

**White Settlement Independent School District**  
**Virtual Academy**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

## Mission

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

## Vision

### Vision

Developing passion to learn ... discovering purpose for tomorrow.

# Value Statement

## Beliefs

### We believe:

- All students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
  - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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# Comprehensive Needs Assessment

Revised/Approved: August 14, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles  
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

# Demographics

## Demographics Summary

We currently have an enrollment figure of 147. Our current numbers in each grade level are as follows: Kindergarten: 12; 1st grade: 10; 2nd grade: 17; 3rd grade: 16; 4th grade: 18; 5th grade: 11; 6th grade: 113; 7th grade: 21; 8th grade: 13, 9th grade:11; 10th grade: 5.

Of our 147 students, we serve the following number of students in these special programs: 504: 15 students (10%); Dyslexia: 5 students (4.5%); GT: 9 students (7%) students; Special Education: 14 Total Sped, with 7 being speech only students (9.5%); EL: 15 (10%) students. We also have 0 Homeless students; 69 Economically Disadvantaged (47%) students; 22 MTSS (16%) students, and 44 At-risk (30%) students.

Our ethnicity breakdown is: 40 (27%) White, 23 (17%) African American, 61 (41.5%) Hispanic, 8 Asian (5.5%), 1 (.68%) American Indian, and 12 (8%) 2 or more.

Our open enrollment student population is 94 (64%).

## Demographics Strengths

The WSISD Virtual Academy has a diverse population. We provide several programs to differentiate and meet the needs of all learners on our campus. Our children come from wonderful families that want the best education and future for their children.

# Student Achievement

## Student Achievement Summary

Approximately, 13 (15%) of our current 4th-10th grade students qualify for HB 1416 intervention due to failing one, or more, STAAR assessments.

BOY DRA Data:

On and Barely on grade level: Kinder- 100%, 1st- 86%, 2nd-80%, 3rd- 88%, 4th- 71% (Based on Star Ren.)

Math Star Ren BOY Diagnostic Assessment Data:

At and above level:

1st- 88%, 2nd- 64%, 3rd- 82%, 4th- 88%

Reading Star Ren BOY Diagnostic Data:

At and above level:

1st- N/A, 2nd- 72%, 3rd- 64%, 4th- 88%

STAAR 2023 for the Virtual Academy Students in 2022-23

Math STAAR 2023- Approaches

3rd- 80%, 4th- 100%, 5th- 93%, 6th- 94%, 7th- 83%, 8th- 100%

Reading STAAR 2023- Approaches

3rd- 90%, 4th- 100%, 5th- 100%, 6th- 100%, 7th- 92%, 8th- 100%

Science- Approaches

5th- 71%, 8th- 100%

Social Studies- Approaches

8th- 67%

## **OVERALL, ALL GRADES/ALL STAAR TESTS- 2023**

Approaches- 91%

Meets- 70%

Masters- 33%

### **Student Achievement Strengths**

BOY DRA Data:

On and Barely on grade level: Kinder- 100%, 1st- 86%, 2nd-80%, 3rd- 88%, 4th- 71% (Based on Star Ren.)

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Science- Approaches

5th- 71%, 8th- 100%

Social Studies- Approaches

8th- 67%

### **OVERALL, ALL GRADES/ALL STAAR TESTS- 2023**

Approaches- 91%

Virtual Academy

Generated by Plan4Learning.com

Meets- 70%

Masters- 33%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 2 (Prioritized):** Our BOY 3rd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 3rd grade students are lacking the basic skills for reading success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 3 (Prioritized):** Our 8th Grade Social Studies STAAR test data was at 67% passing. **Root Cause:** 8th grade is the first time students take a social studies assessment. Statewide, this is one of the lowest assessments in the state data. Students are often not prepared for the large amount of knowledge the assessment covers and the depth of critical thinking skills needed.

**Problem Statement 4 (Prioritized):** We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren. **Root Cause:** The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.



# School Culture and Climate

## School Culture and Climate Summary

We have a wonderful family and community feel for a virtual campus. The staff is close and participates in many activities to bring us together. We have weekly faculty meetings, monthly luncheons, staff parties, and several incentive programs for teachers. Some of our incentives this year include, Sonic Drink Days, staff members of the month, notes of appreciation, holiday theme weeks, etc. Everyone works hard to take care of each other and pitch in where needed.

Parents and students are welcome on our campus. They are invited to activities during the year. This includes family evening events like skating and fieldtrips.

The introduction of GRIT and Growth Mindset, Rhithm, 7 Mindsets, and Morning Meetings has led to increased positivity and morale on campus.

Students that are doing well are recognized in many ways. There are awards and acknowledgements for student of the month/GRIT awards, writing excellence, perfect attendance, good citizenship, and A-B honor roll.

The district has a character trait of the month program and 7 Mindsets in which teachers and counselor teach guidance lessons during morning meeting.

We are also excited to offer club choices to our students this year.

## School Culture and Climate Strengths

Our strengths include campus communication by utilizing our skylert system, Remind, Facebook, website, emails, and newsletters. Our staff, parents, and students are aware of what is going on on our campus. We ensure that all staff members are involved in our programs on campus.

Allowing staff input from every area is valued at all times.

We recruit parents to help organize a parent volunteer organization. We plan to invite our families to attend field-trips this year.

We have an organized system of recognizing students and teachers, alike. Pencils, certificates, stickers, food, parties, announcements, Facebook acknowledgement, staff awards, etc. are just a few of the ways we recognize great staff members and students.

We are planning our grade level in person events at this time as well as discussing field trips and fundraising for the year.

Staff feels safe and secure. Parents are proud of our campus.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren. **Root Cause:** The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All teachers are highly qualified.

All RLA teachers are ESL certified.

We have many professional development opportunities to continue to build teacher capacity and be successful on campus. Campus and district trainings during the year are definitely serving to improve instructional methods in the district.

All staff received additional training in technology equipment and resources to enhance teaching in a remote learning environment.

## Staff Quality, Recruitment, and Retention Strengths

Our district has many strengths in staff quality, recruitment, and retention. We have a central office staff in place for instructional improvement. This includes an Assistant Superintendent of Instruction, two directors of instruction, several instructional coaches, and an instructional technology staff that has implemented a strategic, systematic, ongoing program of professional development for all WSISD employees. We receive support in research based best instructional practices and also in instructional technology programs. The immediate support and training we have access to is phenomenal. We also have a highly qualified staff and a mentoring program for new teachers.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.

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# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our district implemented an improved common district-developed curriculum guide that is online for all teachers to access. District curriculum writers were utilized and the curriculum is aligned with the state standards (TEKS).

Across the district, the curriculum and resources are aligned. Common assessments are given on every campus to ensure to learning is consistent at all grade levels.

Instructional specialists are available to meet our teacher's needs and professional development occurs for all instructional strategies.

PLCs and faculty meetings are held weekly to ensure appropriate training, communication and implementation is occurring.

## Curriculum, Instruction, and Assessment Strengths

Our beginning of the year DRA, diagnostic assessments, CBAs, as well as STAAR data, allow us to monitor growth and plan effective instruction from early on.

Our staff development program and PLCs have improved productivity. Various district and campus trainings are valuable to our staff.

Several types of tutoring programs have been put into place during the school day to reach targeted students.

Improving our MTSS process and training of staff has been helpful to promote closing of the gaps and early intervention.

Implementing and improving our guided reading training along with the Heggarty phonics program for our K-2 students has equipped our teachers to reach our students more effectively.

District implementation of an improved, more targeted type of instructional walks will help us improve alignment and quality of instruction.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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# Parent and Community Engagement

## Parent and Community Engagement Summary

In everything we do, we foster and communicate the importance of our school/parent partnerships. We reach out to families by various communication systems. Our newsletters, Remind, Facebook, memos, Skylert, School Status parent contact, etc. have more more frequent and detailed information.

More parent involvement activities are being planned at this time. These include evening family engagement events like a spring family skating event, fall theatre and park fieldtrip, and daytime in person grade level instructional activities like reading groups and science investigation experiences.

## Parent and Community Engagement Strengths

Our strengths include our multiple forms of communication as mentioned above, creating family evening events, parent conferencing, and grade level in person instructional opportunities.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.

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## **School Context and Organization**

### **School Context and Organization Summary**

Communication systems were implemented on a more frequent basis to ensure all parties are informed of all activities.

Incentives for teachers and students have also been developed and implemented.

Our basic systems and procedures are re-evaluated and improved as needed.

All staff members have a voice on our campus through meetings and surveys.

Students have access to other educators through flex grouping and MTSS ensure we reach all students.

### **School Context and Organization Strengths**

Parents, staff, and students have been very open to our new procedures on campus.

All fire, dangerous weather, and lock-down drills have been analyzed and improved for safety.

The staff and parent surveys that were conducted at the end of 2023 were very positive.

# Technology

## Technology Summary

Our staff is very comfortable using technology. Our district provides numerous sessions of technology staff development. All WSISD Virtual Academy staff received laptops, additional monitors, standing desks, cameras, document cameras, etc. to ensure flexibility of remote teaching.

Our district is able to provide us with additional training, as needed.

All staff members have been able to attend DLAC (Distance Learning Conference) for additional technology training.

Teachers have received desktop computers for additional strength and consistency.

Students have laptops with touchscreens to ensure more versatility.

## Technology Strengths

We are fortunate to have the technology equipment we have on our campus. We are also fortunate to have access to a productive technology instructional and maintenance staff that is readily available to assist with training and repairs as needed.

# Priority Problem Statements

**Problem Statement 1:** Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level.

**Root Cause 1:** Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 1 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement

**Problem Statement 2:** Our BOY 3rd grade Math Star Ren showed a 64% on-grade level which is below mastery level.

**Root Cause 2:** Several of our 3rd grade students are lacking the basic skills for reading success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 2 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement

**Problem Statement 3:** Our 8th Grade Social Studies STAAR test data was at 67% passing.

**Root Cause 3:** 8th grade is the first time students take a social studies assessment. Statewide, this is one of the lowest assessments in the state data. Students are often not prepared for the large amount of knowledge the assessment covers and the depth of critical thinking skills needed.

**Problem Statement 3 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

**Problem Statement 4:** We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren.

**Root Cause 4:** The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.

**Problem Statement 4 Areas:** Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data



- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

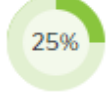
Revised/Approved: November 17, 2023

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 1:** 100% of students will master the Reading and Math Student Expectations from the Texas Essential Knowledge and Skills to be successful on the State of Texas Academic Assessments of Readiness Tests (STAAR).

**Evaluation Data Sources:** 2023 TAPR

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                             |                                                                                     |                                                                                     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <p><b>Strategy 1:</b> Early identification of students in need of intensive, accelerated instruction for students struggling in Reading, Writing, Math, Science, and Social Studies by using the 2023 STAAR results, BOY diagnostic assessment results, including DRA and additional district assessment instruments. Struggling students will continue to be monitored through MTSS and will be placed in the appropriate small group and 1416 groups, pull-out group, and/or tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> List of students that have been identified as in need of remediation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6, 4.1<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Parent and Community Engagement 1, 2, 3</p> <p><b>Funding Sources:</b> District diagnostic assessments - WSISD General Fund</p> | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                                                             |                                                                                     |                                                                                     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 2:</b> Utilize an online accelerated reading program to encourage the reading of independent level appropriate books.<br><b>Strategy's Expected Result/Impact:</b> Students' reading fluency and comprehension will improve at each DRA benchmark period.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers<br><br><b>Funding Sources:</b> Local Funds, online accelerated reading assessment, computer labs, library - WSISD General Fund                                                                                                                                                    | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                                                             |                                                                                     |                                                                                     |           |
| <b>Strategy 3:</b> Utilize the Schaffer writing staff development, rubrics, and materials to improve writing scores.<br><b>Strategy's Expected Result/Impact:</b> Students will exhibit improved writing skills.<br><b>Staff Responsible for Monitoring:</b> Principal, Curriculum Coordinator, Testing Coordinator, classroom teachers<br><br><b>Funding Sources:</b> Local Funds, writing rubrics and supplemental materials - WSISD General Fund                                                                                                                                                                     | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oct                                                                                 | Dec                                                                                 | Feb                                                                                 | Apr       |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews                                                                             |                                                                                     |                                                                                     |           |
| <b>Strategy 4:</b> Extensive monitoring and inclusion or resource services, when indicated, by special education staff and general ed. staff for students with IEPs to improve academic success of students and meet the special education system safeguards.<br><b>Strategy's Expected Result/Impact:</b> Ongoing Special Education success on State testing<br>Staff and Instructional Adjustments<br>Each CBA and EOY STAAR Testing<br><b>Staff Responsible for Monitoring:</b> Principal, Classroom Teachers, Special Education Teacher<br><br><b>Funding Sources:</b> Special Education Funds - WSISD General Fund | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
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| <b>Strategy 5:</b> All certified classroom teachers will receive administrative walk-throughs to assess for best instructional practices. Campus specific instructional walks will be incorporated to further instructional improvement.<br><b>Strategy's Expected Result/Impact:</b> Documentation of walk-throughs provided to teachers. Teachers modify instruction as necessary.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Funding Sources:</b> Walk-through appraisal tools. - WSISD General Fund | Formative                                                                             |                                                                                       |                                                                                       | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oct                                                                                   | Dec                                                                                   | Feb                                                                                   | Apr       |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 6:</b> Administration meets with teachers during PLC meetings to review unit, CBA, summative, and benchmark results and determine hot-spots to adjust instruction. Implement vertical PLCs by content.<br><b>Strategy's Expected Result/Impact:</b> Increased focus on student expectations.<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus Interventionists<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Funding Sources:</b> STAAR materials - WSISD General Fund                                                                                                         | Formative                                                                             |                                                                                       |                                                                                       | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 7:</b> Implementation of specific word study block component in K-2 reading instruction and Heggerty phonics instruction in K-1.<br><b>Strategy's Expected Result/Impact:</b> Use of supplements documented in instructional plans<br><b>Staff Responsible for Monitoring:</b> Classroom teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Funding Sources:</b> Quality Phonics Program - WSISD General Fund                                                                                                                                                                                                                    | Formative                                                                             |                                                                                       |                                                                                       | Summative |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 8:</b> Focus on improving reading fluency and comprehension through guided reading program.<br><b>Strategy's Expected Result/Impact:</b> Improved reading fluency and comprehension evident through DRA assessment and teacher observation during guided reading and progress monitoring.<br><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers<br><br><b>Funding Sources:</b> assessments - WSISD General Fund |  | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |  |                                                                                     |                                                                                     |                                                                                     |           |

### Performance Objective 1 Problem Statements:

| Student Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Problem Statement 1:</b> Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level. <b>Root Cause:</b> Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.</p> <p><b>Problem Statement 2:</b> Our BOY 3rd grade Math Star Ren showed a 64% on-grade level which is below mastery level. <b>Root Cause:</b> Several of our 3rd grade students are lacking the basic skills for reading success. Intervention programs based upon diagnostic data are implemented to address this.</p> <p><b>Problem Statement 3:</b> Our 8th Grade Social Studies STAAR test data was at 67% passing. <b>Root Cause:</b> 8th grade is the first time students take a social studies assessment. Statewide, this is one of the lowest assessments in the state data. Students are often not prepared for the large amount of knowledge the assessment covers and the depth of critical thinking skills needed.</p> <p><b>Problem Statement 4:</b> We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren. <b>Root Cause:</b> The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.</p> |
| School Culture and Climate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Staff Quality, Recruitment, and Retention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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### Staff Quality, Recruitment, and Retention

**Problem Statement 4:** We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren. **Root Cause:** The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 2:** Our BOY 3rd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 3rd grade students are lacking the basic skills for reading success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 3:** Our 8th Grade Social Studies STAAR test data was at 67% passing. **Root Cause:** 8th grade is the first time students take a social studies assessment. Statewide, this is one of the lowest assessments in the state data. Students are often not prepared for the large amount of knowledge the assessment covers and the depth of critical thinking skills needed.

**Problem Statement 4:** We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren. **Root Cause:** The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.

### Parent and Community Engagement

**Problem Statement 1:** Our BOY 2nd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 2nd students are lacking the basic skills for math success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 2:** Our BOY 3rd grade Math Star Ren showed a 64% on-grade level which is below mastery level. **Root Cause:** Several of our 3rd grade students are lacking the basic skills for reading success. Intervention programs based upon diagnostic data are implemented to address this.

**Problem Statement 3:** We show deficits in 2nd grade math skills (64%) and 3rd grade reading skills (64%) based upon BOY Star Ren. **Root Cause:** The nature of virtual education requires active participation and engagement of the parent/learning coach in the home environment. Students in need of additional intervention will need more support in practicing these skills at home.

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 2:** We will work toward achieving a completion rate of 96%.

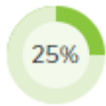
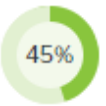
**Evaluation Data Sources:** PEIMS Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> Staff will monitor student academic success for completion of courses.<br><b>Strategy's Expected Result/Impact:</b> Students will earn credits and/or promote to the next grade level.<br><b>Staff Responsible for Monitoring:</b> Teachers and administrators<br><br><b>Title I:</b><br>2.5                                                                                                                                      | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |                                                                                     |                                                                                     |           |

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 3:** BOY assessments will be given within the first two weeks of school to evaluate academic gaps and the effects on instruction and design instruction appropriate for closing these gaps.

**High Priority**  
**Evaluation Data Sources:** DRA and other math and literacy diagnostic tools

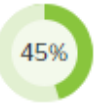
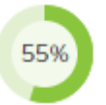
| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Reviews                                                                                       |                                                                                                |                                                                                                     |                                                                                                 |
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| <b>Strategy 1:</b> Data from the BOY diagnostic assessments will be used to design instructional plans and settings for students, including tier 1 instruction, flex grouping in reading and math, before and after-school tutorials.<br><b>Strategy's Expected Result/Impact:</b> Students will gain necessary readiness skills in math and reading for success during the 2023-24 school year. This will be shown by appropriate growth on the MOY and EOY diagnostic assessments.<br><b>Staff Responsible for Monitoring:</b> Administration and Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |  | Formative                                                                                     |                                                                                                |                                                                                                     | Summative                                                                                       |
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**Goal 2:** Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

**Performance Objective 1:** Increase opportunities for student, parent and community member involvement in campus activities by 10%.

**Evaluation Data Sources:** School calendar of activities that involve students, parents, and community members.  
Sign-in sheets.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |                                                                                      |                                                                                      |           |
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| <b>Strategy 1:</b> Improve communication between the school and community.<br>Utilize campus newsletters, memos, Skylert, Facebook, campus website, Google Meet meetings, and School Status to disseminate information.<br><br><b>Strategy's Expected Result/Impact:</b> Parents are receiving information in a variety of ways.<br>Communication scores on surveys improve.<br>End of year parent survey.<br><br><b>Staff Responsible for Monitoring:</b> Principal, administrative staff, and teachers.<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><br><b>Funding Sources:</b> Website, Skylert, paper - WSISD General Fund                                                                                                                                                                                                                                                                 | Formative                                                                           |                                                                                      |                                                                                      | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |                                                                                      |                                                                                      |           |
| <b>Strategy 2:</b> Maintain opportunities where parents participate in collaborating and intervening with students' needs and academic successes by furnishing learning coaches with the materials and skills needed to intervene and support students at home.<br><br><b>Strategy's Expected Result/Impact:</b> Parents will be better equipped to help students grow academically.<br><br><b>Staff Responsible for Monitoring:</b> Principal, Administrative Staff, Teachers<br><br><b>Title I:</b><br>2.4, 2.5, 2.6, 4.1<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><br><b>Problem Statements:</b> Student Achievement 1, 2, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2, 4 - Curriculum, Instruction, and Assessment 1, 2, 4 - Parent and Community Engagement 1, 2, 3<br><br><b>Funding Sources:</b> Local Funds, Title I Funds - WSISD General Fund | Formative                                                                           |                                                                                      |                                                                                      | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
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| <b>Strategy 3:</b> Continue morning meetings, Rhithm, and 7 Mindsets program to reinforce appropriate behavior in the classroom.<br><b>Strategy's Expected Result/Impact:</b> Teachers teach expectations. Teachers will implement SEL in morning meetings.<br><b>Staff Responsible for Monitoring:</b> Teachers and administrative staff<br>All staff<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> Local Funds - WSISD General Fund | Formative                                                                             |                                                                                       |                                                                                       | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 4:</b> Implement district-wide bullying program- Choose Kind and a suicide prevention program.<br><b>Strategy's Expected Result/Impact:</b> Ongoing Bullying lesson plans and expectations are taught and reinforced.<br><b>Staff Responsible for Monitoring:</b> Teachers<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> Local Funds - WSISD General Fund                                                                 | Formative                                                                             |                                                                                       |                                                                                       | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 5:</b> Implement Character Education program, 7 Mindsets, campus-wide and utilize video guidance lessons.<br><b>Strategy's Expected Result/Impact:</b> District Guidance Lesson Plans.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers<br><br><b>Funding Sources:</b> Local Funds - WSISD General Fund                                                                                                                                               | Formative                                                                             |                                                                                       |                                                                                       | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 6:</b> Implement teacher created educational videos and other resources to help support parents' knowledge of content.<br><b>Strategy's Expected Result/Impact:</b> Improved parental support of student learning at home.<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Administrators                                                                                                                                                                    | Formative                                                                             |                                                                                       |                                                                                       | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                            |                                                                                       |                                                                                       |                                                                                       |           |

## Performance Objective 1 Problem Statements:

| Student Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| School Culture and Climate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Staff Quality, Recruitment, and Retention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Curriculum, Instruction, and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Parent and Community Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Parent and Community Engagement</b>                                                                                                                                                                                                                                                                                                                                                               |
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**Goal 3:** Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

**Performance Objective 1:** Develop and empower staff by delegating roles and responsibilities that allow for the opportunity to offer recommendations for campus decisions. This will be evaluated by a 95% or higher satisfaction rating on staff surveys.

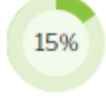
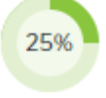
**Evaluation Data Sources:** End of Year Staff Surveys and Assessment Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> Develop an organizational chart of roles and responsibilities for campus staff and develop teams for planning to improve efficiency of job performance.<br><b>Strategy's Expected Result/Impact:</b> Consistency of job assignments, transparency, and efficient campus operation.<br>Positive staff surveys<br><b>Staff Responsible for Monitoring:</b> Principal                                                                | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |                                                                                     |                                                                                     |           |

**Goal 3:** Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

**Performance Objective 2:** Establish clear lines of communication and feedback by utilizing technology to create a safe environment. This will be evaluated by a 95% and higher satisfaction response on our staff surveys.

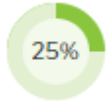
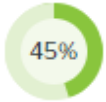
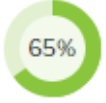
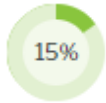
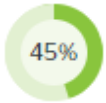
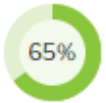
**Evaluation Data Sources:** Monthly safety drills documented.  
Visitor information documented.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> Conduct Hold, Secure, Lockdown, Evacuate, and Shelter SRP drills regularly.<br><b>Strategy's Expected Result/Impact:</b> Documentation of drills.<br>Safety drills monthly.<br><b>Staff Responsible for Monitoring:</b> Principal, District Police, Fire Dept.<br><br><b>Funding Sources:</b> General Supply Fund - WSISD General Fund                                                                                                   | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                 | Dec                                                                                 | Feb                                                                                 | Apr       |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                             |                                                                                     |                                                                                     |           |
| <b>Strategy 2:</b> Continue to improve hardware and software issues.<br><b>Strategy's Expected Result/Impact:</b> New hardware and software is installed.<br>High employee satisfaction with technology.<br>Staff surveys<br><b>Staff Responsible for Monitoring:</b> Principal, Campus Technology Coordinator, District Technology Coordinator.<br><br><b>Funding Sources:</b> General and Activity Funds - WSISD General Fund                             | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                 | Dec                                                                                 | Feb                                                                                 | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                                                                                     |                                                                                     |                                                                                     |           |

**Goal 3:** Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

**Performance Objective 3:** Provide high quality instruction with fewer financial resources.

**Evaluation Data Sources:** Attendance rate, grants awarded documentation, and energy usage reports at end of year.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                               |                                                                                       |                                                                                       |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Offer Open Enrollment for qualified students.<br><b>Strategy's Expected Result/Impact:</b> Available space for additional students.<br>Students from outside the district apply to attend a WSISD school.<br>Students are successful academically.<br>Number of applicants accepted.<br><b>Staff Responsible for Monitoring:</b> Central Office Staff, Principal                                                                         | Formative                                                                             |                                                                                       |                                                                                       | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                   | Dec                                                                                   | Feb                                                                                   | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |    |    |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 2:</b> Maintain a 96% or higher completion rate by implementing improved monitoring systems.<br><b>Strategy's Expected Result/Impact:</b> Increased monthly completion is at or above 96%.<br><b>Staff Responsible for Monitoring:</b> Principal, PEIMS clerk                                                                                                                                                                                   | Formative                                                                             |                                                                                       |                                                                                       | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                   | Dec                                                                                   | Feb                                                                                   | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |    |    |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                               |                                                                                       |                                                                                       |           |
| <b>Strategy 3:</b> Decrease energy usage during weekends and holidays.<br><b>Strategy's Expected Result/Impact:</b> Evaluations by energy manager.<br>Lower utility bills.<br><b>Staff Responsible for Monitoring:</b> All staff                                                                                                                                                                                                                            | Formative                                                                             |                                                                                       |                                                                                       | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oct                                                                                   | Dec                                                                                   | Feb                                                                                   | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                                                                                       |                                                                                       |                                                                                       |           |

**Goal 3:** Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

**Performance Objective 4:** Improve academic quality by adjusting systems to increase teacher effectiveness. This will be evaluated by a 5% increase in DRA growth and STAAR scores in 2023-24.

**Evaluation Data Sources:** BOY, MOY, and EOY Assessment results with DRA, CBAs, and STAAR.

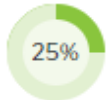
| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                             |                                                                                     |                                                                                     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Weekly faculty and PLC meetings that focus on instructional concepts like Guided Reading, Phonics Program, Thinking Maps, Parent/Student Communication, Formative Assessment, Workshop Model, Lead4Ward, Dyslexia, Schaffer Writing, etc.<br><br><b>Strategy's Expected Result/Impact:</b> Meeting agendas, handouts, sign-in sheets.<br>Increase in assessment data.<br><br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Oct                                                                                 | Dec                                                                                 | Feb                                                                                 | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                              |                                                                                     |                                                                                     |                                                                                     |           |



**Goal 4:** Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

**Performance Objective 1:** Develop a sustained professional development community by utilizing the skill set of administrators, teachers, and teacher leaders. This will be evaluated by a 5% increase in teachers presenting during PLCs and faculty meetings after attending trainings.

**Evaluation Data Sources:** Increased performance of student assessment data.  
Teacher Satisfaction Surveys at the end of the year.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                             |                                                                                      |                                                                                      |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Teachers will be provided training through various instructional and technological methods to support the understanding and implementation of remote learning to ensure high level collaboration and planning for instruction.<br><b>Strategy's Expected Result/Impact:</b> Improved staff satisfaction and student achievement<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative                                                                           |                                                                                      |                                                                                      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct                                                                                 | Dec                                                                                  | Feb                                                                                  | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |   |   |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                             |                                                                                      |                                                                                      |           |
| <b>Strategy 2:</b> Improve staff effectiveness when challenging gifted and talented students by offering professional development by our gifted and talented staff.<br><b>Strategy's Expected Result/Impact:</b> Increased achievement by GT students.<br><b>Staff Responsible for Monitoring:</b> GT teacher                                                                                                                                                                                                                                                         | Formative                                                                           |                                                                                      |                                                                                      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Oct                                                                                 | Dec                                                                                  | Feb                                                                                  | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | N/A                                                                                 |  |  |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                                                                                                                                              |                                                                                     |                                                                                      |                                                                                      |           |

**Goal 5:** The district will recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 1:** Recruit and hire 100% highly qualified teachers as the need arises. The goal will be to hire teachers with experience and excellent recommendations.

**Evaluation Data Sources:** Teacher effectiveness evaluated through the TTESS system.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews                                                                             |                                                                                     |                                                                                     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Obtain a large pool of highly qualified applicants from the district for any openings that occur.<br><b>Strategy's Expected Result/Impact:</b> Highly qualified teachers are hired.<br><b>Staff Responsible for Monitoring:</b> Principal                                                                                                                                                                                                 |  | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Oct                                                                                 | Dec                                                                                 | Feb                                                                                 | Apr       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |           |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |  |                                                                                     |                                                                                     |                                                                                     |           |

# State Compensatory

## Budget for Virtual Academy

**Total SCE Funds:** \$95,645.00

**Total FTEs Funded by SCE:** 3.5

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

|  |
|--|
|  |
|--|

## Personnel for Virtual Academy

| <u>Name</u>       | <u>Position</u>     | <u>FTE</u> |
|-------------------|---------------------|------------|
| Amber Collins     | Teacher             | 0.25       |
| Brandie Hendryx   | Teacher             | 0.25       |
| Brittany Mogford  | Teacher             | 0.25       |
| David Rollins     | Teacher             | 0.25       |
| Denise Benton     | Instructional Coach | 0.5        |
| Heather Taylor    | Teacher             | 0.25       |
| Kristi Donica     | Teacher             | 0.25       |
| Marcella Castillo | Teacher             | 0.25       |
| Rachel Morin      | Teacher             | 0.25       |
| Rebecca Bickett   | Teacher             | 0.25       |
| Roger Sellers, Jr | Teacher             | 0.25       |
| Serina Harrison   | Teacher             | 0.25       |
| Shannon Lofton    | Teacher             | 0.25       |

# 2023-2024 Campus Site-Based Committee

| Committee Role              | Name              | Position                                 |
|-----------------------------|-------------------|------------------------------------------|
| Administrator               | Connie Bitters    | Principal                                |
| Administrator               | Lynette Alexander | Assistant Principal                      |
| Paraprofessional            | Jen Tyler         | Administrative Assistant                 |
| District-level Professional | Denise Benton     | Instructional Coach/Tech Support         |
| Classroom Teacher           | Colleen Snyder    | Special Education Teacher                |
| Classroom Teacher           | Rachel Morin      | Kindergarten Teacher                     |
| Classroom Teacher           | Serina Harrison   | 1st Grade                                |
| Classroom Teacher           | Shannon Lofton    | 2nd Grade Teacher                        |
| Classroom Teacher           | Brittany Mogford  | 3rd Grade Teacher                        |
| Classroom Teacher           | Amber Collins     | 4th Grade Teacher                        |
| Classroom Teacher           | Becky Bickett     | 4th/5th/6th Grade ELAR                   |
| Classroom Teacher           | David Rollins     | 3rd/5th/6th Grade Social Studies Teacher |
| Classroom Teacher           | Marcy Castillo    | 4th/5th/6th Grade Science Teacher        |
| Classroom Teacher           | Brandie Hendryx   | 5th/6th Grade Math Teacher               |
| Classroom Teacher           | Kristi Donica     | 7th-10th Grade Math Teacher              |
| Classroom Teacher           | Lauren Wood       | 7th-10th Grade ELAR Teacher              |
| Classroom Teacher           | Heather Taylor    | 7th-10th Grade Social Studies Teacher    |
| Classroom Teacher           | Traci Crispen     | K-10 PE Teacher                          |
| Classroom Teacher           | Stacie Martinsen  | K-10 Fine Arts Teacher                   |
| Parent                      | Bethani Woods     | Parent                                   |
| Parent                      | Cassidy Jewell    | Parent                                   |
| Business Representative     | Brad Palmer       | Business Member/Yep Tees                 |
| Business Representative     | JoAnna Parker     | Business Member/Rival Signs              |
| Community Representative    | Michelle James    | Community Member/Retired                 |
| Community Representative    | Jeff James        | Community Member/City Manager of WS      |
| Classroom Teacher           | Roger Sellers     | 7th-10th Grade Science Teacher           |

# Campus Funding Summary

| WSISD General Fund |           |          |                                                                            |              |        |
|--------------------|-----------|----------|----------------------------------------------------------------------------|--------------|--------|
| Goal               | Objective | Strategy | Resources Needed                                                           | Account Code | Amount |
| 1                  | 1         | 1        | District diagnostic assessments                                            |              | \$0.00 |
| 1                  | 1         | 2        | Local Funds, online accelerated reading assessment, computer labs, library |              | \$0.00 |
| 1                  | 1         | 3        | Local Funds, writing rubrics and supplemental materials                    |              | \$0.00 |
| 1                  | 1         | 4        | Special Education Funds                                                    |              | \$0.00 |
| 1                  | 1         | 5        | Walk-through appraisal tools.                                              |              | \$0.00 |
| 1                  | 1         | 6        | STAAR materials                                                            |              | \$0.00 |
| 1                  | 1         | 7        | Quality Phonics Program                                                    |              | \$0.00 |
| 1                  | 1         | 8        | assessments                                                                |              | \$0.00 |
| 2                  | 1         | 1        | Website, Skylert, paper                                                    |              | \$0.00 |
| 2                  | 1         | 2        | Local Funds, Title I Funds                                                 |              | \$0.00 |
| 2                  | 1         | 3        | Local Funds                                                                |              | \$0.00 |
| 2                  | 1         | 4        | Local Funds                                                                |              | \$0.00 |
| 2                  | 1         | 5        | Local Funds                                                                |              | \$0.00 |
| 3                  | 2         | 1        | General Supply Fund                                                        |              | \$0.00 |
| 3                  | 2         | 2        | General and Activity Funds                                                 |              | \$0.00 |
| Sub-Total          |           |          |                                                                            |              | \$0.00 |

# Addendums



**2021-2022 Parent and Family Engagement Policy**  
Revised 9.23.21

**Statement of Purpose**

White Settlement ISD believes learning is a shared responsibility that requires active involvement by students, staff, families and the community. The WSISD Board of Trustees, administration, teachers, support staff, families and community members will work collaboratively to create a positive learning environment for all students that:

- fosters a culture of excellence and empowers Brewer Bears to be innovators and leaders of tomorrow by providing premier education (WSISD Mission).
- develops passion to learn in every student and helps each child determine his/her purpose for the future (WSISD Vision).
- supports and engages parents in learning activities with children at home and school.
- provides frequent communication with parents/families regarding school and district activities, programs and initiatives.
- provides ongoing, two-way, meaningful communication that facilitates mutual understanding and stimulates student success.
- provides a variety of activities that encourage parents/families to be actively engaged in their student's learning.
- provides life-long learning opportunities for parents.
- provides training to staff that enhances the home/school partnership.

**Develop the Policy with Families**

The Parent and Family Engagement Policy will be developed and reviewed annually by the District Planning Committee which consists of teachers, administrators, parents, and business and community members. This group will meet a minimum of four times per academic school year to plan, implement, and review the policy.

The district will encourage participation in the DPC through personal invitations and the WSISD website.

The policy will be made available to parents/families and the community through the WSISD website.

**Involve Families in Developing the Title I Plan (District Improvement Plan)**

Parent volunteers on the District Planning Committee will represent the diversity of the population and one or more parents will have children participating in a Title 1 program. The committee will convene at a time and place convenient to all its members.

The committee will provide input regarding the development of the district and campus improvement plans as it pertains to parent involvement and family engagement.

The District Planning Committee, comprised of parents, teachers, administrators, community members and business representatives, will review the District Improvement Plan annually and incorporate the Parent and Family Engagement Policy into the Family and Community Involvement section of the District Improvement Plan.

## **Provide Coordination and Assistance to Schools**

WSISD will provide the coordination, technical assistance and other support necessary to assist our participating schools with planning and implementing effective family engagement activities to improve student academic achievement and school performance. The coordination, assistance and support includes:

- Designation of a District Parent and Family Engagement Coordinator.
- Including Title I Parents in their school's Campus Planning Committee so that specific matters related to Title I students can be presented and acknowledged.
- Allocating district resources to parent engagement activities.
- Designation of a Title I Parent and Family Engagement Coordinator at each Title I school.

WSISD will also provide training to enhance the skills of teachers, principals and other necessary staff in the following areas:

- The value and usefulness of parent contributions.
- How to reach out to, communicate with and work with parents as equal partners.
- Implementing and coordinating parent programs.
- Building ties between parents and schools.

## **Build Capacity of Schools and Parents**

High student achievement is the result of effective home/school/community partnerships. Family engagement activities will be scheduled throughout the school year to foster this collaboration that foster this family/school/community partnership.

The district will support activities that focus on the improvement of student achievement socially and academically. As a result, learning strategies will be shared with parents to improve student achievement and address the needs of all students.

WSISD will:

- The district will provide in person family engagement opportunities that support WSISD's COVID-19 protocols. This includes but is not limited to sponsoring outdoor events, drive-thru, and evening events, etc. when necessary.
- Develop virtual opportunities that ensure family engagement during the COVID-19 pandemic, if/when necessary.
- Utilize the District Planning Committee to provide advice on all matters related to parental engagement in programs supported under this section.
- Support the schools in providing timely communication to families, ensuring that families are engaged and informed. The district will utilize a variety of communication methods including but not limited to: Skylert Messaging System; SchoolStatus; paper flyers and letters; social media; and district website. The schools will also utilize the Canvas Learning Management System and Gradebook/Skyward to communicate the educational objectives and expectations with families.
- Provide assistance to parents in how to monitor a child's progress, and how to understand state standards and assessments. The schools will have at least one parental meeting annually that educates families regarding the assessment process.
- Provide education to help parents work with their children to improve their children's achievement, such as literacy and technology. Avenues include the Canvas Learning Management System, Gradebook/Skyward, campus literacy and curriculum nights, etc.
- Provide education and communication to teachers and school personnel to help them with assisting



parents, valuing the contributions of parents, working with parents as partners, and building ties between parents and the school.

- Develop appropriate roles for community-based organizations and businesses in parental engagement activities. Community organizations and businesses will be encouraged to participate in district-wide events. Various district and campus committees will include business and community representatives such as the School Health Advisory Council and the District Planning Committee. The district will also utilize the WSISD Education Foundation.
- Provide life-long learning opportunities for families as well as parent/family classes/workshops through the Family Resource Center.
- To the extent feasible, coordinate and integrate parental engagement strategies under other programs.
- Provide information to parents in a uniform and understandable format and, to the extent practicable, in a language parents can understand.
- May arrange school meetings at a variety of times or conduct home visits.
- May adopt and implement model approaches to improving family engagement.

### **Coordination of Programs**

WSISD will develop a partnership with other pre-school programs within the district's boundaries. Family engagement strategies will be coordinated to assist the transition from pre-school to elementary school.

WSISD will assess the needs of families and children in the community using a variety of tools including results from end-of-year campus parent surveys and an annual evaluation by the Parent and Family Engagement Committee. The district will utilize the results to develop effective programs that address needs and revise existing programs.

### **Annual Evaluation of Effectiveness of Parent Engagement Policy**

The parent and family engagement program will implement effective family engagement activities to improve student academic achievement and school performance.

The district and campus will provide assistance and resources to facilitate the parental engagement program, and the District Planning Committee (DPC) will annually evaluate the content and effectiveness of the policy and its programs. Surveys, assessment data and other resources will be used to determine the needs and develop revised strategies for student success. Revisions to the District Improvement Plan and the Parent and Family Engagement Policy will be developed with input from the DPC then communicated to parents/families.

### **Reservation of Funds**

White Settlement ISD is required to set aside at least 1 percent of its Title I funds for the purposes of parental engagement. Those funds (95 percent) will be divided among the Title I campuses. The campus principal will consult with the Campus Planning Committee about allowable and programmatic use of the funds. The principal will then authorize the use of the funds designated for parental engagement.

### **Reservation**

|                                            |          |         |           |
|--------------------------------------------|----------|---------|-----------|
| District Title I Planning Total Allotment: |          |         | \$948,571 |
| Required 1% Reservation:                   | \$ 9,500 | Actual: | \$11,700  |
| 95% of the 1% Reservation:                 | \$ 9,025 | Actual: | \$11,200  |

# White Settlement ISD Coordinated School Health Program

Updated November 2021

Events/programs in blue are cancelled/postponed due to COVID-19; however, they will be reevaluated to restart in the future.

**Health Education:** A planned, K-12 curriculum that addresses the physical, mental, and emotional and social dimensions of health.

## Districtwide

- All WSISD schools are **Common Sense Media Campuses**, and WSISD is a **Common Sense Media District**. The schools are tasked with ensuring that students become safe, responsible technology users. Teachers received professional development in [digital citizenship](#), and students participate in a variety of lesson modules including communication, privacy, cyberbullying, internet searches, citing internet sources and more. Schools and the district must fulfill requirements annually.
- WSISD provides daily tips/messages for parents during [Digital Citizenship Week](#) through Skylert and social media. Messages include cyberbullying, digital footprints, media balance and well-being, and more.

## Elementary Schools

- All fourth graders view the **Growing Up** film in the spring, which discusses puberty and the changes students experience, anatomy, etc.

## Intermediate Schools

- **Character Education Classes**  
Tannahill Intermediate - 5th and 6th graders learn the 6 Pillars of Character, leadership qualities/skills and community service.
- All 5th graders view the **Growing Up film** in the spring, which discusses puberty and the changes students experience, anatomy, etc.

## Middle School

- **Health Class**  
Eighth graders can take a health class for high school credit.

- **First Aid** and **CPR** are taught in all health classes.
- **Health Fair** - Students create displays to illustrate what they've learned about the human body.

### **High School**

- **Health Class:** Students must earn a ½ credit to fulfill graduation requirements.
- Seniors who take the Practicum class can become a **Certified Clinical Medical Assistant**. They can take the state certification exam up to 30 days prior to graduation; and if they pass, they graduate with their certification.

**Physical Education: A planned K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills.**

### **Districtwide:**

- Districtwide participation in **Special Olympics**
- Annual **Bear Tracks Meet** for special needs students (adapted PE and life skills)
- Brewer Athletic Department offers variety of summer camps to students of all ages
- Brewer Athletic Department offers **Summer Pride strength and conditioning** throughout summer
- Districtwide participation in Fitness Gram for all students in Physical Education

### **Elementary Schools:**

- All elementary schools participated in **Little Dribblers** basketball program, enabling students to learn basketball skills and perform during a high school basketball game. (2018-20)
- **21-Day Healthy Snack Challenge:** for 21 days the kids focus on eating healthy snacks trying new fruits and veggies.
- **WSISD PE Requirements:** Kindergarten through grade 5: 30 minutes daily or 135 minutes weekly
- **After-School Running Clubs**  
Blue Haze Elementary, Liberty Elementary, West Elementary, Tannahill Intermediate, North Elementary,

## Fine Arts Academy & Virtual Academy

- **Participation in Cowtown Calf 5-K (Virtual this year with possible meet in district in the spring)**  
Fine Arts Academy, Blue Haze Elementary, Liberty Elementary, West Elementary and North Elementary
- Through the **Running Bears** program, students keep track of the miles they run once a week, and they are recognized each time they achieve 5 miles.
- **Kid's Heart Challenge-American Heart Association**  
North Elementary, West Elementary, Fine Arts Academy, Liberty Elementary, Blue Haze Elementary, Virtual Academy
- **Go Noodle** online program  
Fine Arts Academy, Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary
- **Early Morning PE:** Students can participate in free fitness play from 7-7:30 a.m. daily.  
North Elementary, West Elementary, Fine Arts Academy
- **Boosterthon Fun Run**  
Blue Haze Elementary, Fine Arts Academy
- **School Athletic Clubs:** Students pick athletic clubs (yoga, soccer, basketball, etc.) to participate in on Fridays.  
North Elementary, Fine Arts Academy
- **Color Run Fun Run**  
North Elementary, Blue Haze Elementary, Liberty Elementary & Fine Arts Academy

## **Intermediate Level**

- **After-School Intramurals (Football, Basketball, Volleyball, Soccer)**  
Tannahill Intermediate
- **Participation in Cowtown Calf 5-K**  
Tannahill Intermediate, Virtual Academy
- **After-School Running Clubs**  
Tannahill Intermediate, Virtual Academy

- **Go Noodle** online program  
Fine Arts Academy, Tannahill Intermediate
- **Fun Fridays** - Every week, students who meet the criteria earn free time with an option to participate in physical activities.  
Tannahill Intermediate
- **School-wide Dodgeball Tournament** to raise funds for the WSISD Paw Pantry

### **Middle School**

- **WSISD PE Requirements:** Grades 6-8: 30 minutes daily or 225 minutes over a two-week period
- **Bear Time Tutoring** is available for students during a designated tutorial period called Bear Time. Students who are not pulled for tutoring can use this time to get caught up on their classwork, complete digital citizenship assignments, or participate in clubs such as Hope Squad, NJHS, Peer Mediators or Academic UIL.
- **School-wide Volleyball Tournament** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball and Soccer**
- **Fine Arts program offers Color Guard, Dance and Introduction to Marching Band**
- Brewer Athletic Department offers **six-week workout program, concentrating on strength and conditioning**, to all middle school students

### **High School**

- **WSISD PE Requirements:** Grades 9-12: 1 credit to fulfill graduation requirements
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball, Powerlifting, Soccer, Wrestling, Golf, Softball, Baseball and Powerlifting**
- **Fine Arts program offers Color Guard, Dance, Drill Team and Marching Band**
- **Outdoor Education Class** is an alternative to PE for students interested in outdoor activities such as archery, fishing, camping, hunter safety and boater education

- The Brewer Athletic Department offers a **six-week workout program, concentrating on strength and conditioning**, to all high school students.

## **Health Services: Services provided for students to appraise, protect, and promote health.**

### **Districtwide:**

- WSISD is among 13 Texas school districts recognized as a **Project ADAM Heart Safe School District**, and every school earned the designation. Districts must successfully implement a quality sudden cardiac arrest program that consists of awareness, training and an emergency plan of action in the event of a sudden cardiac arrest.
- **Tarrant County Health Department Immunization Collaboration Clinic**
- Participation in **Tarrant County Back to School Roundup** which provides qualifying students with free school supplies, free health/vision/dental screening, immunizations and haircuts (2009-Present)
- Lead nurse attends monthly Tarrant County Medical Society and Cook Children's School Nurse Advisory Council meetings.
- All district nurses are CPR instructors and teach courses to district staff.
- Each campus has a **CPR/AED team** of staff members who are certified.
- Monthly nurses meetings
- Partnership with Grace Baptist Church to provide **Back to School Bash** that offers community resources, free haircuts, food, backpacks, etc.

### **Elementary Schools:**

- **Healthy Smiles Dental Program**  
All Elementary Campuses
- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams
- WSISD nurses conduct annual **hearing screenings** for pre-kindergarten, kindergarten, first, third, fifth and seventh grade students in the fall.

- WSISD nurses conduct annual **vision screenings** for pre-kindergarten, kindergarten, first, third, fifth and seventh grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for first, third, fifth and seventh grade students each fall.
- The counselor and nurse speak with all students about the importance of having good hygiene.  
Liberty Elementary, West Elementary
- P.S. It's My Body! Presentations to all classrooms by Alliance for Children **(personal safety/abuse prevention)**  
Blue Haze Elementary, Liberty Elementary, North Elementary, Fine Arts Academy

#### **Tannahill Intermediate:**

- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams
- WSISD nurses conduct annual **hearing screenings** for fifth grade students in the fall.
- WSISD nurses conduct annual **vision screenings** for fifth grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** fifth grade students each fall.
- WSISD nurses conduct annual **scoliosis screenings** for sixth grade students.

#### **Middle School:**

- **Low cost Athletic Physicals** offered to athletes annually
- WSISD nurses conduct annual **hearing screenings** for seventh grade students in the fall.
- WSISD nurses conduct annual **vision screenings** for seventh grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for seventh grade students..
- An athletic trainer is at the middle school athletic events to enhance student safety.

- WSISD nurses conduct annual scoliosis screenings for seventh grade girls and eighth grade boys.

### **High School:**

- Brewer High School is the recipient of the **National Athletic Trainers' Association (NATA) Safe Sports School Award** for its Sports Medicine for its Sports Medicine Department. The award champions safety and recognizes secondary schools that have met the recommended standards to improve safety in sports. The award reinforces the importance of providing the best level of care, injury prevention, and treatment.
- **Low cost Athletic Physicals** offered to athletes annually
- All band, drill team, cheer and athletes and must complete an athletic physical annually.
- WSISD nurses conduct annual **scoliosis screenings** for ninth grade students.
- **Athletic Performance and Rehabilitation** is available to any BHS athlete to provide strength and conditioning programs, injury treatment and rehab protocols, and nutritional counseling.

**Nutrition Services: Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity.**

### **Districtwide**

- To support families impacted financially during the COVID-19 pandemic and ensure that all children have access to nutritious food, WSISD is providing **free breakfast and lunch for all students** during the 2021-22 school year. The program is funded by the US Department of Agriculture.
- The WSISD Paw Pantry provides a monthly **drive-thru food distribution**.
- WSISD partners with local churches and organizations to promote food distributions that benefit WSISD families.
- The WSISD Child Nutrition Department received an **excellent audit from the Texas Department of Agriculture**. Districts are audited every three years for compliance of Texas Department of Agriculture and USDA regulations.



- **Tarrant Area Food Bank In School Snack Program** that provides counselors with **healthy snack** items for students during school day  
Brewer High School & Liberty Elementary; Blue Haze Elementary & West Elementary  
Fine Arts Academy, Tannahill Intermediate, Brewer Alternative Campus, Brewer Middle School, North Elementary
- **Child Nutrition Website** provides links to healthy recipes and wellness sites.
- **School Breakfast and Lunch Week Celebrated**
- In accordance with the State's Nutritional Standards, **WSISD's fundraising guidelines** only allows each school to have up to 6 exempt days in which a campus can sell food items that do not meet the state's nutritional standards during the school day.
- **Posters promoting nutrition** are displayed in all cafeterias
- **Two social workers** provide assistance with food and other necessities when needed.
- All students who attend **summer school** receive **free breakfast**.
- **Collection of height and weight data by PE teachers and office nurses**
- The District adheres to the **state's nutrition guidelines** regarding food fundraising and distribution of snacks and meals to students throughout the school day. WSISD has restricted the sale of all sodas (diet and regular) as an allowable beverage fundraiser. Also, No Specially Exempted Fundraiser for foods or beverages may be sold in competition with school meals in the food service area during the meal service.
- The Child Nutrition Department encourages students to eat breakfast in the cafeteria during **National School Breakfast Week** by holding drawings in which students who ate breakfast could win a variety of balls (i.e. football, soccer, etc.), tennis rackets, jump ropes, etc.
- Families with pre-k through 6th grade students receive monthly menus

#### **Elementary Schools:**

- **21 Day Healthy Snack Challenge:** For 21 days, the kids focus on eating healthy snacks trying new fruits and veggies.

- All third and fourth grade students receive a **free, healthy breakfast on STAAR test days.**  
Liberty Elementary, North Elementary
- Partnerships with local churches and organizations to provide **snack packs** for low-economic students

#### **Intermediate:**

- **21 Day Healthy Snack Challenge:** For 21 days, the kids focus on eating healthy snacks trying new fruits and veggies.
- All fifth and sixth grade students receive a **free, healthy breakfast on STAAR testing days.**  
Fine Arts Academy
- Extra fruits and milk are provided in the cafe.

#### **Middle School:**

- All students receive a **free snack and water on STAAR test days.**

#### **Brewer High**

- Brewer High offers a **Free Supper Program** for students attending After School Tutorials or the Athletic Performance and Rehabilitation program. (Implemented 2018-19)
- The Child Nutrition Department provides a **Seamless Summer Program** in June and July in which students can receive free breakfast and lunch.

**Counseling Services: Services provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals.**

#### **Districtwide Social & Emotional Learning:**

- District counselors and behavior team members will receive the **Cognitive Behavior Therapy Training** by The Excel Centers, which addresses student anxiety in a post COVID environment, suicidal ideation and offers an actual real time discussion of challenges that team members face daily when working with students.
- The district has a **Memorandum of Understanding with MHMR** that enables MHMR to provide counseling and other services to students who are uninsured or covered by Medicaid/CHIPS.

- The district promotes [monthly themes](#) that focus on various subjects including Drug, Alcohol and Tobacco Awareness, Suicide Prevention, Self Care and more. WSISD and the schools will provide messages to students, staff and families as well as hands on activities to educate students and families.
- District social workers provided a series of **virtual, Parenting Bears sessions** that address topics such as healthy coping skills, managing stress and anxiety, tools for successful virtual learning, etc.
- Every WSISD counselor and the district social workers have a [virtual counseling office](#) that includes books, videos and more that address stress relief, setting goals, anxiety, diversity, character traits and more.
- **Two district social workers/mental health counselors** serve students at every campus and provide support for campus counselors and provide outside referrals to families as well as household necessities/toiletries, etc. for families in financial need, facing catastrophic circumstances, etc.
- Mental Health Counselor completed certification to become a **Clinical Anxiety Treatment Professional** to better serve students with anxiety-related issues
- [Community Resources Flyer](#) posted on website and distributed by counselors to families that includes contact information for a variety of health and human service programs that assist families and provide resources and services such as food, clothing and shelter, counseling, transportation, rent or utilities assistance, legal help, drug and alcohol prevention and treatment, and more.
- Quarterly **counselor meetings**
- **Online Suicide Prevention Training** (Question Persuade Refer - QPR) for all teachers and instructional staff. **Annual QPR Gatekeeper training session for all new instructional staff** held in August.
- WSISD provided **breakout sessions for any staff member to be trained in QPR Suicide Prevention Training in June 2021 and August 2021.**
- **HOPE Squad/QPR suicide prevention training** offered to HOPE Squad members and their families (October 2021)
- **QPR Team/Gatekeepers:** Designated staff on each campus trained to serve as “gatekeepers” who assist students in crisis or who are having suicidal thoughts. (Implemented 2016-17 school year)
- School officials work with community agencies, attending open houses, meetings, conferences, etc. to ensure that the district has partnerships with a variety of resources within the community and Tarrant County.

- Districtwide implementation of [HOPE Squad Program](#) in 2017-18: The Suicide Prevention program changes campus culture to create Hope. HOPE Squads are comprised of students who are trained to watch for at-risk students and provide friendship, identify warning signs, and seek help from adults. Adult Hope Squad advisors train students who have been identified by their classmates as trustworthy peers to serve as Hope Squad members.
- Nearly 50 staff members were initially trained as HOPE Squad advisors in August 2017. Additional advisors are trained annually.
- District-wide implementation of a **suicide protocol** that provides guidance for school counselors to assess a student in crisis, determine a preliminary risk level, and advise parents of means to recommended resources (Implemented 2017-18)
- **Social media messages** regarding suicide prevention and awareness, mental health awareness, anxiety, coping skills, etc.
- District-wide emails to parents with suicide prevention and mental health awareness information (Fall 2019)
- **Suicide Prevention and Mental Health Awareness section** on WSISD website
- The district participates in a **t-shirt fundraiser** benefiting the HOPE Squad program, and shirts are worn on the district's monthly HOPE Day.
- District social workers participate in annual **School Social Workers Conference**
- **Monthly Hope Squad Newsletter** emailed to families and teachers via Skylert and posted on WSISD social media and website.

### **Elementary Schools:**

- The elementary counselors provide an evening **Connect with the Counselors parent meeting** to address test anxiety, bullying, anticipating puberty and other topics.
- **LLC Comfort Dog** program visits every other week to assist and support select students.  
North Elementary (Implemented 2015)
- **Reading dog** comes twice a week to allow struggling reading students to read to the dog.  
Liberty Elementary, Blue Haze Elementary (1x week)
- **Small group counseling** for anger management, grief, social skills, etc.

- **Testing Anxiety Counseling** for all third and fourth grade students before STAAR test.  
Liberty Elementary, Fine Arts Academy, West Elementary, Blue Haze Elementary
- **Lunch Bunch:** Counselor eats with a small group of kids every day during lunch away from the lunchroom.  
Fine Arts Academy, Blue Haze Elementary, and West Elementary
- **Classroom Guidance Counseling**  
Bi-Weekly guidance lessons - North Elementary  
Monthly guidance lessons - West Elementary and Blue Haze Elementary
- **Morning Club** Discussions with select students  
North Elementary
- **Cool Cats De-escalating/Cooling Therapy System**  
North Elementary
- **Play It Safe “Safe Touch” Presentation** in grades kindergarten through 4  
Liberty Elementary

### **Intermediate School:**

- **Teen Life Support Group:** The eight-week support group provides a safe place for teens to talk with peers dealing with similar issues. These groups get together to talk about issues that are going on in teens’ lives. These may be things like grief, depression, anger, or could be prompted by issues with cutting, alcohol, or drugs. In these groups, students will also learn life skills that will help them deal with stress, relationships, challenges, school and more. (Implemented 2016-2017)
- **Safe Haven PALS program:** Safe Haven presents its PALS program to all fifth grade students. Peer Abuse Learning SafeHaven covers bullying, decision making, refusal skills, anger management styles, communication, support systems, and the role of a bystander.
- **Brewer High School PALS program** visits weekly to mentor students.  
Tannahill, Fine Arts Academy

### **Middle School:**

- **Small group counseling** - variety of issues
- Crisis Text Line on student ID badges

### **High School:**

- **Recovery Resource Council** small groups for at-risk DAEP students twice a week
- Crisis Text Line on student ID badges

**Healthy School Environment: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.**

### **Districtwide:**

- To prevent the spread of COVID-19, WSISD implemented numerous [health and safety protocols](#) in 2021-22 including, fogging of school facilities nightly, utilizing hospital grade sanitation supplies, touchless hand sanitizer dispensers in every room and common areas, etc.
- WSISD, in partnership with Texas Diagnostic Laboratories, provides a **drive thru COVID-19 testing site**. Testing is available for students, staff, parents, and community members. The site will be available as long as there is a demand for COVID-19 testing.
- WSISD opened a **rapid COVID testing site for employees** who have had close contact with a COVID positive individuals. The district added a Registered Nurse and Nursing Assistant to staff the location and provide additional services needed for COVID-19 issues.
- WSISD enhanced the **HVAC and air filtration systems** throughout the district to reduce airborne pathogens and odor causing VOC's and allergen control, leaving indoor air cleaner.
- **School facilities are continually updated** to ensure student safety and to increase school pride among students.
- White Settlement ISD offers a **TipLine** to report bullying, threats, alcohol, tobacco or drug use or possession, suspicious behavior, thoughts of suicide or self-harm, weapons and more.
- WSISD implemented the **Guardian Program** to enhance school safety and protect students from an active shooter. Educators are trained and evaluated to carry concealed firearms on school facilities.
- Every campus and department in WSISD is equipped with a **doorbell intercom system** with both audio and visual capability. This ensures that all campuses are fully secured during the school day, while still allowing visitors to WSISD to be greeted

promptly and courteously.

- Brewer High School has 1 entrance during the school day that is monitored by security personnel so visitors to the campus are vetted.
- WSISD has a district-wide **crisis team** comprised staff from every school and department. These individuals receive annual training and are available to assist other schools in the event of an crisis situation.
- WSISD's safety program includes the **Standard Response Protocol (SRP)**. The SRP is based on four actions: Hold, Secure, Lockdown, Evacuate and Shelter. SRP provides a common language for both schools and local law enforcement agencies. [Click here for more details](#). Drills are conducted regularly to prepare students and staff in the event of an emergency situation.
- WSISD is among only 13 Texas school districts to be recognized as a **Project ADAM School District**. Every WSISD school was named a **Project ADAM Safe School**. Schools deemed a Project ADAM Heart Safe School must successfully implement a quality sudden cardiac arrest program that consists of awareness, training and an emergency plan of action in the event of a sudden cardiac arrest.
- All instructional staff received training in the **Capturing Kids' Hearts** curriculum, which equips educators with transformational processes that focuses on the social-emotional well-being of our students, a relationship-driven culture, and student connectedness.
- White Settlement ISD partners with **GermBlast®**, a service that kills microorganisms in the environment that cause illness and infections such as the flu, stomach bug, staph infection, strep throat and much more.
- WSISD provides **comfort dogs** in our schools.
- **Drug detection dog searches** are performed in the secondary schools.
- Districtwide annual **Red Ribbon Week Campaign** promoting education regarding the dangers of drug and alcohol use
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually
- **Hope Messages** throughout schools
- WSISD implemented a districtwide, **Growth Mindset/GRIT initiative** that will (2015-Present) to improve both the students' and staff members' motivation and achievement by teaching them a growth mindset. All instructional and administrative personnel were trained in Growth Mindset in August 2015.

- **School-wide incentive programs promoting good citizenship, attendance, academics, etc.** and rewarding students with an End of Year Celebration at a local water park
- District-wide implementation of an **online bullying reporting system** that enables students to report bullying anonymously.
- Section on WSISD website that provides information about bullying prevention.
- **HOPE Week/Month Activities**

#### Districtwide

- Dress Up Days
- Daily Messages on Social Media & Via Email

#### Brewer High

- Daily announcements - Hope quotes and kindness tasks/challenges
- Posters around school - encouraging messages
- Hold doors open each morning of Hope Week
- Chain the Hope Pledge: Students will sign yellow strips of paper to pledge to create safe space at BHS for hurting students. We will make yellow chain to hang in C hall
- Compliments Wall - Kindness challenge will be to take a compliment sticky note from the Compliment wall and give it to a peer or someone that could use a smile.
- Semicolon face painting and sharpie tattoos during lunch "Your story is not over"
- Balloon representation of teenagers lost to suicide in art atrium or school entrance

#### Fine Arts Academy

- Hang Posters Throughout School
- Open Car Doors
- Daily announcements
- Pass our hearts to each student-Each student will write what they love about FAA and we will hang on wall.
- Chalk to sidewalk with affirmations
- Kindness Bingo
- HOPE Squad reads books in classrooms and passes out snack coupons to teachers
- Kindness Event- Each hour a Remind notification was sent out to teachers and HOPE Squad members passed out 2 candy bars to each classroom and the teacher passed out candy to those who they feel have been kind that hour

#### Liberty Elementary

- Morning Hope Kindness announcements linked to the Kindness daily challenges



- Kindness video for the campus
- Kindness Assembly during lunch -. Students will perform and announce messages during lunch
- Kindness Poster Contest
- Hope Squads helping with carpool
- Pass out candy- jolly ranchers, to help kids feel "jolly and happy" rather than gloomy and sad.
- Read to younger kids-kinder and 1st graders
- Hope/Kindness Pledge Wall-Hope Squads kids will go to classrooms, read the pledge to the classrooms and have them sign pledge on a sticky label for our wall.
- Kindness Station at lunch time-Students will be able to go to the blue room where Hope Squad kids will guide them into writing kindness notes.

### **North Elementary**

- Videos of how to be a good friend, being nice, etc.
- Record HOPE SQUAD dance for school to watch.
- Flash dance with HOPE SQUAD dance
- Posters/signage
- Passed out note cards with lifesavers
- Kindness quotes during announcements
- Sidewalk chalk with positive quotes and words of encouragement

### **Blue Haze**

- Open car doors in a.m.
- Chalk sidewalks and playground with words of affirmation
- Classroom door decoration contest (Theme: Hope/choose kind) 1st place gets a donut party. Winner will be revealed on Friday.
- Campus wide chain link activity: Yellow strips of paper (write someone's name who gives you hope). The link will start at the main doors of the school.
- Make hearts for students. They will write something they love about BHE (will post in café)
- Semi-colons at lunch to represent "our story isn't over; we have lots of life to live."
- Teacher appreciation notes
- Read with younger grades (Kinder and first grade)

### **Brewer Middle**

- Posters and other messages of hope throughout the cafe and commons area - this is our center of hope for the week
- Stairs of Hope - displayed in cafe stairs
- Announcements
- Hope Bombs given out to teachers
- Commit to Kindness - wall to pledge and sign
- Lunch - chain link activity table - fill out a name of something or someone who gives you
- Hope is ...wall/pictures at lunch with dry erase boards
- Meet the Hope Squad wall
- Hope Day activity - greeting students when they come in with signs and lanyards
- Bus Driver Appreciation signs and gifts for Bus Driver Appreciation Day 10/23

### **Tannahill Intermediate**

- Inspirational messages/quotes on morning announcements delivered by Hope Squad Members
- HS members served as greeters to welcome students and staff
- HS students made posters to invite staff and students to the Rally and to advertise district dress up days
- HS sponsored school-wide door decorating contest, "Messages of Hope."
- HS greeters handed out candy one day next week to the staff and students

### **West Elementary**

- Morning Announcements Daily: Words of Hope
- Hearts of Hope (drawn on hands-washable marker-during lunch)
- Chalk sidewalks and playground with words of affirmation
- Teacher appreciation notes
- Semi-colon "tattoos" at lunch (washable marker)
- Read with younger grades (Kinder and first grade)

### **Red Ribbon Week Activities (2021-22)**

#### **Districtwide**

- Social media posts
- Districtwide special dress days

#### **Brewer High School**

- Posted on STUCO Instagram
- Posters with the dress up days/themes in hallway
- Handed out Red Ribbon Week goodies during Every Monday Matters
- Handed out water bottles with anti-drug facts at pep rally
- Handed out Halloween bags on Friday morning while welcoming students to school

### **Virtual Academy**

- Daily Lessons about Healthy Choices & dangers of Drugs, Alcohol and tobacco in PE
- Physical activities based on healthy choices in PE
- Red Ribbon Week Art Contest

### **Tannahill Intermediate**

- Red Ribbon Week posters hung in hallways
- Daily announcements about Dress up Days and the meanings
- ART and STUCO made posters and Red Ribbons to hang up around the school
- STUCO passed out keychains, lanyards, etc. to students

### **Liberty Elementary**

- Red Ribbon daily announcements
- Red Ribbon Healthy Choices Contest – 1 winner per grade level. Students participated in a writing/message about how to live a healthy life. Students were able to do this activity at home with the help of parents.
- Posters with messages

### **Fine Arts Academy**

- Morning announcements
- Poster Contest

### **Blue Haze Elementary**

- Morning meetings focused on making healthy choices, dress up days, and informative announcements
- Hope Squad created Red Ribbon/Drug Free posters.
- We Put the I in Kind Banner Be Drug Free! Treat your body kind.

### **Elementary Schools:**

- Inspired by training at the Ron Clark Academy, the **House System** is designed to unify ALL students and staff members. All students and staff members are divided into four houses of GRIT (Gumption, Resilience, Integrity and Tenacity). Students are motivated to have good attendance and behavior, demonstrate GRIT and excel in school by earning points for their house. The system inspires teachers and students to be involved in school events, instills school pride, gives kids a reason to come to school, and motivates the entire campus to make good decisions and attend school every day.
- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS train junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.  
Blue Haze Elementary, Fine Arts Academy, Liberty Elementary, North Elementary, West Elementary
- **Hope Week & Random Acts of Kindness Activities:** See districtwide activities.
- **Red Ribbon Week Activities:** See districtwide activities.

### **Intermediate Schools:**

- All TIS instructional staff received **Capturing Kids' Hearts training**, which shows them how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. All other team members will be trained in January. (2019-20)
- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
- **Red Ribbon Week Activities:** See districtwide activities.
- **2021-22 Hope Week Activities**

### **Middle School**

- **Restorative Discipline:** a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior. When implementing restorative practices a shift in practice occurs that results in a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

- **Red Ribbon Week Activities:** See districtwide activities.
- **Hope Week Activities**
- **Sunshine Club**  
Brewer Middle School
- **Bear Time Tutoring** is available for students during a designated tutorial period called Bear Time. Students are pulled for tutoring based off current class progress in each of their core classes. Students who are not pulled for tutoring can use this time to get caught up on their classwork, complete digital citizenship assignments, or participate in clubs such as Hope Squad, NJHS, Peer Mediators or Academic UIL.
- **Peer Mediation Program** (Implemented fall 2016)

### **High School**

- **Restorative Discipline:** a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior. When implementing restorative practices a shift in practice occurs that results in a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. (implemented 2016-17)
- **Red Ribbon Week Activities:** See districtwide activities.
- **HOPE/Choose Kind Week Activities:** See districtwide activities
- **Random Drug Testing Program for Student Athletes**
- **Drug Education Class for High School students who test positive for random drug testing**
- **PAL (Peer Assistance and Leadership) Mentoring Program** that trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.

- **Center for Transition Services:** The district provides a Transition Center for seniors with a significant cognitive disability or a disability that affects their ability to function in daily life socially or independently. Seniors who have completed their high school academic requirements participate in the center's PRIDE program, which enables these students to transition from high school to higher education, employment, community involvement and independent living. PRIDE offers six areas of transition that focus on: social skills; independent living; self-advocacy such as asking questions, speaking up for yourself, knowing your strengths and weaknesses; career exploration and vocational training; community access; recreation and leisure.
- **Center for Transition Services DREAM program:** DREAM serves 18- to 21-year-old adults with severe cognitive disabilities. It focuses on developing students' independence in self-care skills, basic daily living skills, and developing transition options for adulthood.

### **Health Promotion for Staff: Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities.**

- Staff participated in a **June Breakout Academy** with a variety of 45-minute sessions that provided tools to support students and families, opportunities for self-care, and relationship building among staff.
- All instructional staff attended the "Social Emotional Learning: How to Respond in the Classroom and Relationship Building" training, presented by the WSISD social workers. (August 2020)
- WSISD participates in the **American Heart Association's Go Red District Heart Challenge**. The initiative includes monthly messages to staff, community and students that promote healthy eating, exercise, and more. (Implemented December 2019)
- Annual **flu shot clinic** provided for staff.
- **Cowtown 5K** Faculty Group Run 5K  
Brewer Middle School

### **Family/Community Involvement: An integrated school, parent, and community approach for enhancing the health and well-being of students.**

#### **District-wide:**

- WSISD staff members had the opportunity to attend breakout sessions that address **Drug Trends, Experiencing Homelessness, Abuse and Regret, Behavior Management** in the classroom and **How to Cyber Snoop on Your Child** during

the June 2021 and August 2021 Staff Development Academies.

- WSISD staff members had the opportunity to attend **Human Trafficking Training** presented by Unbound. The training addresses: factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment; warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment; procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment; and reducing a child's risk for sexual abuse, trafficking, or other maltreatment.
- WSISD participates in the **American Heart Association's Go Red District Heart Challenge**. The initiative includes monthly messages to staff, community and students that promote healthy eating, exercise, and more. (December 2019-May 2021)
- The district's **School Health Advisory Council** comprised of parents, citizens, business members and school officials meets at least four times a year to discuss annual goals and initiatives that provide health and wellness education to WSISD students and families.
- **Annual Districtwide Thanksgiving Food Drive**
- **White Settlement Jets Team** for WSISD students and individuals under age 25 who desire to compete in the annual Special Olympics Meet.
- **District-wide Pink Out Day** to promote breast cancer awareness
- District-wide **Childhood Cancer Awareness Day**
- **District-wide Cancer Awareness Day** to promote awareness of various cancers
- Through district-wide implementation of **Creating a Culture of Achievement/5 Critical Pillars**, all students, families and community members will feel welcome and safe to visit a child's campus and communicate with teachers, staff and administration, which is crucial to the student's success and to ensuring that families are involved in the student's education.
- Lead nurse attends monthly **Tarrant County Medical Society** and **Cook Children's School Nurse Advisory Council meetings**.
- **Opening Day**: a community-wide celebration to kick off the softball and baseball seasons. To increase participation at the elementary level, three contests are held in which students in grades 2 through 4 competed (Throwing, Timed Base Running and Hitting).
- The community-wide **Back to School Kick Off Rally** includes the fall Brewer High School athletic teams as well as the drill team and cheerleaders, which promotes participation in extra-curricular activities and generates interest among the younger grade levels. The event also included participation by the local sports and youth organizations such as the White Settlement Youth Association and White Settlement Recreation Center, local businesses and local churches. (Implemented 2016)

- The **Winter Sports Rally** includes Brewer High School's winter sports teams as well as the drill team and cheer, which is designed to promote community interest in all athletics as well as create excitement among the lower grade levels. The event involves activities/competitions that include the high school athletes and the younger students.
- The Educational Foundation sponsors a **Football Challenge**, in which two students from every elementary school had an opportunity to compete in a Punt, Pass Kick Challenge at a home football game.
- The Educational Foundation sponsors a **Basketball Shootout** and **Soccer Kick**, in which six students from every elementary through middle school campus have an opportunity to compete in contests during the community-wide Winter Sports Rally.
- **Transition Fair**

### **Elementary Schools:**

- Texas Department of Transportation's **Walk.Bike.Safe. campaign**, which aims to address pedestrian and bicyclist safety through an outreach and educational campaign for all road users. The goal is to increase awareness of pedestrian and bicyclist vulnerability, educate individuals on traffic laws, and motivate all users to replace reckless behaviors with safe behaviors.  
Blue Haze Elementary, Liberty Elementary
- **Participation in Cowtown Calf 5-K (Plans to hold in district in the spring in partnership with Cowtown)**  
Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary, Tannahill Intermediate & Fine Arts Academy
- **Walk for the Cure**  
West Elementary
- **Career Day:** Several professionals from the WS and FW area visited our school and talked to classrooms about different types of careers, their preparation it took to reach their careers, and the importance of commitment to future goals.  
West Elementary, North Elementary (implemented 2016-17), Blue Haze Elementary (virtual 2020)
- **Jingle Bell Run**  
Liberty Elementary
- **Color Fun Run**  
North Elementary, Fine Arts Academy
- **Watch DOGS**  
North Elementary, Liberty Elementary, Fine Arts Academy, Blue Haze Elementary, Tannahill Intermediate



- **Parent Academy:** Parents learn effective strategies for improved discipline and communication, Latino literacy, and health and fitness (exercise and leading healthier lifestyles)  
West Elementary

### **Intermediate Schools:**

- Cowtown Calf Run
- Participation in Benbrook Run
- Participation in Warrior Run
- **Cultural Night** - A night to bring our community together in unity and celebration
- Texas Department of Transportation's **Walk.Bike.Safe. campaign**, which aims to address pedestrian and bicyclist safety through an outreach and educational campaign for all road users. The goal is to increase awareness of pedestrian and bicyclist vulnerability, educate individuals on traffic laws, and motivate all users to replace reckless behaviors with safe behaviors.  
Tannahill Intermediate

### **Middle School:**

- **Career Day**
- **Spanish Information Night:** All school information is presented in Spanish.

### **Funding Sources for WSISD -- Virtual Academy 2021-2022**

| <b>Program</b>                                                     | <b>Purpose</b>                                                                                                                                                                                                                                                             | <b>Budgeted</b> |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Special Education<br/>(Program Code 23)</b>                     | Address the needs of students with disabilities, includes Federal money                                                                                                                                                                                                    | \$ 41,962       |
| <b>State Compensatory Education<br/>(Program code 24 &amp; 28)</b> | Enhance & improve the regular education program to increase the academic achievement & to reduce the dropout rate of identified students in at risk situations. Supplements local funds.                                                                                   | \$ 200          |
| <b>ESSER III<br/>Fund 282</b>                                      | To help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. Grant program authorized by the American Rescue Plan (ARP) Act of 2021, Elementary and Secondary School Emergency Relief (ESSER III) Fund. | \$ 573,519      |