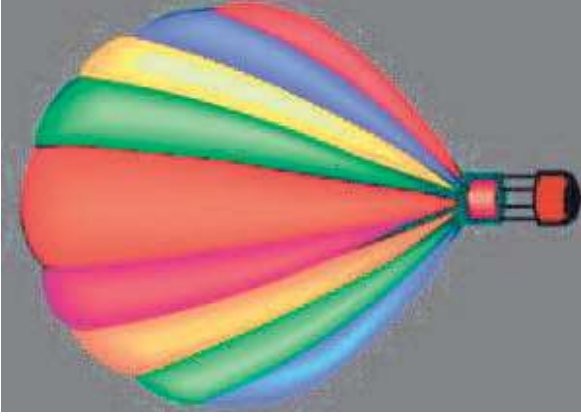


Fort Bend Independent School District

Settlers Way Elementary

2024-2025 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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Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff 46

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 47

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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. 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.

Demographic breakdown:

School Population (2023 - 2024 Preliminary Summer PEIMS file loaded 06/12/2024)		
Student Total	Count	Percent
Early Education Grade	728	100%
Pre-Kindergarten Grade	18	2.47%
Kindergarten Grade	42	5.77%
1st Grade	85	11.68%
2nd Grade	113	15.52%
3rd Grade	114	15.66%
4th Grade	114	15.66%
5th Grade	127	17.45%
	115	15.80%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/12/2024)		
Gender	Count	Percent
Female	360	49.45%
Male	368	50.55%

Ethnicity	
Hispanic-Latino	149 20.47%
Race	
American Indian - Alaskan Native	6 0.82%
Asian	295 40.52%
Black - African American	79 10.85%
Native Hawaiian - Pacific Islander	0 0.00%
White	161 22.12%
Two-or-More	38 5.22%

Student Programs (2023 - 2024 Summer PEIMS file loaded)	
06/12/2024)	
CTE Attendance	Count Percent
	0 0.00%
Gifted and Talented	49 6.73%
Pregnancy Related Services	0 0.00%
Regional Day School Program for the Deaf	43 5.91%
Section 504	20 2.75%
Special Education (SPED)	178 24.45%
Bilingual/ESL	
Emergent Bilingual (EB)	255 35.03%
Standard or Alternative Bilingual/ESL	250 34.34%
Dual Language Immersion/One-Way	0 0.00%
Dual Language Immersion/Two-Way	0 0.00%

Dyslexia		
Dyslexia Indicator Code	47	6.46%
Dyslexia Risk Code	198	27.20%
Dyslexia Services Code	47	6.46%
Title 1 Part A		
Schoolwide Program	3	0.41%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	6	0.82%
Neglected	0	0.00%

Special Education Services (2023 - 2024 Summer PEIMS file		
loaded 06/12/2024)		
Instructional Settings		
Speech Therapy	126	16.82%
Homebound	1	0.13%
Hospital Class	0	0.00%
Resource Room	67	8.95%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	65	8.68%
Full-Time Early Childhood	12	1.60%
Mainstream	41	5.47%

Student Indicators (2023 - 2024 Summer PEIMS file loaded

06/12/2024)

Foster Care	1	0.14%
IGC Reviewed	0	0.00%
Intervention Indicator	101	13.87%
Migrant	0	0.00%
Military Connected	12	1.65%
Unschool'd Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	253	34.75%
Free Meals	221	30.36%
Reduced-Price Meals	24	3.30%
Other Economic Disadvantage	8	1.10%
Homeless Statuses		
Homeless Status Total	6	0.82%
Shelter	0	0.00%
Doubled Up	2	0.27%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	4	0.55%
Not Unaccompanied Youth	6	0.82%
Unaccompanied Youth	0	0.00%

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 on the decline, but beginning to rise with focused efforts. **Root Cause:** Attendance rates began to 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 also 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.

Student Attendance:

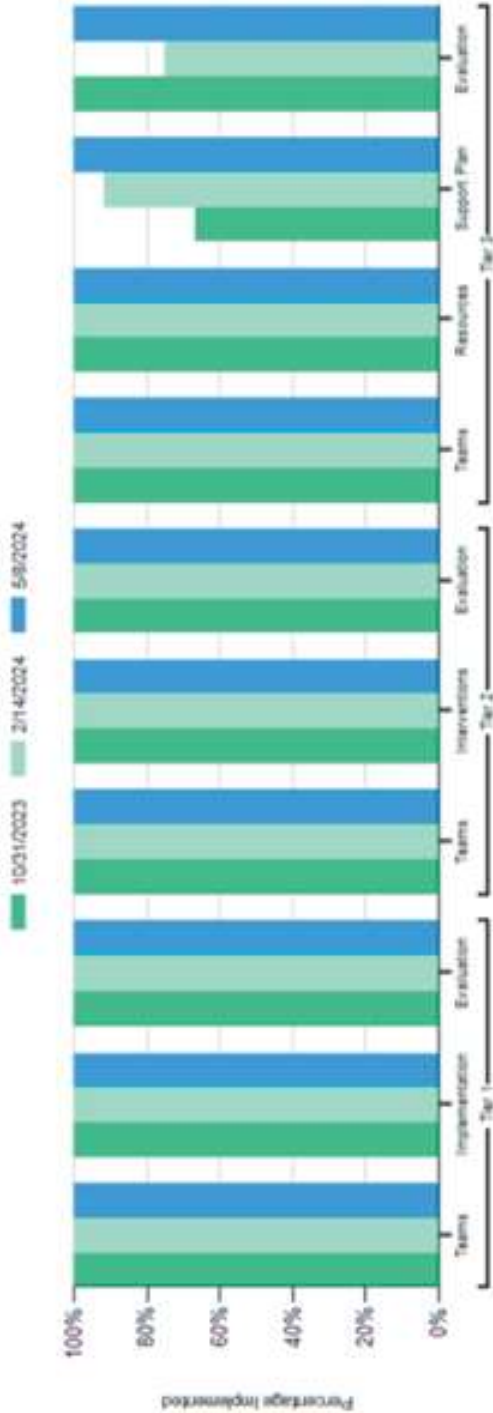
PERCENT IN ATTENDANCE	Stu Count	Days Memb	%Days Memb per Ethn
Hispanic/Latino	156	21,894.5	93.11%
American Indian/Alaska	7	781.0	90.78%
Asian	298	42,613.0	95.73%
Black/African American	81	11,160.5	95.61%
Hawaiian or Other Pacific	0	0.0	0.00%
White	165	23,302.0	95.31%
Two or More Races	39	5,555.0	94.91%
TOTAL	746	105,306.0	95.00%

Teacher Attendance:

3	Absences Summary
PERFECT ATTENDANCE 3.80% of employees	More than 45 absences: 1 employee (1.27%)
	Between 23 and 44 absences: 3 employees (3.80%)
	Between 1 and 22 absences: 72 employees (91.14%)

PBIS:

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Settlers Way Elementary School
10/31/2023 - 5/8/2024



Date Completed	Tier 1			Tier 2			Tier 3		
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan
10/31/2023	100%	100%	100%	100%	100%	100%	100%	100%	67%
2/14/2024	100%	100%	100%	100%	100%	100%	100%	100%	92%
5/8/2024	100%	100%	100%	100%	100%	100%	100%	100%	100%

Discipline:

District Discipline Data-ODR by problem behavior			
FBISD 2022-23 Discipline Referrals as of: May 8, 2023			
Top 10 Behaviors			
Inappropriate Physical Contact	Comp/Technology Misuse	Derogatory Statement	Referral Dismissed

Bus Misconduct	Continued/Repeated Level 1	Exhibit Inappropriate Familiar	Horseplay
Insubordination	Serious Offense		
FBISD 2023-24 Discipline Referrals as of: May 07, 2024			
<i>Top 10 Behaviors</i>			
Inappropriate Physical Contact	Disrupt Behavior	Disrupt Education Environment	Non DAEP, Terroristic Threat
Comp/Technology	Insubordination	Minor AUP Violation	Public Lewd Indecent Exposure
Referral Dismissed	Bullying-Disability		

ISS/OSS/DAEP as of: May 05, 2023

ISS	OSS	Disc DAEP
9	0	0

ISS	OSS	Disc DAEP
7	1	0

GT:

Fort Bend ISD Gifted and Talented Program Equity
Students participating in Gifted and Talented
1st - 12th Grade

120 Settlers Way Elementary		2022-2023				2023-2024			
		Total Served	Total Enrollment			Total Served	Total Enrollment		
		68	660			49	560		
Student Group	# Served	% of Total Served	# Enrolled	% of Total Enrollment	% of Total Served/Enrollment	# Served	% of Total Served	# Enrolled	% of Total Enrollment
Asian	47	69.1%	297	45.0%	1.54	35	71.4%	229	40.9%
Black or African-American	1	1.5%	85	12.9%	0.11			59	10.5%
Hispanic	4	5.9%	107	16.2%	0.36	5	10.2%	119	21.3%
White	11	16.2%	132	20.0%	0.81	8	16.3%	121	21.6%
Other	5	7.4%	39	5.9%	1.24	1	2.0%	32	5.7%
EcoDis	5	7.4%	212	32.1%	0.23	6	12.2%	181	32.3%
EB/EL	12	17.6%	179	27.1%	0.65	13	26.5%	164	29.3%
SpEd	2	2.9%	119	18.0%	0.16	2	4.1%	116	20.7%

STAAR Scores:

*****3*****

	Spring 2024 STAAR Grade 3 Reading Language Arts	May 2023 STAAR Reading Language Arts, Grade 3
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	Total Students	STAAR Overall Performance Level				Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
		Did Not Meet	Approaches	Meets	Masters				
SETTLERS WAY ELEMENTARY	106	19.81%	18.87%	38.68%	22.64%	109	84.40%	68.81%	26.61%
Economic Disadvantage	38	34.21%	31.58%	26.32%	7.89%	34	85.29%	58.82%	17.65%
American Indian/Alaskan Native	-	-	-	-	-	1	100%	0%	0%
Asian	44	9.09%	18.18%	40.91%	31.82%	43	93.02%	86.05%	46.51%
Black/African American	11	27.27%	36.36%	27.27%	9.09%	15	80%	73.33%	13.33%
Hispanic	29	34.48%	13.79%	37.93%	13.79%	24	79.17%	45.83%	12.50%
Two or More Races	1	0%	0%	0%	100%	7	71.43%	42.86%	42.86%
White	21	19.05%	19.05%	42.86%	19.05%	19	78.95%	68.42%	5.26%
Currently Emergent Bilingual	29	27.59%	20.69%	37.93%	13.79%	31	67.74%	41.94%	9.68%
Second Year of Monitoring	2	0%	0%	100%	0%	-	-	-	-
Special Ed Indicator	31	61.29%	19.35%	12.90%	6.45%	20	50%	40%	10%
			80.19	61.32	22.64				
			4.21	7.49	3.87				

Change 2023-2024 3.ELA	
Approaches	-4.21 %
Meets	-7.49 %
Masters	-3.97 %

	Spring 2024 STAAR Grade 3 Mathematics					May 2023 STAAR Mathematics, Grade 3				
	Total Students	STAAR Overall Performance Level					Total Students			
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
SETTLERS WAY ELEMENTARY	107	22.43%	18.69%	30.84%	28.04%	109	78.90%	59.63%	32.11%	
Economic Disadvantage	38	39.47%	23.68%	23.68%	13.16%	34	70.59%	41.18%	17.65%	
American Indian/Alaskan Native	-	-	-	-	-	1	100%	0%	0%	
Asian	45	8.89%	17.78%	37.78%	35.56%	43	88.37%	81.40%	58.14%	
Black/African American	11	45.45%	27.27%	27.27%	0%	15	60%	20%	6.67%	
Hispanic	29	31.03%	24.14%	24.14%	20.69%	24	75%	54.17%	16.67%	
Two or More Races	1	0%	0%	0%	100%	7	71.43%	57.14%	42.86%	
White	21	28.57%	9.52%	28.57%	33.33%	19	78.95%	52.63%	10.53%	
Currently Emergent Bilingual	29	24.14%	24.14%	31.03%	20.69%	31	64.52%	51.61%	22.58%	
Second Year of Monitoring	2	0%	0%	50%	50%	-	-	-	-	
	104	24.04%	16.44%	28.84%	23.08%	100	78.90%	59.63%	32.11%	

Special Ed Indicator	51	01.29%	10.15%	9.08%	12.90%	20	50%	20%	10%
			77.57	58.88	28.04				
			1.33	0.75	4.07				

Change 2023-2024 3.M	
Approaches	-1.33%
Meets	-7.5%
Masters	-4.07%

*****4*****

	Spring 2024 STAAR Grade 4 Reading Language Arts					May 2023 STAAR Reading Language Arts, Grade 4				
	Total Students	STAAR Overall Performance Level				Total Students	Approaches Grade Level (TX)		Meets Grade Level (TX)	
		Did Not Meet	Approaches	Meets	Masters		Approaches Grade Level (TX)		Meets Grade Level (TX)	
SETTLERS WAY ELEMENTARY	122	11.57%	19.83%	39.67%	28.93%	100	93%		63%	
Economic Disadvantage	37	16.67%	30.56%	36.11%	16.67%	34	36.11%		35.29%	
American Indian/Alaskan Native	1	0%	100%	0%	0%	-	-		-	
Asian	50	8%	16%	40%	36%	40	97.50%		87.50%	
Black/African American	15	20%	20%	46.67%	13.33%	11	81.82%		27.27%	
Hispanic	25	16.67%	20.83%	45.83%	16.67%	22	90.91%		40.91%	
Two or More Races	7	14.29%	42.86%	0%	42.86%	6	66.67%		66.67%	
White	24	8.33%	16.67%	41.67%	33.33%	21	100%		57.14%	
Currently Emergent Bilingual	38	23.68%	26.32%	36.84%	13.16%	23	91.30%		65.22%	
First Year of Monitoring	-	-	-	-	-	2	100%		100%	
Second Year of Monitoring	-	-	-	-	-	1	100%		100%	
Third Year of Monitoring	-	-	-	-	-	1	100%		100%	
Special Ed Indicator	22	40.91%	18.18%	22.73%	18.18%	18	72.22%		22.22%	
			88.4	68.57	28.9					
			4.6	5.57	3.07					

Change 2023-2024 4.ELA	
Approaches	-4.6%
Meets	+5.57%
Masters	-3.07%

	Spring 2024 STAAR Grade 4 Mathematics					May 2023 STAAR Mathematics, Grade 4				
	Total Students	STAAR Overall Performance Level				Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	
		Did Not Meet	Approaches	Meets	Masters					
SETTLERS WAY ELEMENTARY	122	18.85%	22.13%	31.97%	27.05%	100	79%	51%	28%	
Economic Disadvantage	37	29.73%	24.32%	32.43%	13.51%	34	61.76%	32.35%	20.59%	
American Indian/Alaskan Native	1	0%	100%	0%	0%	-	-	-	-	
Asian	50	10%	6%	44%	40%	40	97.50%	72.50%	37.50%	
Black/African American	15	33.33%	40%	20%	6.67%	11	36.36%	18.18%	18.18%	
Hispanic	25	32%	32%	20%	16%	22	68.18%	22.73%	9.09%	
Two or More Races	7	14.29%	14.29%	28.57%	42.86%	6	66.67%	50%	50%	
White	24	16.67%	33.33%	29.17%	20.83%	21	80.95%	57.14%	28.57%	
Currently Emergent Bilingual	38	23.68%	26.32%	28.95%	21.05%	23	82.61%	47.83%	30.43%	
First Year of Monitoring	-	-	-	-	-	2	100%	50%	0%	
Second Year of Monitoring	-	-	-	-	-	1	100%	100%	0%	
Third Year of Monitoring	-	-	-	-	-	1	100%	100%	0%	
Special Ed Indicator	22	54.55%	9.09%	31.82%	4.55%	18	50%	16.67%	5.56%	
			81.15	59.02	27.05					
			2.15	8.02	0.95					

Change 2023-2024 4.M	
Approaches	+2.15%
Meets	+8.02%
Masters	-95%

*****5*****

	Spring 2024 STAAR Grade 5 Mathematics										Spring 2024 STAAR Grade 5 Reading Language Arts									
	STAAR Overall Performance Level										STAAR Overall Performance Level									
	Total Students	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Total Students	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Total Students	STAAR Overall
SETTLERS WAY ELEMENTARY	111	15.32%	26.13%	31.53%	26.21%					111	11.71%	14.41%	27.91%	45.95%					111	17.12%
Economic Disadvantage	35	15.43%	34.29%	28.57%	16.71%					35	20%	24.57%	22.86%	26.57%					35	29.71%
American Indian/Alaskan Native	1	0%	0%	0%	100%					1	0%	0%	0%	100%					1	0%
Asian	45	4.44%	15.56%	37.78%	42.22%					45	3.22%	4.44%	34.44%	58.89%					45	4.44%
Black/African American	13	15.38%	41.47%	23%	0%					13	23%	20%	41.47%	16.17%					13	16.17%
Hispanic	23	27.27%	16.36%	27.27%	6.09%					23	11.46%	22.71%	27.27%	36.36%					23	11.46%
Two or More Races	6	33.33%	16.67%	16.67%	33.33%					6	33.33%	0%	16.67%	50%					6	33.33%
White	25	12%	32%	40%	16%					25	16%	24%	32%	28%					25	28%
Currently Emergent Bilingual	28	17.86%	31.43%	50.14%	28.57%					28	14.29%	21.43%	31.43%	42.86%					28	25%
First Year of Monitoring	3	0%	50%	50%	0%					3	0%	0%	0%	100%					3	0%
Second Year of Monitoring	1	0%	100%	0%	0%					1	0%	0%	0%	100%					1	0%
Third Year of Monitoring	1	0%	0%	100%	0%					1	0%	0%	0%	100%					1	0%

Kinder-Early Lit

Level	BOY	MOY	EOY	change
At/+ Benchmark	58	61	75	17
On Watch	9	13	0	9
<u>Interven</u>	17	10	5	12
<u>Urgent Interven</u>	17	16	20	3

1st-R

Level	BOY	MOY	EOY	change
At/+ Benchmark	66	76	80	14
On Watch	20	11	6	14
<u>Interven</u>	3	7	9	6
<u>Urgent Interven</u>	10	6	6	4

1st-M

Level	BOY	MOY	EOY	change
At/+ Benchmark	84	92	91	7
On Watch	10	5	6	4
<u>Interven</u>	5	1	3	2
<u>Urgent Interven</u>	1	2	1	0

2nd-R

Level	BOY	MOY	EOY	change
At/+ Benchmark	61	73	72	11
On Watch	8	8	8	0
<u>Interven</u>	9	6	5	4
<u>Urgent Interven</u>	22	13	16	6

2nd-M

Level	BOY	MOY	EOY	change
At/+ Benchmark	66	75	77	11
On Watch	14	10	8	6
<u>Interven</u>	13	9	11	2
<u>Urgent Interven</u>	7	6	5	2

3-R

Level	BOY	MOY	EOY	change
At/+ Benchmark	69	75	74	5
On Watch	9	9	5	4
<u>Interven</u>	6	2	7	1
<u>Urgent Interven</u>	13	14	15	2

3-M

Level	BOY	MOY	EOY	change
At/+ Benchmark	76	84	79	3
On Watch	4	5	7	3
<u>Interven</u>	12	6	8	4
<u>Urgent Interven</u>	7	5	6	1

4-R

Level	BOY	MOY	EOY	change
At/+ Benchmark	73	70	78	5
On Watch	5	11	7	2
<u>Interven</u>	7	6	7	0
<u>Urgent Interven</u>	15	13	9	6

4-M

Level	BOY	MOY	EOY	change
At/+ Benchmark	78	88	88	10
On Watch	8	3	4	4
<u>Interven</u>	4	4	2	2
<u>Urgent Interven</u>	9	5	5	4

5-R

Level	BOY	MOY	EOY	change
At/+ Benchmark	73	71	80	7
On Watch	12	12	10	2
<u>Interven</u>	8	11	4	4
<u>Urgent Interven</u>	7	6	6	1

5-M

Level	BOY	MOY	EOY	change
At/+ Benchmark	81	85	89	8
On Watch	6	5	3	3
<u>Interven</u>	8	5	3	5
<u>Urgent Interven</u>	5	5	5	0

SWE

Level	%
At/+ Benchmark	+9%
On Watch	-4%
<u>Interven</u>	-4%
<u>Urgent Interven</u>	-3%

Student Learning Strengths

- Fourth grade had the most success overall on STAAR.
- 4th grade math over all had an increase of 2% approaches and 8% meets, with a decrease of less than 1% in masters.
- Fifth grade science had an increase of 6.6% in approaches.
- Fifth grade also had an increase in ELA of 4% masters .

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A drop in ELA approaches (4%), math masters (3%), and science meets/masters (5%) STAAR scores. **Root Cause:** A high SPED population with less experienced (1A) teachers providing solid Tier 1 instruction. Also, rezoning of higher socioeconomic subdivision has reduced student population.

School Processes & Programs

School Processes & Programs Summary

SWE is a Balanced Literacy Campus with a strong emphasis on phonics. Our campus participated in a Phonics Walk last year, and was even toured by the school board members to see the new phonics curriculum in action.

We have been involved in the balanced literacy cadre for many years. Our teachers have been coached by the 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 phonics 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 campus also initiated a house system to ensure all students felt a sense of belonging to the larger campus community.

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.

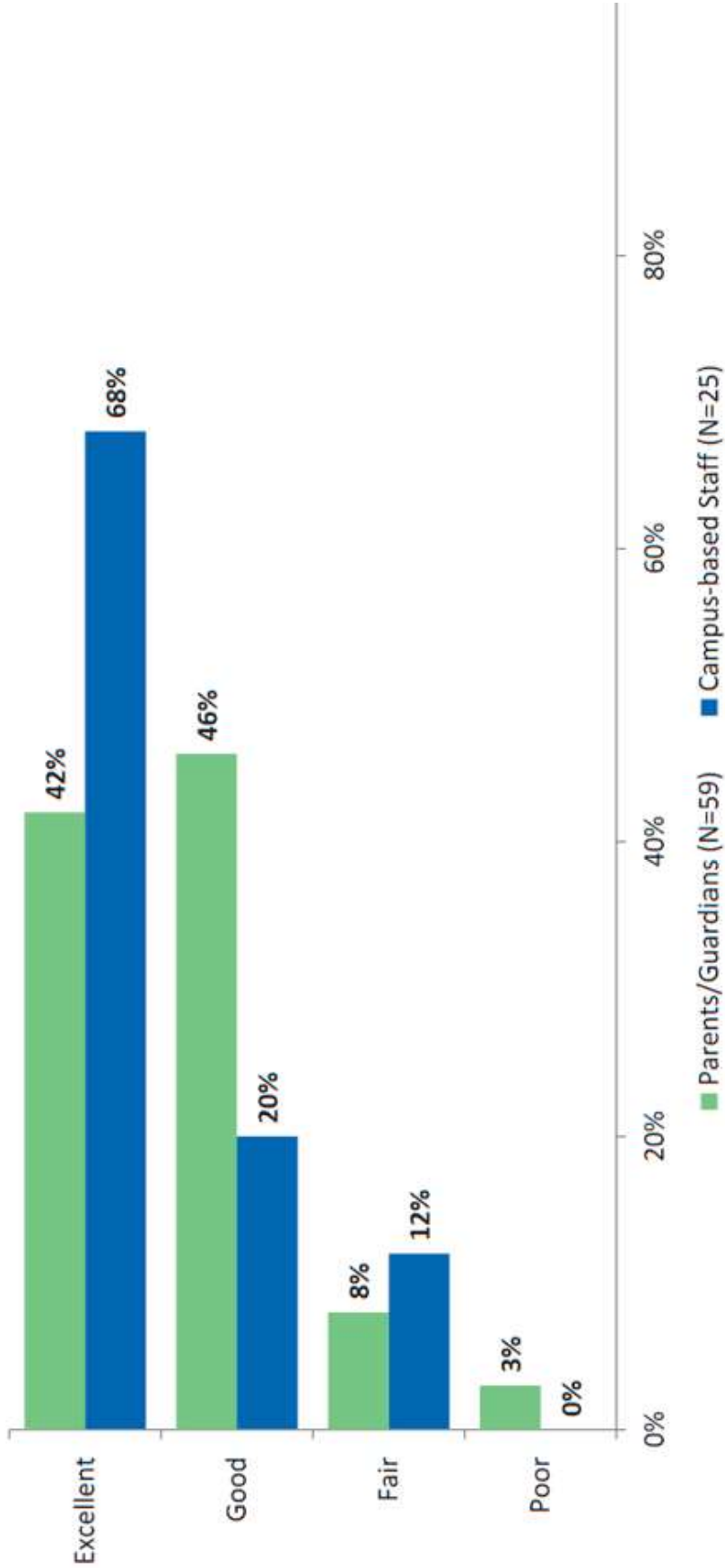
Perceptions

Perceptions Summary

Climate Survey

Overall School Quality: Comparison by Respondent Type

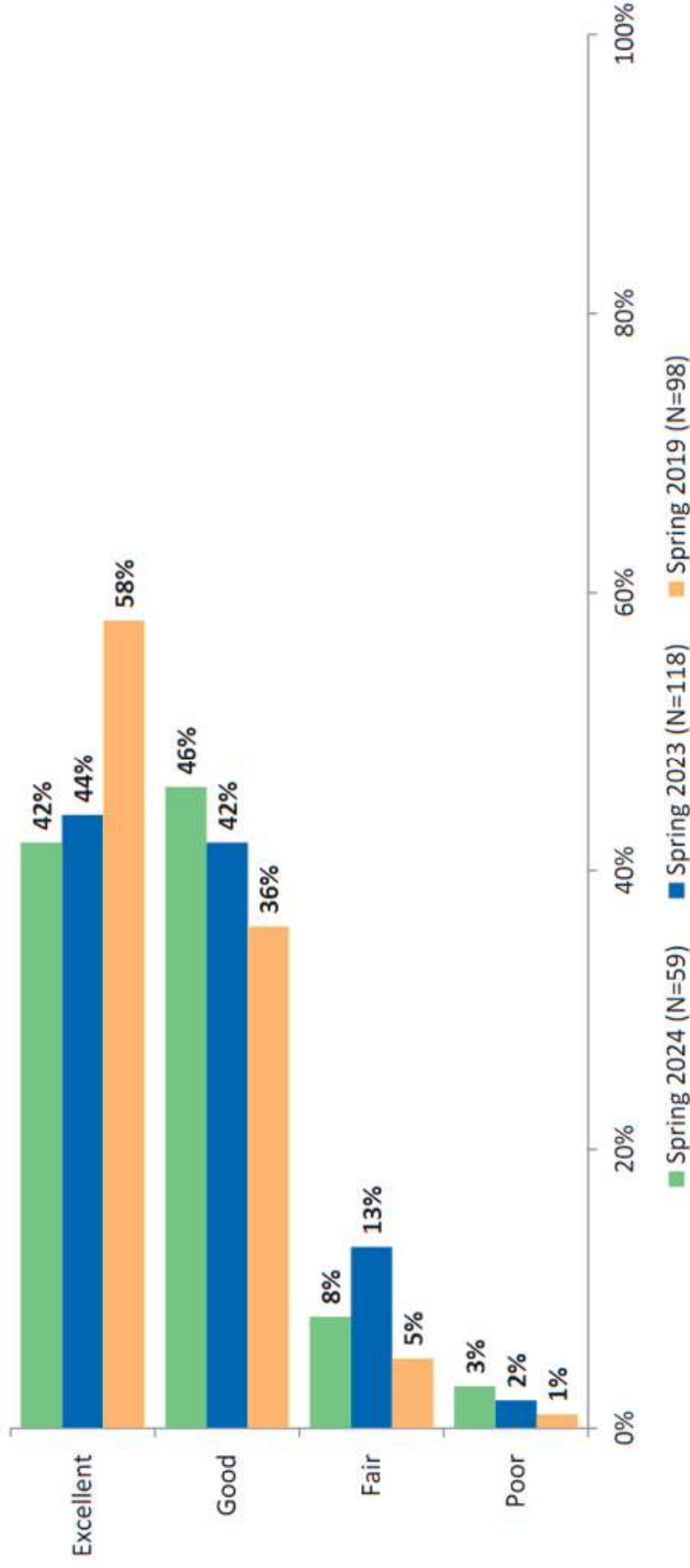
How would you rate the overall quality of your/your child's school?



Parents/Guardians

Overall School Quality: Comparison Over Time

How would you rate the overall quality of your/your child's school?



Campus-based Staff

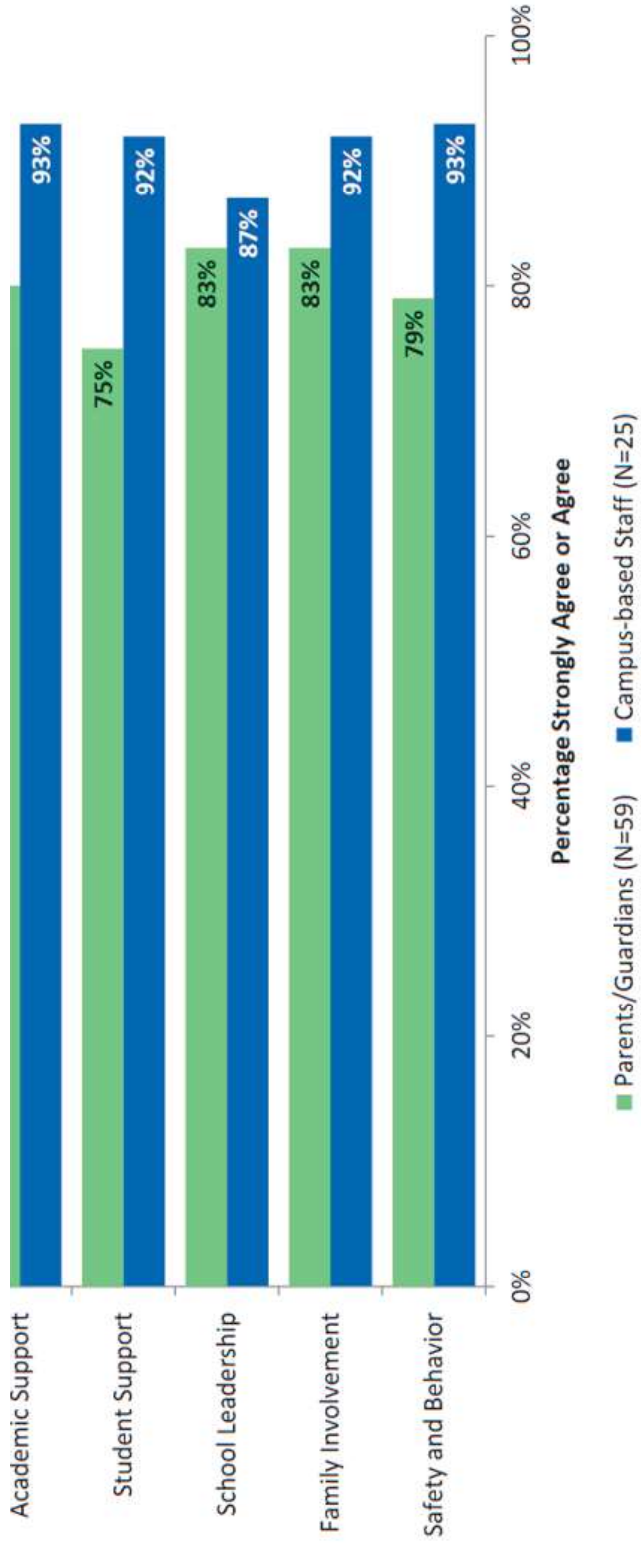
Overall School Quality: Comparison Over Time

How would you rate the overall quality of your/your child's school?



Dimension Scores: Comparison by Respondent Type





Characters : 0

Perceptions Strengths

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Staff members and families treat each other with respect.	97%	Family Involvement
My child is safe and secure at school.	95%	Safety and Behavior
Staff members and students treat each other with respect.	93%	Safety and Behavior
I am kept informed about my child's grades and academic progress.	92%	Academic Support
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	92%	Family Involvement

Campus-based Staff

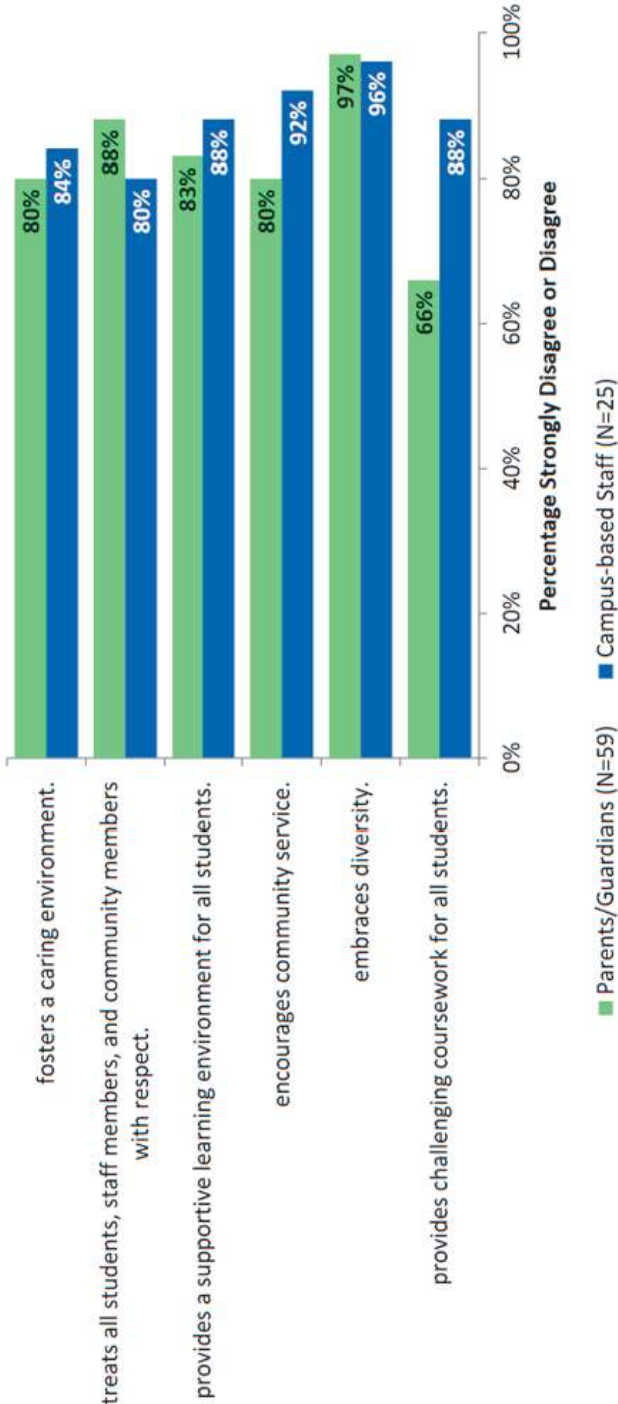
Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school has high learning standards for all students.	100%	Academic Support
This school's learning standards and expectations are clearly explained to students.	100%	Academic Support
Parents are kept informed about their child's grades and academic	100%	Academic Support

progress.		
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	100%	Family Involvement
I am aware of safety and security procedures at this school.	100%	Safety and Behavior

Community Perceptions: Comparison by Respondent Type

To help campus leaders fully understand community perceptions of their school, please tell us how strongly you agree or disagree with the following statements. Your/Your child's school...



Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need to receive individual feedback and support they need to prepare for the future. **Root Cause:** Lack of knowledge about methods of feedback and real life applications of academics.

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 2025, 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 2024, 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 2024, 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 2025, 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 2024, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools.
- By January 2025, the percentage of students showing growth in reading on MAP will increase by 2% from BOY to MOY
- By October 2024, all teachers 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 2024, 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 2025, 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 2025, increase on STAAR Reading: Meeting Grade Level performance 4%
- By July 2025, increase on STAAR Math: Meeting Grade Level performance 4%
- By July 2025, increase on STAAR Science: Meeting Grade Level performance 4%
- By January 2025, the percentage of students showing growth in reading and math on MAP will increase by 2% from BOY to MOY -Percentile Rank
- By May 2025, the percentage of students showing growth in reading and math on MAP will increase by 4% from MOY to EOY -Percentile Rank

By May 2025, 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 and feedback, students will reflect and refine their learning goals based on teacher and peer feedback.		Formative			Summative
		Oct	Dec	Feb	June
Strategy's Expected Result/Impact: By October 2024 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 2024, 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 2025, 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 2025, 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 2024, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools. By July 2025, increase on STAAR Reading: Meeting Grade Level performance 4% By July 2025, increase on STAAR Math: Meeting Grade Level performance 4% By July 2025, increase on STAAR Science: Meeting Grade Level performance 4% By January 2025, the percentage of students showing growth in reading and math on MAP will increase by 2% from BOY to MOY -Percentile Rank By May 2025, the percentage of students showing growth in reading and math on MAP 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 MAP Data Staff Responsible for Monitoring: Campus Administrators Campus Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund					

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 2025, the percentage of students showing growth in reading on MAP will increase by 2% from BOY to MOY By May 2025, the percentage of students showing growth in reading on MAP will increase by 2% from BOY to EOY By July 2025, increase on STAAR Reading: Meeting Grade Level performance 4% Supporting Evidence: TTESS Walk Through Data Classroom Observations PLC Agendas and Protocol Documents MAP Data Staff Responsible for Monitoring: Campus Administrators Campus Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund	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 2025, the percentage of students showing growth in math on MAP will increase by 2% from BOY to MOY By July 2025, the percentage of students showing growth in math on MAP will increase by 2% from BOY to EOY By July 2025, increase on STAAR Math: Meeting Grade Level performance 4% Supporting Evidence: TTESS Walk Through Data Classroom Observations PLC Agendas and Protocol Documents MAP Data Staff Responsible for Monitoring: Campus Administrators Math Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund	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 2025, 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 MAP Data Staff Responsible for Monitoring: Campus Administrators Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund				
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 2024, 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 2024, 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 2025, 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund				

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

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Campus #120
September 19, 2024 10:56 AM

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

Performance Objective 2: By June 2025, Settlers Way Elementary will deliver instruction that is responsive to the needs of all students through small group instruction in ELA and math.

Indicators of Success: Formative:

By October 2024, 75% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker.

By December 2024, 85% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker.

By December

By February 2025, 95% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker.

By December

By October 2024, all teachers will participate in professional learning communities focusing on small group strategies.

By December 2024, all teachers will participate in observations and feedback during professional learning communities, utilizing advanced software analysis.

By February 2025, all teachers will participate in observations and feedback during professional learning communities, utilizing advanced software analysis

By October 2024, all teachers will participate in SST meetings focusing on new RISE Time Protocols to implement effective interventions for students performing below grade level.

By December 2024, all teachers will participate in SST meetings focusing on new RISE Time Protocols to implement effective interventions for students performing below grade level.

By February 2025, all teachers will participate in SST meetings focusing on new RISE Time Protocols to implement effective interventions for students performing below grade level.

Summative:

By January 2025, the percentage of students showing growth in ELA and math on MAP will increase by 2% from BOY to MOY.

By May 2025, the percentage of students showing growth in ELA and math on MAP will increase by 5% from BOY to EOY.

By July 2025, Settlers Way Elementary will increase the percentage of students achieving at least "Approaches Grade Level Standard" on the ELA and math STAAR test by 4%.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will track student data within small groups by progress monitoring weekly. Strategy's Expected Result/Impact: By October 2024, 75% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By December 2024, 85% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By December By February 2025, 95% of SWE of teachers will hold small groups weekly as evidence by progress monitoring in a data tracker. By December By January 2025, the percentage of students showing growth in ELA and math on MAP will increase by 2% from BOY to MOY. Staff Responsible for Monitoring: Administrators CCC Specialists Sped Case Managers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 General Fund		Formative			Summative
		Oct	Dec	Feb	June

Strategy 2 Details		Reviews		
Strategy 2: Observations and feedback will take place during professional learning communities, utilizing advanced software analysis. Strategy's Expected Result/Impact: By October 2024, all teachers will participate in professional learning communities focusing on small group strategies. By December 2024, all teachers will participate in observations and feedback during professional learning communities, utilizing advanced software analysis. By February 2025, all teachers will participate in observations and feedback during professional learning communities, utilizing advanced software analysis By May 2025, the percentage of students showing growth in ELA and math on MAP will increase by 5% from BOY to EOY. Staff Responsible for Monitoring: Administrators Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund				
Strategy 3 Details		Reviews		
Strategy 3: Implement new RISE Time Protocols to be monitored monthly, and checked at each SST meeting. Strategy's Expected Result/Impact: By October 2024, all teachers will participate in SST meetings focusing on new RISE Time Protocols to implement effective interventions for students performing below grade level. By December 2024, all teachers will participate in SST meetings focusing on new RISE Time Protocols to implement effective interventions for students performing below grade level. By February 2025, all teachers will participate in SST meetings focusing on new RISE Time Protocols to implement effective interventions for students performing below grade level. By July 2025, Settlers Way Elementary will increase the percentage of students achieving at least "Approaches Grade Level Standard" on the ELA and math STAAR test by 4%. Staff Responsible for Monitoring: Administrators CCC Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund				

0%

No Progress

100%

Accomplished

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Discontinue

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Campus #120
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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 2025, 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 2024, the campus will establish houses of students to promote a sense of belonging and connectedness.
 - By December 2024, 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 2025, 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 2024, Spirit Tag Success Criteria will be developed by the teacher in 65-75% of all classrooms
 - By December 2024, Spirit Tag Success Criteria will be co-constructed in 65-75% of all classrooms
 - By February 2025, Spirit Tag Success Criteria will be co-constructed in 70-80% of all classrooms
 - By September 2024, the campus will develop incentives to promote attendance on campus.
 - By December 2024, the campus will exceed the district goal of 96.5% attendance rate at least twice.
 - By February 2025, the campus will exceed the district goal of 96.5% attendance rate at least twice.
 - By December 2024, there will be at least 7% of the staff with perfect attendance.
 - By September 2024, the campus will participate in an initial survey on the positivity and complete the happiness advantage training.
 - By December 2024, the campus will participate in a MOY survey on the positivity.
 - By May 2025, the campus will participate in an EOY survey to assess the impact of the positivity training on campus culture and productivity.
- Summative:
- By May 2025, the campus will celebrate the houses of students to promote a sense of bonding, belonging and connectedness on campus.
 - By May 2025, Spirit Tag Success Criteria will be co-constructed in 90-100% of all classrooms
 - By May 2025, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.
 - By May 2025, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.
 - By May 2025, the campus will have exceeded the district goal of 96.5% attendance rate at least 4 times.
 - By May 2025, there will be at least 5% of the staff with perfect attendance.

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 September 2024, the campus will establish houses of students to promote a sense of belonging and connectedness. By December 2024, 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 2025, 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 2025, 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 TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund					

Strategy 2 Details		Reviews			
Strategy 2: Spirit Tag's will be used in all classrooms to develop student ownership of behavior while celebrating student success.		Formative			Summative
		Oct	Dec	Feb	June
Strategy's Expected Result/Impact: By October 2024, Spirit Tag Success Criteria will be developed by the teacher in 65-75% of all classrooms By December 2024, Spirit Tag Success Criteria will be co-constructed in 65-75% of all classrooms By February 2025, Spirit Tag Success Criteria will be co-constructed in 70-80% of all classrooms By May 2025, Spirit Tag Success Criteria will be co-constructed in 90-100% of all classrooms Supporting Evidence: EOY student engagement survey 2024 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund					

Strategy 3 Details		Reviews			
Strategy 3: Develop and promote attendance, providing incentives for students and staff. Strategy's Expected Result/Impact: By September 2024, the campus will develop incentives to promote attendance on campus. By December 2024, the campus will exceed the district goal of 96.5% attendance rate at least twice. By February 2025, the campus will exceed the district goal of 96.5% attendance rate at least twice. By May 2025, the campus will have exceeded the district goal of 96.5% attendance rate at least 4 times. By December 2024, there will be at least 7% of the staff with perfect attendance. By May 2025, 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 199 General Fund	Formative		Summative		
	Oct	Dec	Feb	June	
Strategy 4 Details		Reviews			
Strategy 4: Establish a culture of happiness through positivity training. Strategy's Expected Result/Impact: By September 2024, the campus will participate in an initial survey on the positivity and complete the happiness advantage training. By December 2024, the campus will participate in a MOY survey on the positivity. By May 2025, the campus will participate in an EOY survey to assess the impact of the positivity training on campus culture and productivity. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund	Formative		Summative		
	Oct	Dec	Feb	June	
		0% No Progress 100% 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 2025, 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 2024, 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 2024, the campus will hold at least one event each month in the fall semester in order to build school spirit and promote community relationships. Summative: By May 2025, the campus will hold at least one event each month in the spring semester in order to build school spirit and promote community relationships.				
Strategy 1 Details 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 2024, 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 2024, 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 2025, 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 General Fund				
		0% No Progress 100% Accomplished Continue/Modify Discontinue		

Settlers Way Elementary

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Campus #120

September 19, 2024 10:56 AM

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

Performance Objective 1: By May 2025, Settlers Way Elementary will provide innovative opportunities for students to engage in unique learning experiences to maximize student achievement.

Indicators of Success: Formative:
 By October 2024, staff awarded grants will utilize new grant materials with their students and establish a log of newly acquired grant materials and lesson.
 By December 2024, the campus will hold collaborative sessions to share innovative learning experiences that could be utilized by other grade levels or subject areas.

Summative:
 By May 2025, each team will apply for at least one grant to enhance teaching resources for the benefit of students.

Strategy 1 Details		Reviews		
Strategy 1: Teachers will implement grant materials and collaborate with other teachers to enrich student enrichment learning across grade levels and subject areas. Strategy's Expected Result/Impact: By October 2024, staff awarded grants will utilize new grant materials with their students and establish a log of newly acquired grant materials and lesson. By December 2024, the campus will hold collaborative sessions to share innovative learning experiences that could be utilized by other grade levels or subject areas. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 General Fund	Formative		Summative	
	Oct	Dec	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Grade level teams will apply for grants to enhance their teaching resources for the benefit of students in 2025. Strategy's Expected Result/Impact: By May 2025, each team will apply for at least one grant to enhance teaching resources for the benefit of students. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 General Fund	Formative		Summative	
	Oct	Dec	Feb	June

0%

No Progress

100%

Accomplished

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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%.

2024-2025 Campus BLT

Committee Role	Name	Position
Classroom Teacher	Mareenah Mustapha	4th grade teacher
District-level Professional	Jacqueline Boyd	RDSPS Program Director
Classroom Teacher	Theresa Scorsone	Teacher
LIT	Amanda Grooms	LIT
Classroom Teacher	Michelle Delome	Teacher
Classroom Teacher	Anum Baqai	Teacher
Classroom Teacher	Meghna Banerjee	Teacher
Classroom Teacher	Soumini Mani	Teacher
Classroom Teacher	Kenia Reyes	Teacher
Classroom Teacher	Denise Salazar	Teacher
Administrator	Shannon Reese	Assistant Principal
Administrator	Kellie Issac	Principal

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
				Sub-Total	\$0.00