB)	236	33.81%
Bilingual	0	0.00%
English as a Second Language (ESL)	209	29.94%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	21	3.01%
Title I Part A		
Schoolwide Program	2	0.29%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	0.43%
Neglected	0	0.00%

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
079907120 - Settlers Way EL	121	806	15.01%	129	785	16.43%	137	815	16.81%	144	690	20.87%	165	698	23.64%
079907 - Fort Bend ISD	121	806	15.01%	129	785	16.43%	137	815	16.81%	144	690	20.87%	165	698	23.64%

Sped 24%/EB 34%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.61%
Other health impairment	13	7.88%
Auditory impairment	31	18.79%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	1.82%
Emotional disturbance	3	1.82%
Learning disability	41	24.85%
Speech impairment	35	21.21%
Autism	37	22.42%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	0.61%
Instructional Settings		
Speech Therapy	27	16.36%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	24	14.55%
Resource Room	64	38.79%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	46	27.88%
Full-Time Early Childhood	4	2.42%
Nonpublic Day School	0	0.00%

Student Indicators	Count	Percent
At-Risk	287	41.12%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	68	9.74%
Intervention Indicator	47	6.73%
Migrant	0	0.00%
Military Connected	16	2.29%
Transfer In Students	17	2.4355%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	245	35.10%
Free Meals	200	28.65%
Reduced-Price Meals	32	4.58%
Other Economic Disadvantage	13	1.86%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.43%
Shelter	1	0.14%
Doubled Up	1	0.14%
Unsheltered	1	0.14%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.43%
Is Unaccompanied Youth	0	0.00%

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
079907120 - Settlers Way EL	222	806	27.54%	268	785	34.14%	259	815	31.78%	236	690	34.20%	245	698	35.10%
079907 - Fort Bend ISD	222	806	27.54%	268	785	34.14%	259	815	31.78%	236	690	34.20%	245	698	35.10%

At Risk 41%/Eco Dis 35%

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.

Student Learning:

SWE STAAR Comparison

Overall Achievement

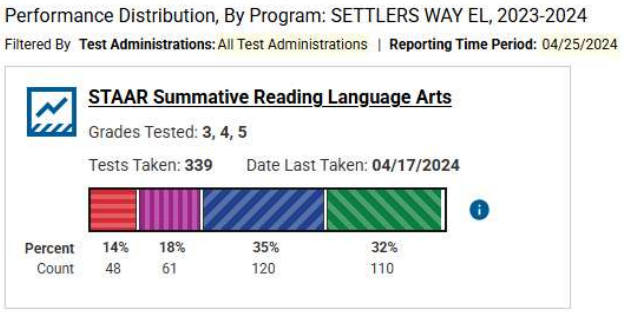
Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
3rd	Reading	80%	83%	3% increase
4th	Reading	89%	87%	2% decrease
5th	Reading	88%	86%	2% decrease
3rd	Math	78%	79%	1% increase
4th	Math	81%	84%	3% increase
5th	Math	85%	82%	3% decrease
5th	Science	83%	72%	11% decrease

Overall Growth

Grade	Subject	STAAR 23-24	STAAR 24-25	3rdà4th	4thà5th
4th	Reading	80%	87%	7% increase	
5th	Reading	89%	86%		3% decrease
4th	Math	78%	84%	6% increase	
5th	Math	81%	82%		1% increase

SWE Reading (decrease 1% overall)

2024**- 86% passing**



2025**- 85% passing**

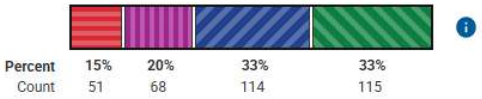
Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **348** Date Last Taken: **04/17/2025**



Percent	15%	20%	33%	33%
Count	51	68	114	115

*1% more mastered

2024- Grade levels

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 RLA	111	1665	Percent 12% 14% 28% 46% Count 13 16 31 51
3	STAAR 3-8 Spring 2024 RLA	106	1485	Percent 20% 19% 39% 23% Count 21 20 41 24
4	STAAR 3-8 Spring 2024 RLA	122	1590	Percent 11% 20% 39% 29% Count 14 25 48 35

2025- Grade levels

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2025 RLA	109	1508	Percent 17% 17% 35% 31% Count 18 19 38 34
4	STAAR 3-8 Spring 2025 RLA	109	1597	Percent 13% 24% 29% 34% Count 14 26 32 37
5	STAAR 3-8 Spring 2025 RLA	128	1645	Percent 14% 18% 34% 34% Count 18 23 44 43

Grade Level Achievement in Reading

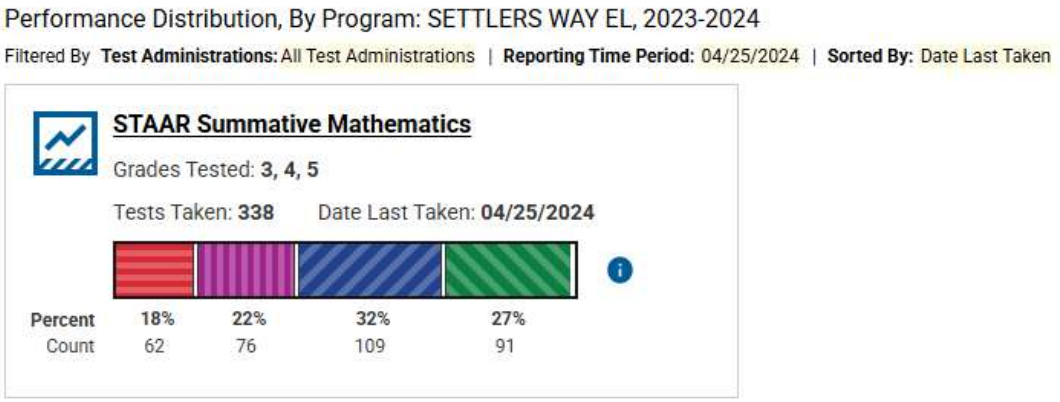
Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
3rd	Reading	80%	83%	3% increase
4th	Reading	89%	87%	2% decrease
5th	Reading	88%	86%	2% decrease

Overall Growth

Grade	Subject	STAAR 23-24	STAAR 24-25	3rdà4th	4thà5th
4th	Reading	80%	87%	7% increase	
5th	Reading	89%	86%		3% decrease

SWE Math (same)

2024-82% Passing



2025- 82% Passing

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **346** Date Last Taken: **05/02/2025**

Percent	18%	20%	29%	32%
Count	64	68	102	112

*5% more mastered

2024

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2024 Math	106	1509	Percent 22% 19% 31% 28% Count 23 20 33 30
4	STAAR 3-8 Spring 2024 Math	122	1600	Percent 19% 22% 32% 27% Count 23 27 39 33
5	STAAR 3-8 Spring 2024 Math	110	1685	Percent 15% 26% 34% 25% Count 16 29 37 28

2025

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
4	STAAR 3-8 Spring 2025 Math	108	1608	Percent 21% 21% 29% 29% Count 23 23 31 31
5	STAAR 3-8 Spring 2025 Math	128	1707	Percent 16% 22% 30% 33% Count 20 28 38 42
3	STAAR 3-8 Spring 2025 Math	109	1531	Percent 18% 16% 30% 36% Count 20 17 33 39

Grade Level Achievement in Math

Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
3rd	Math	78%	79%	1% increase

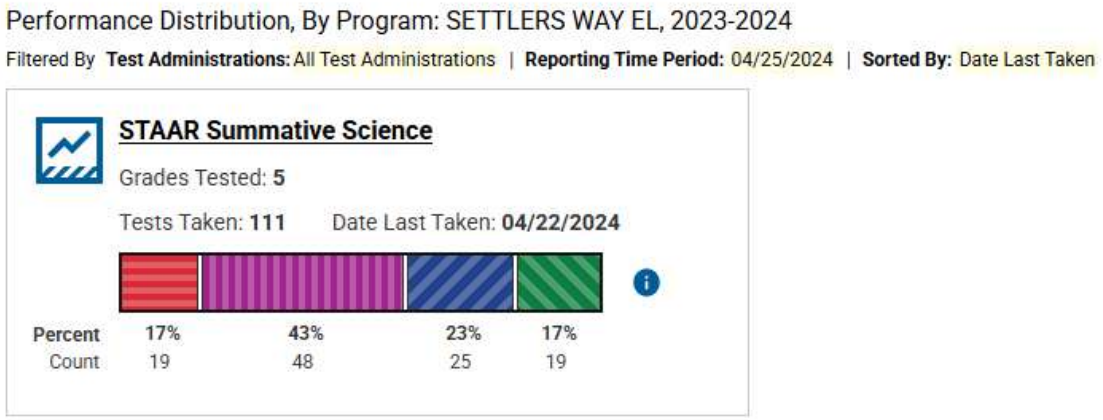
Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
4th	Math	81%	84%	3% increase
5th	Math	85%	82%	3% decrease

Overall Growth

Grade	Subject	STAAR 23-24	STAAR 24-25	3rdà4th	4thà5th
4th	Math	78%	84%	6% increase	
5th	Math	81%	82%		1% increase

SWE Science (decrease 11% overall)

2024- 83% Passing



2025-72% Passing

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **127** Date Last Taken: **04/23/2025**

Percent	28%	35%	24%	13%
Count	36	44	30	17

2024

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 Sci & SS	111	3915	Percent 17% 43% 23% 17% Count 19 48 25 19

2025

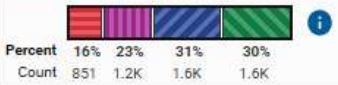
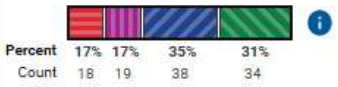
Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2025 Sci & SS	127	3860	Percent 28% 35% 24% 13% Count 36 44 30 17

Grade Level Achievement in Science

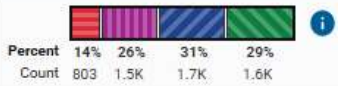
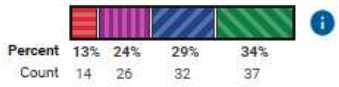
Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
5th	Science	83%	72%	11% decrease

District vs Campus 2025

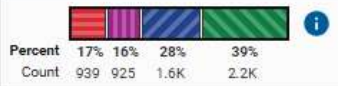
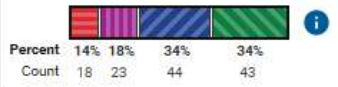
3rd Reading

District			5210		1511	
Campus			109		1508	

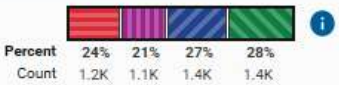
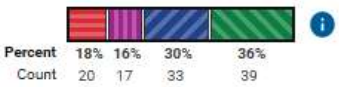
4th Reading

District			5612		1578	
Campus			109		1597	

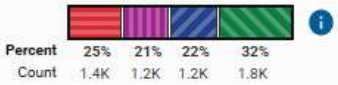
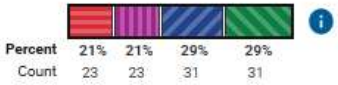
5th Reading

District			5681		1646	
Campus			128		1645	

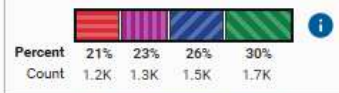
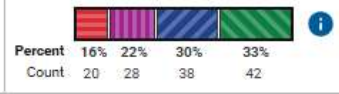
3rd Math

District			5171		1501	
Campus			109		1531	

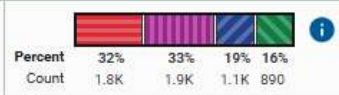
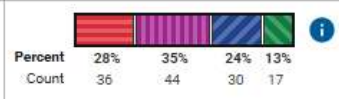
4th Math

District			5624		1604	
Campus			108		1608	

5th Math

District			5698		1683	
Campus			128		1707	

5th Science

District			5680		3835	
Campus			127		3860	

By Teacher

3rd Reading		
Teacher	**Passing (Approaches or higher)**	**Masters**
Gutierrez	87%	29%
(DiVece)	87%	29%
Baker	100%	28%
(Dr. B)	94%	27%
Vest	90%	60%
Haase	0%	0%
Fanniel (not on any roster)	53%	13%

4th Reading		
Teacher	**Passing (Approaches or higher)**	**Masters**
Nuckols	95%	35%
(Guest)	95%	35%
Iqbal	92%	18%
(Ortiz)	90%	17%
Ohl	100%	76%
Dancer	0%	0%
Scorsone	0%	0%

5th Reading		
Teacher	**Passing (Approaches or higher)**	**Masters**
Richardson	85%	20%
(Edwards)	85%	20%
Gibson	100%	42%
(Delome)	94%	40%
Hartfield	92%	54%
Preston	0%	0%
Dancer	0%	0%
Scorsone	0%	0%

3rd Math		
Teacher	**Passing (Approaches or higher)**	**Masters**
DiVece	87%	26%
(Gutierrez)	87%	26%
Dr. B	91%	44%
(Baker)	94%	45%
Vest	95%	60%
Haase	0%	0%

3rd Math		
Fanniel (not on any roster)	50%	19%

4th Math		
Teacher	**Passing (Approaches or higher)**	**Masters**
Guest	86%	30%
(Nuckols)	86%	30%
Ortiz	73%	10%
(Iqbal)	72%	10%
Ohl	95%	71%
Preston	50%	0%
Dancer	0%	0%
Scorsone	0%	0%

5th Math		
Teacher	**Passing (Approaches or higher)**	**Masters**
Edwards	80%	20%
(Richardson)	80%	20%
Delome	94%	33%
(Gibson)	94%	36%
Hartfield	92%	65%
Preston	25%	0%
Scorsone	0%	0%
Dancer	0%	0%

5th Science		
Teacher	**Passing (Approaches or higher)**	**Masters**
Edwards	69%	4%
(Richardson)	69%	4%
Delome	69%	15%
(Gibson)	73%	16%
Hartfield	92%	31%
Preston	25%	0%
Scorsone	0%	0%
Dancer	0%	0%

Campus Attendance- YTD 95.2%

Teacher Attendance:

Discipline-

Disciplinary Student and Incident Analysis in 2024-2025 for All Campuses

Student Counts/Percentages		
#1 - Count of students reported for a disciplinary incident by ethnicity	**Number of Students with Disciplinary Incidents**	**Number of Students Enrolled in LEA/School**
American Indian or Alaska Native	0	5
Asian	3	300

Student Counts/Percentages				
Native Hawaiian or Other Pacific Islander	0		0	
Black or African American	0		85	
Hispanic/Latino	1		141	
White	4		162	
Two or More Races	1		43	
Total	8		734	
Special Education Students	2		188	
#2 - Percentage of students reported for a disciplinary incident by ethnicity	**Percentage of Students with Disciplinary Incidents**	**Percentage of Students Enrolled in LEA/School**	**Percentage of students within each ethnicity reported for a disciplinary incident**	**Relative Risk Ratio**
American Indian or Alaska Native	0.0%	0.7%	0.0%	0
Asian	37.5%	40.9%	1.0%	0.87
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0
Black or African American	0.0%	11.6%	0.0%	0
Hispanic/Latino	12.5%	19.2%	0.7%	0.60
White	50.0%	22.1%	2.5%	3.53
Two or More Races	12.5%	5.9%	2.3%	2.30
Special Education Students	25.0%	25.6%	1.1%	0.97
#3 & #4 - Count/Percentage of students reported for a disciplinary incident by gender	**Number of Students with Disciplinary Incidents**		**Percentage of Students with Disciplinary Incidents**	
Male	6		75.0%	
Female	2		25.0%	
Total	8			
#5 & #6 - Count/Percentage of students reported for a disciplinary incident by grade	**Number of Students with Disciplinary Incidents**		**Percentage of Students with Disciplinary Incidents**	
Early Education	0		0.0%	
Pre-Kindergarten	0		0.0%	
Kindergarten	0		0.0%	
1st Grade	0		0.0%	
2nd Grade	1		12.5%	
3rd Grade	3		37.5%	

Student Counts/Percentages		
4th Grade	1	12.5%
5th Grade	3	37.5%

Discipline Campus Student Counts for Disciplinary Actions for Years 22-23, 23-24 and 24-25 and (079907120) - Settlers Way EL and All Disciplinary Action Codes

Campus	2022 - 2023	2023 - 2024	2024 - 2025
079907120 - Settlers Way EL	8	10	8
Total Students	8	10	8

2024-2025 Level 1 Offenses

	August	September	October	November	December	January	February	March	April	May	Total
PK	0	0	0	1	1	0	0	0	0	0	2
K	0	0	0	2	0	0	3	1	0	0	2
1st	0	0	1	0	0	0	0	0	0	0	1
2nd	0	2	2	0	1	1	1	2	6	0	15
3rd	0	0	0	0	2	1	0	0	0	1	4
4th	0	0	0	0	0	0	0	1	0	1	2
5th	1	1	0	1	0	0	0	0	0	0	3
Total	1	3	3	4	4	2	4	4	6	2	33

2024-2025 Office Referrals (Skyward)

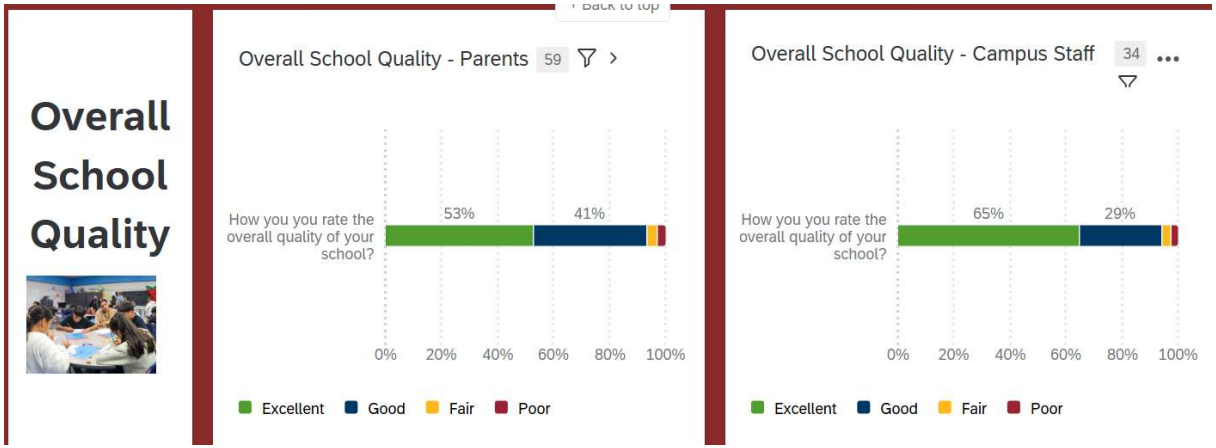
	August	September	October	November	December	January	February	March	April	May	Total	
PK	0	0	0	0	0	0	0	0	0	0	0	
K	0	0	0	0	0	0	1	0	2	0	3	
1st	0	1	3	0	1	0	0	0	0	0	5	3 referrals were from 1 student that withdrew in 10/31/24
2nd	2	3	3	1	0	0	1	2	2	1	15	
3rd	0	2	0	0	0	0	0	2	1	2	7	
4th	0	1	0	0	1	0	0	0	0	0	2	
5th	0	0	0	0	1	1	0	0	1	4	7	
Total	2	7	6	1	3	1	2	4	6	7	39	
Students	1	6	4	1	3	1	1	3	5	6	24	

Offense Type

	August	September	October	November	December	January	February	March	April	May	Total	
Derogatory Statement	1	0	0	0	0	0	0	1	0	0	2	
Disruptive Behavior	0	0	1	0	0	0	0	0	0	0	1	
Disrupt Environment	0	0	1	0	0	0	1	0	1	3	6	
Inappropriate Contact	1	6	4	0	0	0	1	1	2	2	17	7/11 were from 3 students (1 withdrew, 1 hasn't had another since he started check in/out, 1 awaiting check in/out)
Bullying	0	0	0	0	0	0	0	0	0	0	0	

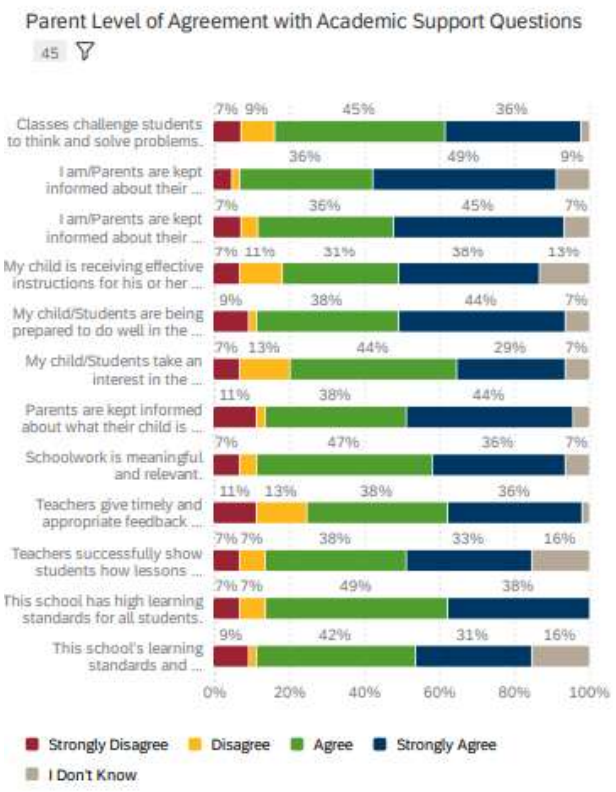
Video Games	0	0	0	0	0	0	0	0	0	0	0
Computer Misuse	0	0	0	0	0	1	0	0	0	0	1
Non-DAEP (Serious)	0	0	0	0	0	0	0	1	0	0	1
Sexual Misconduct	0	0	0	0	0	0	0	0	0	0	0
Theft	0	0	0	0	0	0	0	0	0	0	0
Profanity	0	0	0	0	0	0	0	1	0	0	1
Cheating	0	0	0	0	0	0	0	0	0	0	0
Teacher Referral	0	0	0	0	1	0	0	0	0	0	1
Referral Dismissed	0	0	0	1	0	0	0	0	0	0	1
Insubordination	0	0	0	0	0	0	0	0	0	0	0
Safety Rule Violation	0	0	0	0	0	0	0	0	0	0	0
Serious Offense-R2	0	1	0	0	2	0	0	0	0	0	3
Fighting	0	0	0	0	0	0	0	0	2	0	2
Obscense Gesture	0	0	0	0	0	0	0	0	1	2	3
Public Exposure	0	0	0	0	0	0	0	0	0	0	0
Total	2	7	6	1	3	1	2	4	6	7	39

Climate and Culture Survey

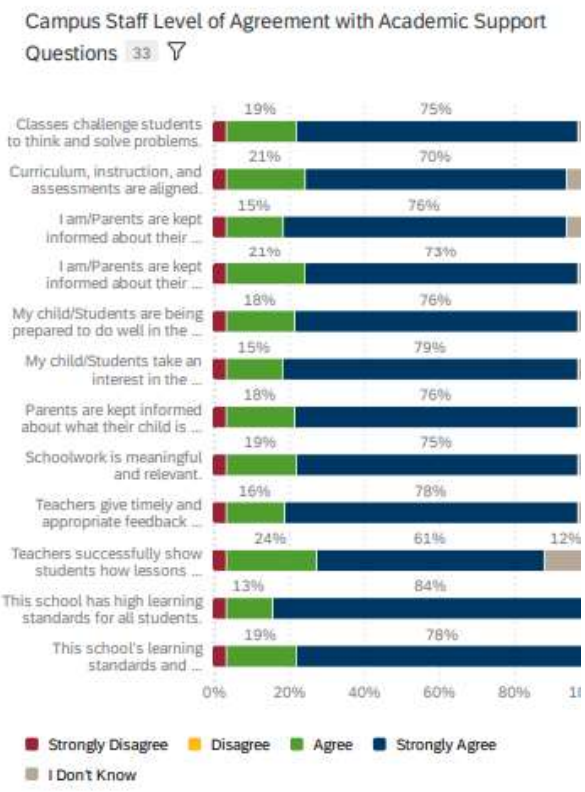


Academic Support

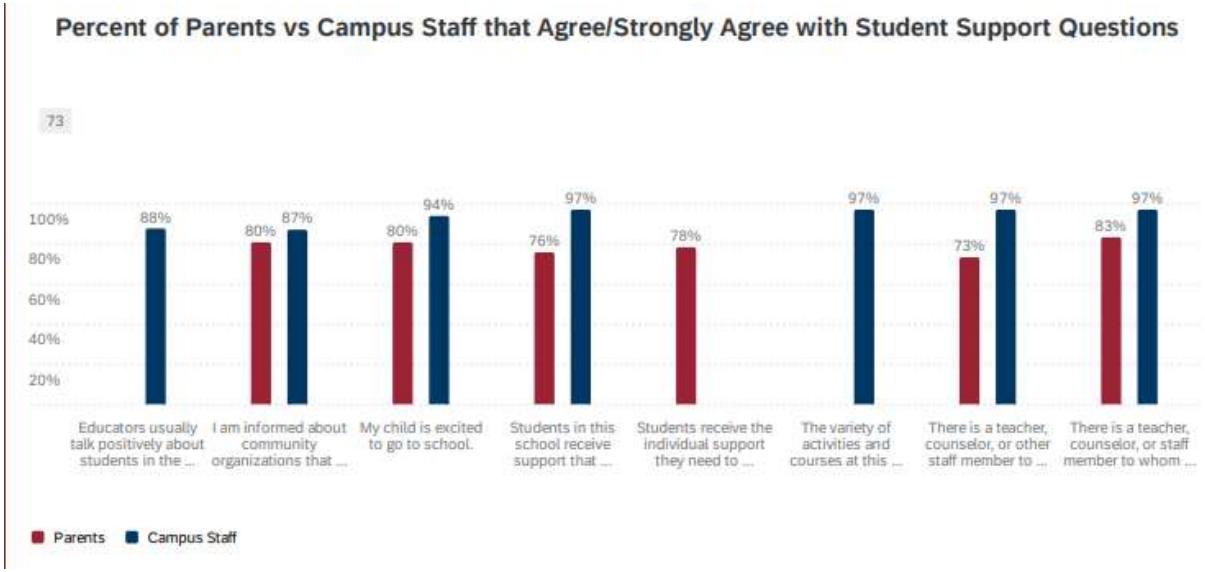
Parents



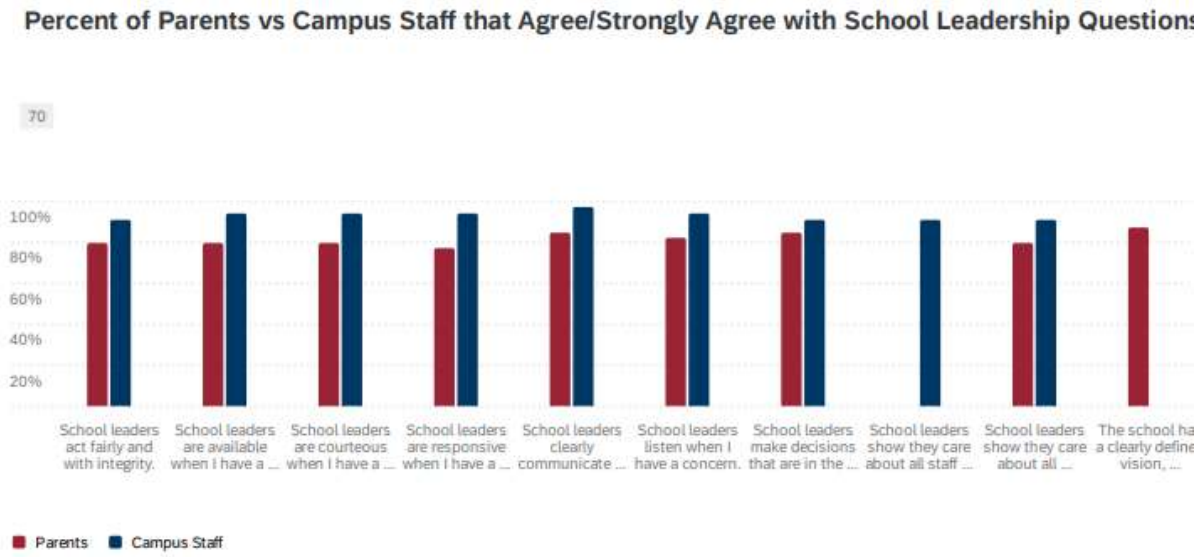
Campus Staff



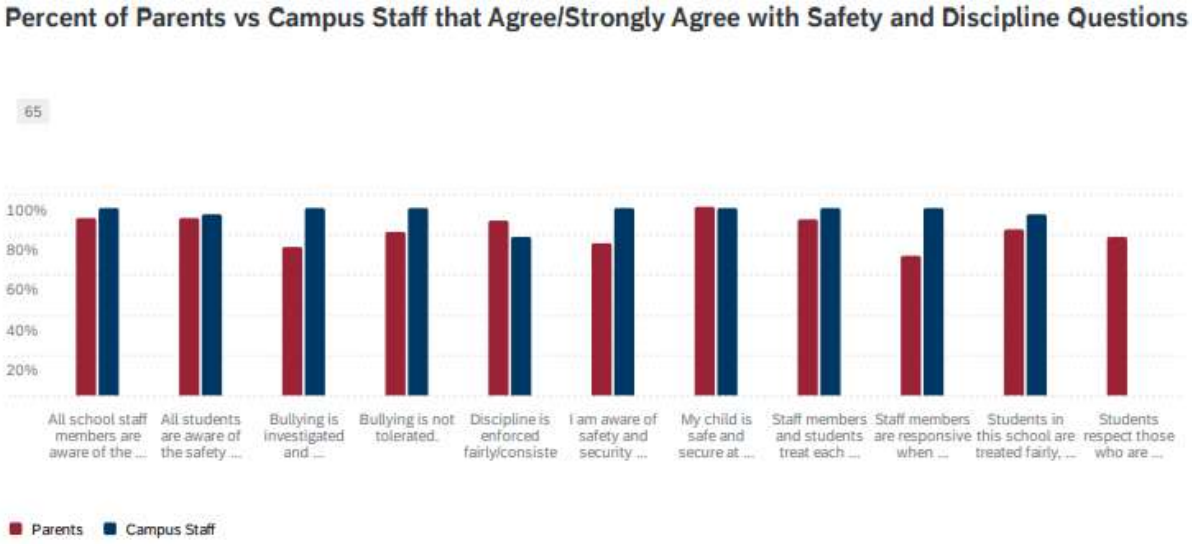
Student Support



School Leadership



Safety and Behavior



Family Involvement

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. More than a quarter of SWE student are classified at SPED, more than a third English Language Learners, and 35% economically disadvantaged. 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.

Population/Demographics/Programs/Indicators:

School Population	Count	Percent
Student Total	**698**	**100%**
Early Education Grade	9	1.29%
Pre-Kindergarten Grade	38	5.44%
Kindergarten Grade	89	12.75%
1st Grade	97	13.90%
2nd Grade	118	16.91%
3rd Grade	107	15.33%
4th Grade	113	16.19%
5th Grade	127	18.19%

Student Demographics	Count	Percent
Gender		
Female	344	49.28%
Male	354	50.72%
Ethnicity		
Hispanic-Latino	130	18.62%
Race		
American Indian - Alaskan Native	5	0.72%
Asian	296	42.41%
Black - African American	81	11.60%
Native Hawaiian - Pacific Islander	0	0.00%
White	146	20.92%
Two-or-More	40	5.73%

Student Programs	Count	Percent
Dyslexia	32	4.58%
Gifted and Talented	48	6.88%
Regional Day School Program for the Deaf	32	4.58%
Section 504	8	1.15%
Special Education (SPED)	165	23.64%
Bilingual/ESL		
Emergent Bilingual (EB)	236	33.81%
Bilingual	0	0.00%
English as a Second Language (ESL)	209	29.94%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	21	3.01%
Title I Part A		
Schoolwide Program	2	0.29%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	0.43%
Neglected	0	0.00%

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
079907120 - Settlers Way EL	121	806	15.01%	129	785	16.43%	137	815	16.81%	144	690	20.87%	165	698	23.64%
079907 - Fort Bend ISD	121	806	15.01%	129	785	16.43%	137	815	16.81%	144	690	20.87%	165	698	23.64%

Sped 24%/EB 34%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.61%
Other health impairment	13	7.88%
Auditory impairment	31	18.79%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	3	1.82%
Emotional disturbance	3	1.82%
Learning disability	41	24.85%
Speech impairment	35	21.21%
Autism	37	22.42%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	0.61%
Instructional Settings		
Speech Therapy	27	16.36%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	24	14.55%
Resource Room	64	38.79%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	46	27.88%
Full-Time Early Childhood	4	2.42%
Nonpublic Day School	0	0.00%

School Population	Count	Percent
Student Total	**698**	**100%**
Early Education Grade	9	1.29%
Pre-Kindergarten Grade	38	5.44%
Kindergarten Grade	89	12.75%
1st Grade	97	13.90%
2nd Grade	118	16.91%
3rd Grade	107	15.33%
4th Grade	113	16.19%
5th Grade	127	18.19%

School Population	Count	Percent
Student Total	**698**	**100%**
Early Education Grade	9	1.29%
Pre-Kindergarten Grade	38	5.44%
Kindergarten Grade	89	12.75%
1st Grade	97	13.90%
2nd Grade	118	16.91%
3rd Grade	107	15.33%
4th Grade	113	16.19%
5th Grade	127	18.19%

At Risk 41%/Eco Dis 35%

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 ethnicities' and backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student population percentages for Sped 24%/EB 34%//At Risk 41%/Eco Dis 35%, & GT 6.88%.
Root Cause: Demographics are changing in our community. There is a high sped/EB population with an increasing number of students classified as at-risk and economic disadvantaged. The GT population is low.

Student Learning

Student Learning Summary

SWE has focused on student ownership of learning with a focus on clarity, feedback, goal setting, and reflection. ELAR teachers have implemented extensive instruction in phonics, and differentiated small group instruction was tracked all year. Math teachers have also provided differentiated small group instruction to students. Science teachers also attended Lead Forward Rockin' Review in Science for the second year. While reading slightly decreased in 4th and 5th grade, there was a 3% increase in 3rd grade. Both 3rd and 4th grade had an increase in math, although 5th grade decreased in both math and 11% in science. Overall in reading there were more students meeting the masters level, and math had 5% more students mastering the STAAR. Fourth grade reading outperformed the district scores, as did 3rd and 4th grade math.

SWE STAAR Comparison

Overall Achievement

Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
3rd	Reading	80%	83%	3% increase
4th	Reading	89%	87%	2% decrease
5th	Reading	88%	86%	2% decrease
3rd	Math	78%	79%	1% increase
4th	Math	81%	84%	3% increase
5th	Math	85%	82%	3% decrease
5th	Science	83%	72%	11% decrease

Overall Growth

Grade	Subject	STAAR 23-24	STAAR 24-25	3rdà4th	4thà5th
4th	Reading	80%	87%	7% increase	
5th	Reading	89%	86%		3% decrease
4th	Math	78%	84%	6% increase	
5th	Math	81%	82%		1% increase

SWE Reading (decrease 1% overall)

2024**- 86% passing**

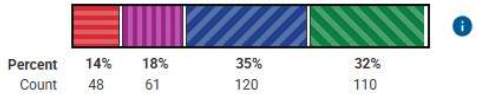
Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**



Percent	14%	18%	35%	32%
Count	48	61	120	110

2025- **85% passing**

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **348** Date Last Taken: **04/17/2025**

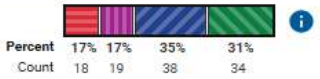
Percent	15%	20%	33%	33%
Count	51	68	114	115

*1% more mastered

2024- Grade levels

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
5	STAAR 3-8 Spring 2024 RLA	111	1665	Percent 12% 14% 28% 46% Count 13 16 31 51
3	STAAR 3-8 Spring 2024 RLA	106	1485	Percent 20% 19% 39% 23% Count 21 20 41 24
4	STAAR 3-8 Spring 2024 RLA	122	1590	Percent 11% 20% 39% 29% Count 14 25 48 35

2025- Grade levels

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2025 RLA	109	1508	
4	STAAR 3-8 Spring 2025 RLA	109	1597	
5	STAAR 3-8 Spring 2025 RLA	128	1645	

Grade Level Achievement in Reading

Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
3rd	Reading	80%	83%	3% increase
4th	Reading	89%	87%	2% decrease
5th	Reading	88%	86%	2% decrease

Overall Growth

Grade	Subject	STAAR 23-24	STAAR 24-25	3rdà4th	4thà5th
4th	Reading	80%	87%	7% increase	
5th	Reading	89%	86%		3% decrease

SWE Math (same)

2024-82% Passing

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024 | **Sorted By:** Date Last Taken

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **338** Date Last Taken: **04/25/2024**

Percent	**18%**	**22%**	**32%**	**27%**
Count	62	76	109	91

2025- 82% Passing

Performance Distribution, By Program: SETTLERS WAY EL, 2024-2025

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **346** Date Last Taken: **05/02/2025**

Percent	**18%**	**20%**	**29%**	**32%**
Count	64	68	102	112

*5% more mastered

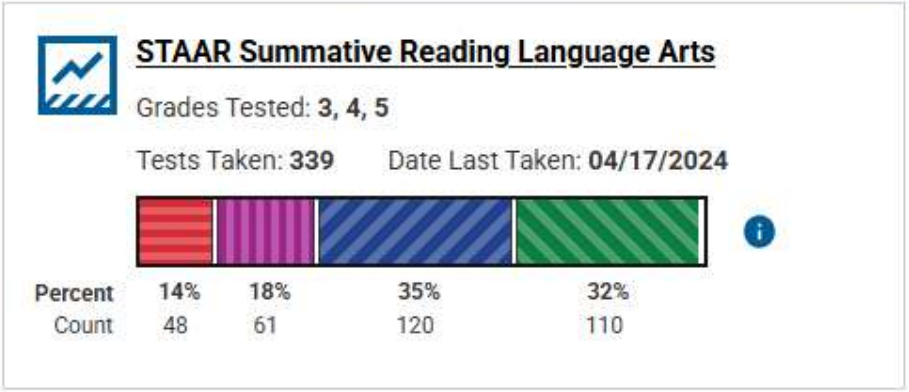
2024

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2024 Math	106	1509	Percent 22% 19% 31% 28% Count 23 20 33 30
4	STAAR 3-8 Spring 2024 Math	122	1600	Percent 19% 22% 32% 27% Count 23 27 39 33
5	STAAR 3-8 Spring 2024 Math	110	1685	Percent 15% 26% 34% 25% Count 16 29 37 28

2025

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024



Grade Level Achievement in Math

Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
3rd	Math	78%	79%	1% increase
4th	Math	81%	84%	3% increase
5th	Math	85%	82%	3% decrease

Overall Growth

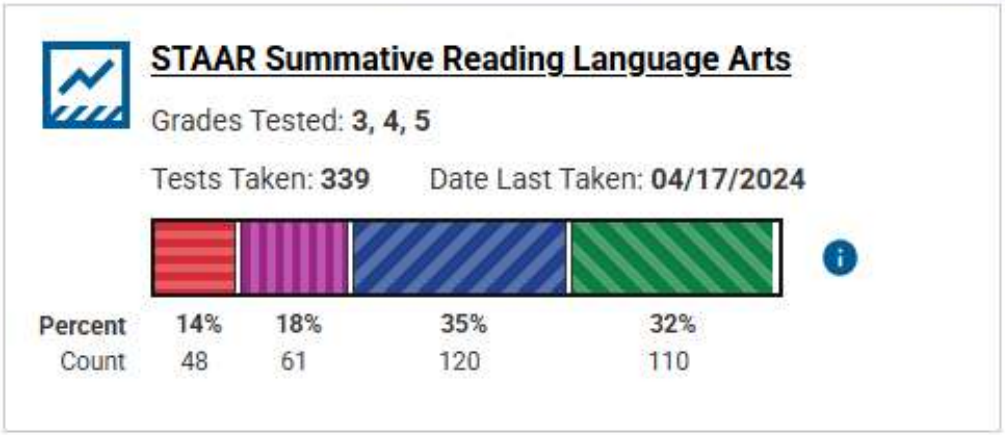
Grade	Subject	STAAR 23-24	STAAR 24-25	3rdà4th	4thà5th
4th	Math	78%	84%	6% increase	
5th	Math	81%	82%		1% increase

SWE Science (decrease 11% overall)

2024- 83% Passing

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

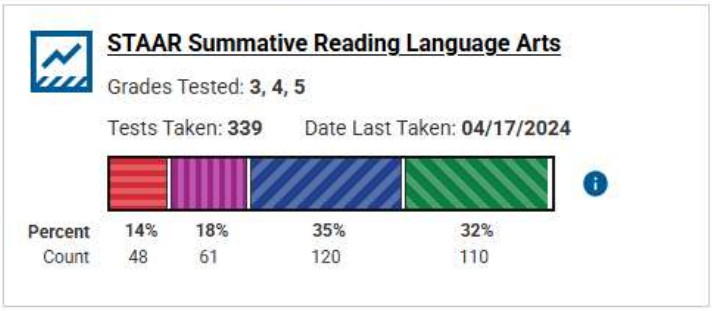
Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024



2025-72% Passing

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024



2024

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

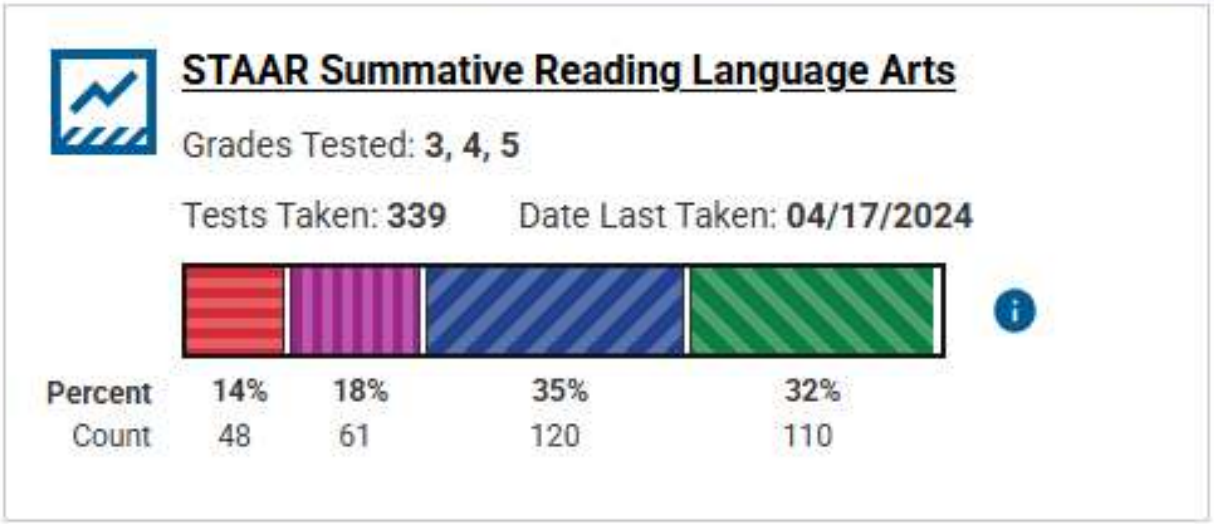
Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

2025

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024



Grade Level Achievement in Science

Grade	Subject	STAAR 23-24	STAAR 24-25	Increase/Decrease
5th	Science	83%	72%	11% decrease

District vs Campus 2025

3rd Reading

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

4th Reading

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

5th Reading

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

3rd Math

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

4th Math

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

Performance Distribution, By Program: SETTLERS WAY EL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 04/25/2024

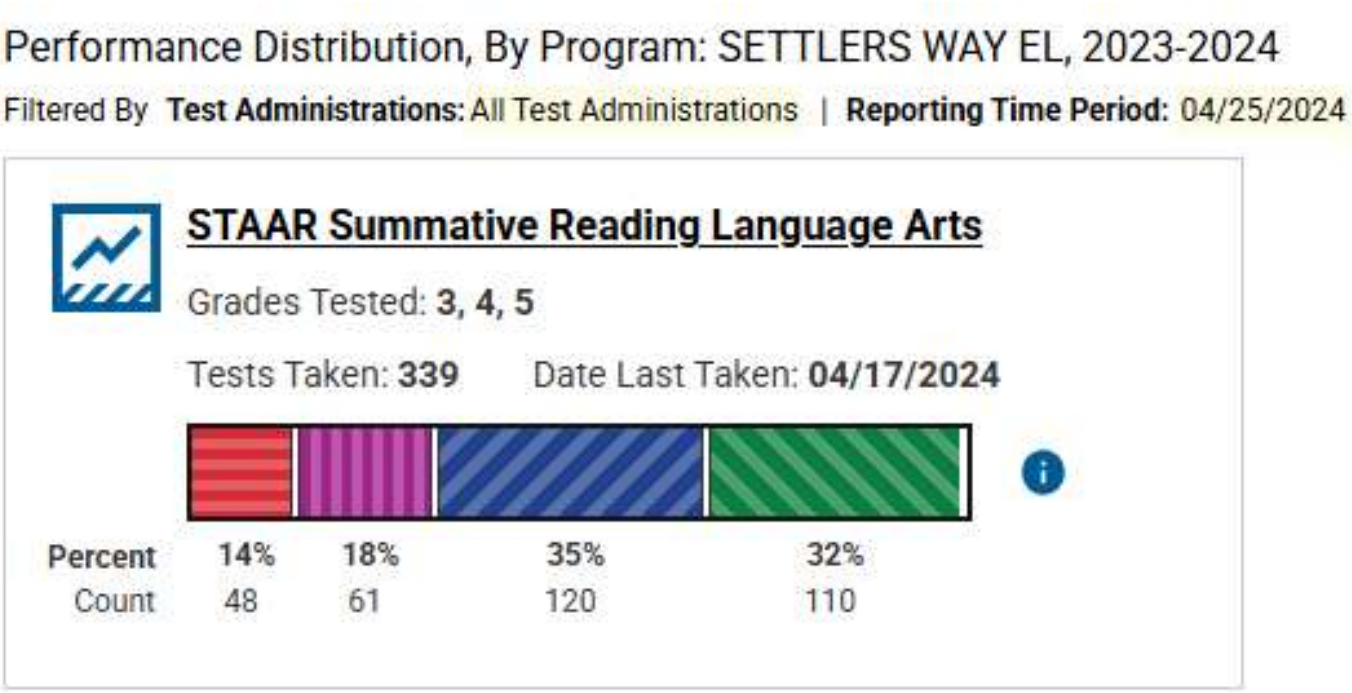
STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **339** Date Last Taken: **04/17/2024**

Percent	**14%**	**18%**	**35%**	**32%**
Count	48	61	120	110

5th Science



Teacher Data

3rd Grade- Ms. Baker had 100% of her students pass the STAAR test and is a veteran teacher at SWE. Ms. Vest has the GT students and this was evident with 60% masters level. The teachers with the lowest scores teach special education resource or the deaf hard of hearing students.The DHH teacher (Haase) is a first year 3rd grade teacher and Fanniel was an instructional apprentice.

3rd Reading		
Teacher	**Passing (Approaches or higher)**	**Masters**
Gutierrez	87%	29%
(DiVece)	87%	29%
Baker	100%	28%
(Dr. B)	94%	27%
Vest	90%	60%
Haase	0%	0%
Fanniel (not on any roster)	53%	13%

4th Grade- Ms. Ohl had 100% of her students pass the STAAR test (76% mastered) and teaches the GT students. The fourth grade reading teachers have impressive scores, one being a second year teacher. The teachers with the lowest scores teach special education resource students.

4th Reading		
Teacher	**Passing (Approaches or higher)**	**Masters**
Nuckols	95%	35%
(Guest)	95%	35%
Iqbal	92%	18%
(Ortiz)	90%	17%
Ohl	100%	76%
Dancer	0%	0%
Scorsone	0%	0%

5th Grade- Ms. Gibson had 100% of her students pass the STAAR test and is a veteran teacher. Ms. Hartfield has the GT students and this was evident with 54% masters level. The teachers with the lowest scores teach special education resource students.

5th Reading		
Teacher	**Passing (Approaches or higher)**	**Masters**
Richardson	85%	20%
(Edwards)	85%	20%
Gibson	100%	42%
(Delome)	94%	40%
Hartfield	92%	54%
Preston	0%	0%
Dancer	0%	0%
Scorsone	0%	0%

3rd Grade- Ms. Vest has the GT students and this was evident with 60% masters level. The teachers with the lowest scores teach special education resource or the deaf hard of hearing students. The DHH teacher (Haase) is a first year 3rd grade teacher and Fanniel was an instructional apprentice.

3rd Math		
Teacher	**Passing (Approaches or higher)**	**Masters**
DiVece	87%	26%

3rd Math		
(Gutierrez)	87%	26%
Dr. B	91%	44%
(Baker)	94%	45%
Vest	95%	60%
Haase	0%	0%
Fanniel (not on any roster)	50%	19%

4th Grade- Ms. Ohl had 95% of her students pass the STAAR test (71% mastered) and teaches the GT students. The fourth grade reading teachers have impressive scores, one being a second year teacher. The teachers with the lowest scores teach special education resource students or the deaf hard of hearing class.

4th Math		
Teacher	**Passing (Approaches or higher)**	**Masters**
Guest	86%	30%
(Nuckols)	86%	30%
Ortiz	73%	10%
(Iqbal)	72%	10%
Ohl	95%	71%
Preston	50%	0%
Dancer	0%	0%
Scorsone	0%	0%

5th Grade- Ms. Hartfield has the GT students and this was evident with 65% masters level. The teachers with the lowest scores teach special education resource students.

5th Math		
Teacher	**Passing (Approaches or higher)**	**Masters**
Edwards	80%	20%
(Richardson)	80%	20%
Delome	94%	33%
(Gibson)	94%	36%
Hartfield	92%	65%
Preston	25%	0%

5th Math		
Scorsone	0%	0%
Dancer	0%	0%

5th Grade-Ms. Hartfield had 92% of her GT students pass the science assessment with 65% masters level. The teachers with the lowest scores teach special education resource students or DHH students.

5th Science		
Teacher	**Passing (Approaches or higher)**	**Masters**
Edwards	69%	4%
(Richardson)	69%	4%
Delome	69%	15%
(Gibson)	73%	16%
Hartfield	92%	31%
Preston	25%	0%
Scorsone	0%	0%
Dancer	0%	0%

Student Learning Strengths

Evidence of Academic Growth

•Reading (3rd Grade): Improved by 3% (from 80% to 83%).

•Math (4th Grade): Improved by 3% (from 81% to 84%).

•7% growth in 4th grade reading and 6% growth in 4th grade math

•Math performance remained stable overall (82% passing both years), but with 5% more students mastering the content in 2025.

•Reading mastery increased by 1%, even though overall passing decreased slightly.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fifth grade science scores decreased by 11% this year.
Root Cause: Science is not emphasized and provided the same small group focus as ELA and math.

School Processes & Programs

School Processes & Programs Summary

SWE is a premier campus with strong emphasis on Teacher Led Small Group Instruction (TLSGI). SWE continuously provides professional development to meet the needs of teachers and students that align with campus goals. The leadership team- Administration, Counselor, and Specialists meet monthly to communicate goals and plan 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 and interventions to meet the needs of all students.

Campus Attendance- YTD 95.2% This is above the district goal of 95%, however the deaf hard of hearing and McKinney Vento students have significant absences that affect the percentage.

Teacher Attendance- Teachers have improved their attendance from last year.

Discipline-

Disciplinary Student and Incident Analysis in 2024-2025 for All Campuses

Student Counts/Percentages		
#1 - Count of students reported for a disciplinary incident by ethnicity	**Number of Students with Disciplinary Incidents**	**Number of Students Enrolled in LEA/School**
American Indian or Alaska Native	0	5
Asian	3	300
Native Hawaiian or Other Pacific Islander	0	0
Black or African American	0	85
Hispanic/Latino	1	141

Student Counts/Percentages				
White	4		162	
Two or More Races	1		43	
Total	8		734	
Special Education Students	2		188	
#2 - Percentage of students reported for a disciplinary incident by ethnicity	**Percentage of Students with Disciplinary Incidents**	**Percentage of Students Enrolled in LEA/School**	**Percentage of students within each ethnicity reported for a disciplinary incident**	**Relative Risk Ratio**
American Indian or Alaska Native	0.0%	0.7%	0.0%	0
Asian	37.5%	40.9%	1.0%	0.87
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0
Black or African American	0.0%	11.6%	0.0%	0
Hispanic/Latino	12.5%	19.2%	0.7%	0.60
White	50.0%	22.1%	2.5%	3.53
Two or More Races	12.5%	5.9%	2.3%	2.30
Special Education Students	25.0%	25.6%	1.1%	0.97
#3 & #4 - Count/Percentage of students reported for a disciplinary incident by gender	**Number of Students with Disciplinary Incidents**		**Percentage of Students with Disciplinary Incidents**	
Male	6		75.0%	
Female	2		25.0%	
Total	8			
#5 & #6 - Count/Percentage of students reported for a disciplinary incident by grade	**Number of Students with Disciplinary Incidents**		**Percentage of Students with Disciplinary Incidents**	
Early Education	0		0.0%	
Pre-Kindergarten	0		0.0%	
Kindergarten	0		0.0%	
1st Grade	0		0.0%	
2nd Grade	1		12.5%	
3rd Grade	3		37.5%	
4th Grade	1		12.5%	
5th Grade	3		37.5%	

Discipline Campus Student Counts for Disciplinary Actions for Years 22-23, 23-24 and 24-25 and (079907120) - Settlers Way EL and All Disciplinary Action Codes

Campus	2022 - 2023	2023 - 2024	2024 - 2025
079907120 - Settlers Way EL	8	10	8
Total Students	8	10	8

School Processes & Programs Strengths

Overall discipline is not a large concern at SWE. A small percentage of student have infractions, leaving more class time to focus on instruction.

2024-2025 Level 1 Offenses

	August	September	October	November	December	January	February	March	April	May	Total
PK	0	0	0	1	1	0	0	0	0	0	2
K	0	0	0	2	0	0	3	1	0	0	2
1st	0	0	1	0	0	0	0	0	0	0	1
2nd	0	2	2	0	1	1	1	2	6	0	15
3rd	0	0	0	0	2	1	0	0	0	1	4
4th	0	0	0	0	0	0	0	1	0	1	2
5th	1	1	0	1	0	0	0	0	0	0	3
Total	1	3	3	4	4	2	4	4	6	2	33

2024-2025 Office Referrals (Skyward)

	August	September	October	November	December	January	February	March	April	May	Total
PK	0	0	0	0	0	0	0	0	0	0	0
K	0	0	0	0	0	0	1	0	2	0	3
1st	0	1	3	0	1	0	0	0	0	0	5
2nd	2	3	3	1	0	0	1	2	2	1	15
3rd	0	2	0	0	0	0	0	2	1	2	7
4th	0	1	0	0	1	0	0	0	0	0	2
5th	0	0	0	0	1	1	0	0	1	4	7
Total	2	7	6	1	3	1	2	4	6	7	39
Students	1	6	4	1	3	1	1	3	5	6	24

3 referrals were from 1 student that withdrew in 10/31/24

Offense Type

	August	September	October	November	December	January	February	March	April	May	Total
Derogatory Statement	1	0	0	0	0	0	0	1	0	0	2
Disruptive Behavior	0	0	1	0	0	0	0	0	0	0	1
Disrupt Environment	0	0	1	0	0	0	1	0	1	3	6
Inappropriate Contact	1	6	4	0	0	0	1	1	2	2	17
Bullying	0	0	0	0	0	0	0	0	0	0	0

7/11 were from 3 students (1 withdrew, 1 hasn't had another since he started check in/out, 1 awaiting check in/out)

Video Games	0	0	0	0	0	0	0	0	0	0	0
Computer Misuse	0	0	0	0	0	1	0	0	0	0	1
Non-DAEP (Serious)	0	0	0	0	0	0	0	1	0	0	1
Sexual Misconduct	0	0	0	0	0	0	0	0	0	0	0
Theft	0	0	0	0	0	0	0	0	0	0	0
Profanity	0	0	0	0	0	0	0	1	0	0	1
Cheating	0	0	0	0	0	0	0	0	0	0	0
Teacher Referral	0	0	0	0	1	0	0	0	0	0	1
Referral Dismissed	0	0	0	1	0	0	0	0	0	0	1
Insubordination	0	0	0	0	0	0	0	0	0	0	0
Safety Rule Violation	0	0	0	0	0	0	0	0	0	0	0
Serious Offense-R2	0	1	0	0	2	0	0	0	0	0	3
Fighting	0	0	0	0	0	0	0	0	2	0	2
Obscense Gesture	0	0	0	0	0	0	0	0	1	2	3
Public Exposure	0	0	0	0	0	0	0	0	0	0	0
Total	2	7	6	1	3	1	2	4	6	7	39

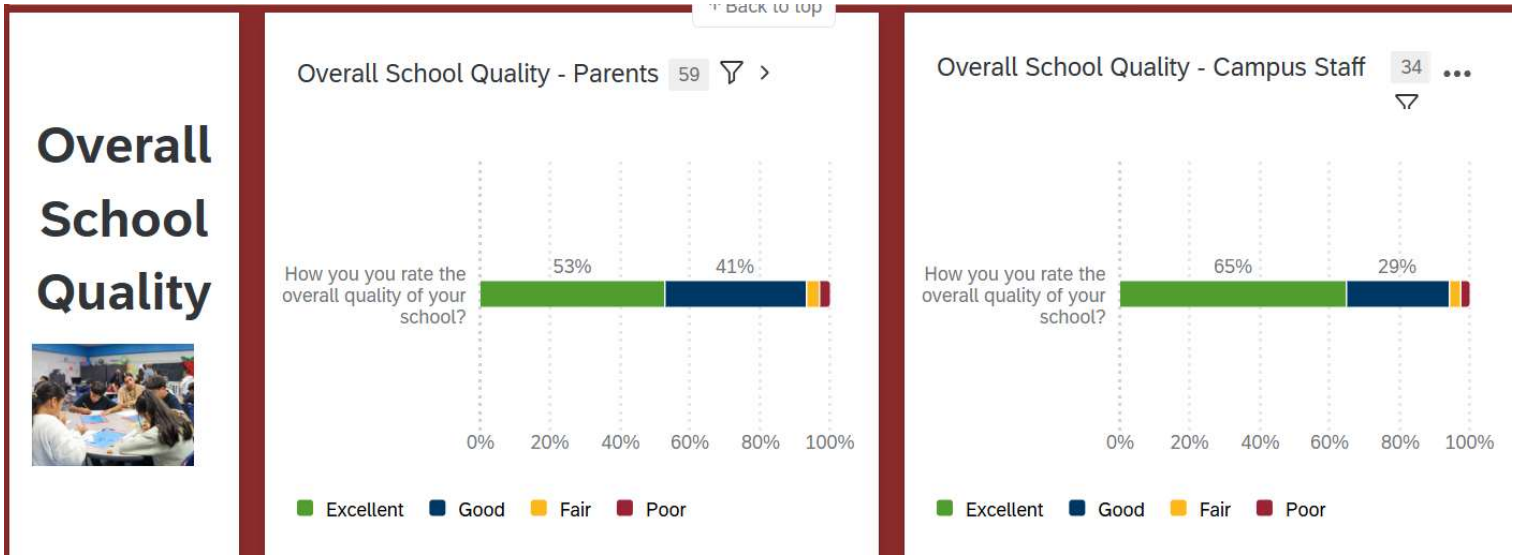
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Solid Tier 1 instruction for all students, along with implementation of IEP's for SPED students.
Root Cause: More feedback about instruction through observation, as well as fidelity checks of IEP implementation.

Perceptions

Perceptions Summary

Climate and Culture Survey- Parents and staff rate the overall quality of SWE as 94% excellent/good.

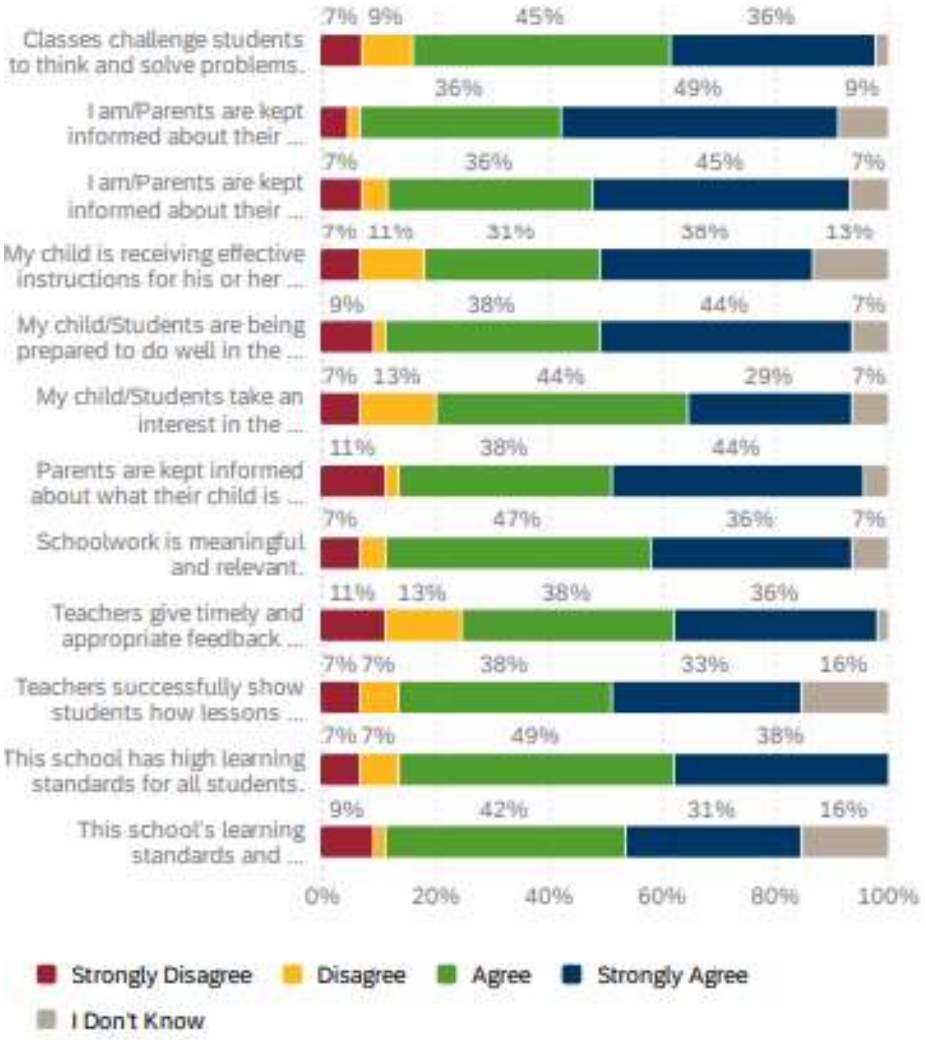


Academic Support- Parents rated the learning standards and expectations clearly explained as one of the lowest, while staff rated that one of the highest.

Parents

Parent Level of Agreement with Academic Support Questions

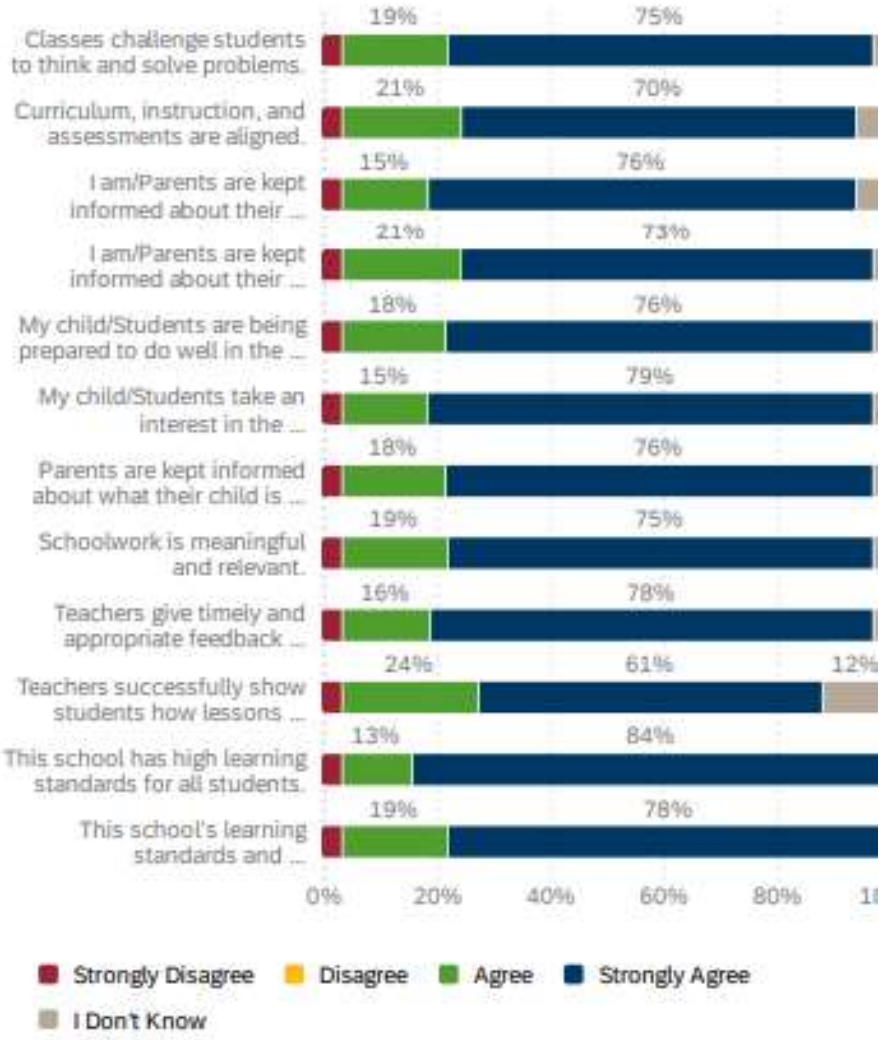
45



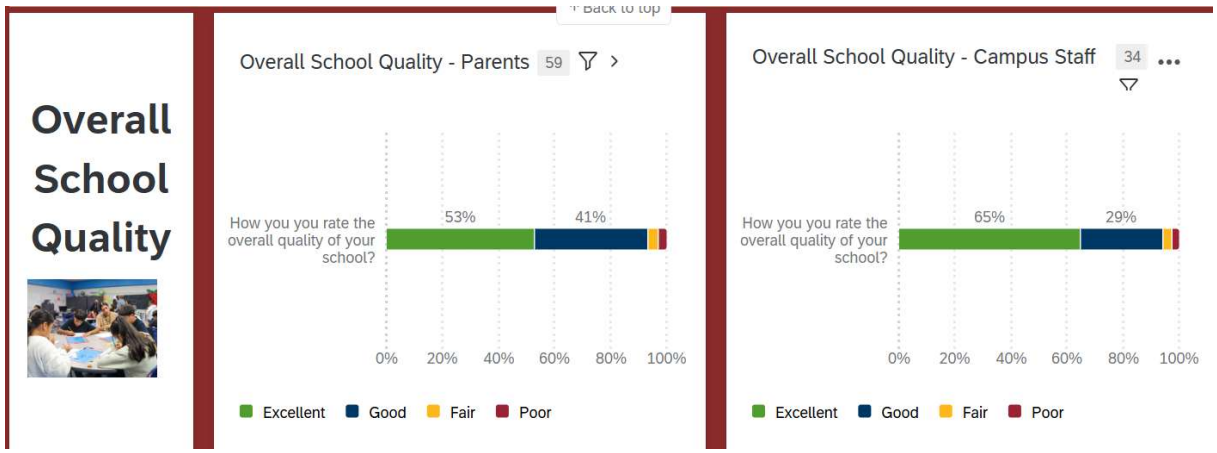
Campus Staff

Campus Staff Level of Agreement with Academic Support Questions

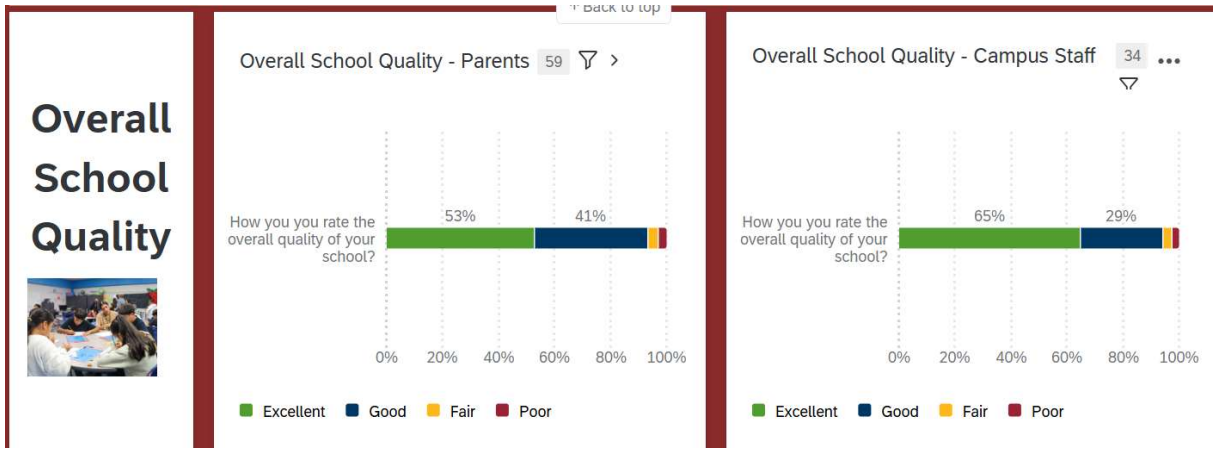
33



Student Support- Parents rated students being able to seek support from a staff member as one of the lowest, while staff rated that one of the highest.



School Leadership- Parents rated the school leaders are available when I have a concern as one of the lowest, while staff rated leaders make decisions in best interest of student and showing they care about staff the lowest



Perceptions Strengths

94% of parents and staff feel SWE is a quality school and most feel the school has a high learning standard. Parents and staff feel student are supported emotionally, and leadership at SWE is responsive. Parents and staff feel the school is safe and families are involved.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff need to engage more in community functions to strengthen parent/student relationsships.
Root Cause: Staff are overwhelmed with many responsibilities and demands on their time.

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 1: By May 2026, 80% Settlers Way Elementary students in grade 3-5 will show growth of at least one year and a half in reading, math, and science as indicated by NWEA Map Growth Measures.

High Priority

Evaluation Data Sources: Reading NWEA Map Growth
Math NWEA Map Growth
Science NWEA Map Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Implement strong PLC processes to strengthen tier 1 instruction through teacher collaboration and increased collective efficacy. **Strategy's Expected Result/Impact:** By January 2026, students will show growth BOY to MOY in reading, math, and science as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading, math, and science as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR reading, math, and science will increase. **Staff Responsible for Monitoring:** Administrators Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Continued emphasis and review of literacy practices/science of reading with a focus on phonics and implementation of the FBISD curriculum. **Strategy's Expected Result/Impact:** By January 2026, students will show growth BOY to MOY in reading as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR reading, math, and science will increase. **Staff Responsible for Monitoring:** Administrators Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Professional development on math instructional strategies focusing on guided math and the CRA model. **Strategy's Expected Result/Impact:** By January 2026, students will show growth BOY to MOY in math as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading, math, and science as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR math will increase. **Staff Responsible for Monitoring:** Teachers Administrators Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: Professional development on science instructional strategies focusing on hand-ons activities, rigor/TEK review and vocabulary strategies. **Strategy's Expected Result/Impact:** By January 2026, students will show growth BOY to MOY in science as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in science as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR science will increase. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
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 2025, 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 2025, 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 2026, 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:** Administrators GT Cog GT Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6: Teachers will hold small groups in RLA and track student data through weekly progress monitoring. **Strategy's Expected Result/Impact:** By October 2025, 80% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By December 2025, 85% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By February 2026, 95% of SWE of teachers will hold small groups weekly weekly as evidence by progress monitoring in a data tracker. By January 2026, students will show growth BOY to MOY in reading and math as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading and math, as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR reading and math will increase. **Staff Responsible for Monitoring:** Administrators Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 7: Teachers will hold small groups in math and track student data through weekly progress monitoring. **Strategy's Expected Result/Impact:** By October 2025, 80% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By December 2025, 85% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By February 2026, 95% of SWE of teachers will hold small groups weekly weekly as evidence by progress monitoring in a data tracker. By January 2026, students will show growth BOY to MOY in reading and math as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading and math, as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR reading and math will increase. **Staff Responsible for Monitoring:** Administrators Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 2: By May 2026, 80% of Settlers Way Elementary teachers will deliver effective Tier 1 instruction that is responsive to the needs of all students in ELA and math showing growth of at least one year and a half as indicated by NWEA Map Growth Measures.

High Priority

Evaluation Data Sources: Reading NWEA Map Growth
Math NWEA Map Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Administrators and specialists will conduct weekly observations and feedback to insure solid tier one instruction. **Strategy's Expected Result/Impact:** By October 2025, SWE administrators and specialists will observe and give feedback to each teacher at SWE, two or more times. By December 2025, SWE administrators and specialists will observe and give feedback to each teacher at SWE, three or more times. By February 2026, SWE administrators and specialists will observe and give feedback to each teacher at SWE, five or more times. By January 2026, students will show growth BOY to MOY in reading and math as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading and math, as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR reading and math will increase. **Staff Responsible for Monitoring:** Administrators Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Teachers will utilize common formative assessments (CFA's) and analyze the data for each subject at least once per nine weeks. **Strategy's Expected Result/Impact:** By October 2025, SWE teachers will utilize one common formative assessments (CFA's) and analyze the data for each subject. By December 2025, SWE teachers will reflect on the data and make an action plan targeted at improving instruction. By February 2026, SWE teachers will develop two common formative assessments (CFA's) and analyze the data for each subject. By January 2026, students will show growth BOY to MOY in reading and math as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading and math, as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining meets and masters levels on STAAR reading and math will increase. **Staff Responsible for Monitoring:** Administrators Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 3: By May 2026, 85% of Settlers Way Elementary students will achieve Meets or Masters level in RLA and Math as indicated by the STAAR Assessment.

High Priority

Evaluation Data Sources: RLA STAAR Scores
Math STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Teachers will meet weekly to plan and review lessons, utilizing Know and Show Charts to determine if the lesson /learning experience matches the rigor of the TEKs being covered. **Strategy's Expected Result/Impact:** By October 2025, 80% of SWE of teachers will utilize Know and Show Charts to review lesson plans for rigor of the TEKs. By December 2025, 85% of SWE of teachers will utilize Know and Show Charts to review lesson plans for rigor of the TEKs. By February 2026, 95% of SWE of teachers will utilize Know and Show Charts to review lesson plans for rigor of the TEKs. By January 2026, students will show growth BOY to MOY in reading and math as indicated by NWEA MAP Growth. By May 2026, students will show growth of 2% BOY to EOY in reading and math, as indicated by NWEA MAP Growth. By July 2026, the number of 3rd-5th grade students attaining Meets and Masters levels on STAAR reading and math will increase. **Staff Responsible for Monitoring:** Specialists Administrators Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, Settlers Way Elementary will increase parent satisfaction 2% evidenced by parents indicating the quality of their child's school as excellent or good as measured by the District Culture and Climate Survey.

High Priority

Evaluation Data Sources: District Culture and Climate Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Continue to implement a house system of smaller student groups within the larger campus community. **Strategy's Expected Result/Impact:** By October 2025, SWE will hold a house competition and rewards day for students. By December 2025, SWE SWE will have the majority of the houses conduct philanthropy projects serving the community. By February 2026, SWESWE will hold additional house competitions and rewards day for students. By May 2026, more parents will rate SWE as excellent or good overall on the District Climate and Culture Survey. **Staff Responsible for Monitoring:** Counselor Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: SWE Students will participate in the District's new pilot program Energy Explorers Premiere Opportunity as an educational enrichment experience. **Strategy's Expected Result/Impact:** By October 2025, 50% of SWE students will have participated in a field trip with the Energy Explorers Premiere Opportunity Program. By December 2025, 60% of SWE students will have participated in a field trip with the Energy Explorers Premiere Opportunity Program. By February 2026, 70% of SWE students will have participated in a field trip with the Energy Explorers Premiere Opportunity Program. By May 2026, more parents will rate SWE as excellent or good overall on the District Climate and Culture Survey. **Staff Responsible for Monitoring:** Administrators Teachers Counselor **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By 2026, SWE will ensure efficient staffing in each grade level, outclass, and specialized/certified staff by retaining or hiring within 1 month of an opening.

Evaluation Data Sources: Staff Roster
Position Control Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Administrators will monitor staffing monthly, attend job fairs, and actively monitor staff satisfaction at SWE. **Strategy's Expected Result/Impact:** By October 2025, SWE administrators will conduct monthly staffing reviews and staff surveys to monitor satisfaction of teachers at SWE. By December 2025, SWE administrators will continue to conduct monthly staffing reviews and staff surveys to monitor satisfaction of teachers at SWE, and hold events that help staff bond and see the benefits of working at SWE. By February 2026, SWE administrators will conduct monthly staffing reviews and conduct staff surveys to monitor satisfaction of teachers at SWE and plan to attend the job fairs to seek out any needed staff. By May 2026, SWE will ensure efficient staffing in each grade level, outclass, and specialized/certified staff as a result of retaining and hiring teachers to stay fully staffed. **Staff Responsible for Monitoring:** Administrators				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By May 2026, Settlers Way will demonstrate fiscal responsibility by practicing transparent budgeting and aligning all campus expenditures with the district strategic plan and campus priorities, including the Ft. Bend Education Foundation Grants.

Evaluation Data Sources: FBISD Education Foundation Grants

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Grade level teams will apply for grants to enhance their teaching resources for the benefit of students in 2026-2027. **Strategy's Expected Result/Impact:** By March 2026, each grade level team will apply for at least one grant to enhance teaching resources for the benefit of students. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress Accomplished Continue/Modify Discontinue