

White Settlement Independent School District

West Early Learners Academy

2024-2025 Campus Improvement Plan





Board Approval Date: September 23, 2024
Public Presentation Date: September 12, 2024

Mission Statement

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

Vision

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

Core Beliefs

- 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

Demographics

Demographics Summary

West Early Learners Academy serves approximately 740 students who reside in White Settlement, Texas. Currently, about 40 students who qualify participate in Early Childhood Special Education programs, about 250 students who qualify participate in a full-day Pre-Kindergarten program, and about 450 are enrolled in Kindergarten.

The demographic make-up of West Early Learners Academy is 48% Hispanic, 30% White, 13% African American, 6% Two or More Races, 1% Asian. Approximately 11% of our students are being served by Special Education programs. Approximately 9% of students are Emergent Bilinguals and receive content-based support. Our Economically Disadvantaged population is approximately 67%.

Demographics Strengths

West Early Learners Academy is a growing campus that continues to become more diverse. We work with all families to celebrate our diversity and to increase family involvement both academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause: Community growth and mobility are affecting the percentage of economically disadvantaged.

Student Achievement

Student Achievement Summary

West Early Learners Academy uses a variety of instruments to gauge student achievement including the Diagnostic Reading Assessment (DRA), assessments from the Children's Learning Institute including the Kindergarten Entry Assessment and the PreKindergarten Progress Monitoring assessment, standards based report card checklists.

Since this is the first year serving all PreKindergarten and Kindergarten students in White Settlement ISD, the following DRA districtwide data from 2023-2024 has been collected to serve as a baseline.

	At or Above Grade Level	Barely On Grade Level	Below Grade Level	Significantly Below Grade Level
Beginning of Year (23-24)	58.26%	41.74%	-	-
Middle of Year (23-24)	43.4%	26.1%	21.41%	9.09%
End of Year (23-24)	44.41%	27.49%	12.08%	16.01%

Student Achievement Strengths

The number of kindergarten students reading on grade level at the end of the year was 71.9%, an increase from 69.5% at the middle of the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

District Culture and Climate

District Culture and Climate Summary

West Early Learners Academy staff are committed to and passionate about early childhood education and White Settlement ISD. Bringing this passion and commitment to our campus from around the district has created a motivated staff passionate about their work. The leadership team believes culture and climate begin with staff and must extend to our students, families, and community.

District Culture and Climate Strengths

Weekly faculty meetings and PLCs allow for collaboration and communication amongst staff. Staff recognition occurs often through weekly thank you notes from peers presented at faculty meetings, monthly teacher and support staff of the month, and monthly morale/gratitude carts to treat staff. Student recognition for behavior and academics are in place through PBIS punches and the weekly Trolley cart, tickets to slide, the 100 club, and students of the month.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: We are working to increase collaboration amongst teams in order to make progress towards campus goals, both academic and social emotional.

Root Cause: Bringing teachers together from across the district brings unique challenges and requires additional time and structures to build team capacity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers at West Early Learners Academy are highly qualified. Our first and second year teachers participate in the district mentor program as well as the Developing Distinguished Educators cohort. All teachers are encouraged to participate in professional development provided by WSISD as well as provided by outside entities. This year, we plan to take teams to the PLC at Work Institute, the Jandrucko Early Learners Academy professional learning tours, and workshops through ESC 11.

Staff Quality, Recruitment, and Retention Strengths

We had little turnover with the districtwide grade realignment leading to the creation of the West Early Learners Academy. The majority of our new staff are because of added sections with growing enrollment. The focus on early childhood has allowed us to recruit passionate teachers with relevant experience. Our teachers are highly supported through the district mentor program, professional development opportunities, and multiple layers of staff recognition and appreciation.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We continue to hire high quality candidates for open positions that are being added because of growing enrollment.

Root Cause: Open positions during the year are difficult to fill due to lack of qualified, effective candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

West Early Learners Academy uses the WSISD curriculum that is aligned with the state standards--Kindergarten TEKS and PreK Guidelines. Teachers use Heggerty, STEM Scopes, Literacy Footprints, and HMH as resources to bring the learning targets set forth in the curriculum to life. Pods of teachers plan together weekly to ensure best instructional practices and aligned resources are being used in instruction at all tiers. Standards based grading is used in both grade levels to gauge student progress towards our identified essential standards. DRA and CLI are used to monitor progress in specific areas of reading and math.

Curriculum, Instruction, and Assessment Strengths

Aligned curriculum and highly effect instructional practices (Thinking Maps, Fundamental Five, high level questioning, teaching and learning cycle) are in place. Teachers collaborate to create and utilize data from common formative assessments to ensure all students are learning at high levels. Structures for intervention and extension are supported through the master schedule.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We continue to refine practices to ensure students are leaving kindergarten reading on grade level and equipped with the skills needed to continue to grow as readers.

Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

Family and Community Engagement

Family and Community Engagement Summary

West Early Learners Academy believes parent and family engagement is crucial in providing a successful experience for our young students. We will host several events throughout the year to encourage parents to be involved, help them learn ways to help their child at home, and to engage in fun activities as a family. These events include Meet the Teacher, Ribbon Cutting and Building Tours, Grandparents Night, West Fest, Polar Express Literacy Night, Glow Math Night, and Open House.

Family and Community Engagement Strengths

Our parents are eager to support our school and to get involved! Upon sending an interest survey, we have dozens of parents looking for ways to volunteer and get involved. We have had a good turnout at our events thus far--Meet the Teacher and Ribbon Cutting--so we are hopeful for continued engagement at future events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We are rebuilding our PTO by recruiting a new group of leadership to include parents from both grade levels.

Root Cause: Our students are new to our campus, thus we are getting to know families and garnering support from interested parents to build our PTO.

District Organization

District Organization Summary

As a new campus, we are continuously evaluating and making adjustments to schedules, systems, and overall organization. We believe there needs to be clarity in expectations and processes. In order for all staff to work towards their maximum potential, these processes must be in place.

District Organization Strengths

The master schedule is designed to maximize instructional time as well as personnel to ensure all students are learning at high levels. Weekly PLC meetings as well as lesson planning are built into the schedule. Support for teachers and students during Guided Reading instruction as well as time for intervention at tiers 2 and 3 are built into every kindergarten schedule. Inclusion support is provided at both grade levels. Behavior support is also provided for both grade levels.

Problem Statements Identifying District Organization Needs

Problem Statement 1: We are working to maximize the use of all personnel as well as all resources to ensure all students are learning at high levels.

Root Cause: As a new campus, we continue to find needed tweaks in schedules, processes, and personnel.

Technology

Technology Summary

West Early Learners Academy believes in using technology to enhance instructional experiences for students. We focus on providing students with needed technology skills while not taking away from the "book in hand" experiences needed in early childhood as well.

Technology Strengths

Each classroom is equipped with a SMART board. All kindergarten classrooms are equipped with iPad carts so that students are one to one with those devices. All PreK classrooms have a small group set of iPads to be used during centers or with the teacher in small group instruction. Our campus Instructional Technology Specialist works with teachers during PLC and planning to implement Digital Citizenship curriculum as well as provide instructional ideas and supports for ways to use technology to enhance instruction and learning experiences. She also collaborates with our librarian to provide innovative media lessons involving coding and other technology skills.

Problem Statements Identifying Technology Needs

Problem Statement 1: We strive to find ways to bring innovative technology use into our classrooms to help our students see how it can enhance their learning while balancing appropriate screen time.

Root Cause: Our students have spent extensive time with technology in their hands since an early age, but do not know how to use it to enhance their learning.

Demographics

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Demographics Strengths

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause: Community growth and mobility are affecting the percentage of economically disadvantaged.

Student Learning

Student Learning Summary

West Early Learners Academy uses a variety of instruments to gauge student achievement including the Diagnostic Reading Assessment (DRA), assessments from the Children's Learning Institute including the Kindergarten Entry Assessment and the PreKindergarten Progress Monitoring assessment, standards based report card checklists.

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Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.
Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

School Processes & Programs

School Processes & Programs Summary

WSISD provides many opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, and other professional development opportunities allow us to develop all teachers. West Early Learners Academy teachers are Highly Qualified. Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

West ELA is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Pod PLC's are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom.

West ELA has created an instructional schedule that allows for better utilization of personnel. Each grade level has dedicated Special Education teachers as well as teaching assistants that are dedicated to help meet students' needs.

School Processes & Programs Strengths

Professional Development and Staff Excellence

- Teacher/Employee of the Month Program to recognize Staff excellence
- Administration sends out weekly email to staff with updates and communication.
- Staff meets weekly for faculty meetings focusing on professional development, staff recognition, and culture building activities.
- Teachers meet once weekly during conference for grade level PLCs.
- District Instructional Walks are scheduled to monitor classroom instruction and provide feedback

Communication with Families

- Teachers communicate daily with parents via take-home folders/behavior calendars as well as School Status.
- Campus sends out weekly family newsletter.

School Wide System for Student Recognition

- Teachers recognize students who demonstrate the BEARS traits from the school wide matrix by rewarding them with "punches" on their PBIS cards
- Students earn "Tickets to Slide" by having good behavior during the week.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as

coaching and feedback through TTESS, instructional walks, and peer modeling.

Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Perceptions

Perceptions Summary

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved. Strong communication is needed in order to foster this relationship.

It is the goal of West ELA to build a strong academic and SEL foundation for all students so they can transition successfully to the next level.

Perceptions Strengths

As a new campus we are working to build a partnership with our parents, staff and community members. We plan to hold several after school events to host our parents as well as many opportunities for community involvement throughout the year. We will share communication and student success through weekly campus newsletters and our social media outlets. Teachers communicate using School Status to increase two-way communication with families. Students also receive a daily take home folder with communication. West ELA will host parent workshops that will assist parents in helping their students succeed academically.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Root Cause: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Priority Problem Statements

Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.

Root Cause 1: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

Root Cause 2: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause 3: Community growth and mobility are affecting the percentage of economically disadvantaged.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Root Cause 4: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





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





Performance Objective 1: 100% of students will show growth on the district diagnostic assessments in both math and reading.





High Priority

Evaluation Data Sources: State and district screeners

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All students will receive Tier 1 instruction that includes best practices and district initiatives. Strategy's Expected Result/Impact: Growth on all state and district screeners. Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details		Reviews			
Strategy 2: All students will receive a balanced literacy program including phonics and guided reading. Strategy's Expected Result/Impact: Growth on all state and district screeners. Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Learning A-Z: RAZ Kids and Reading A-Z - Title I Funds - \$3,034.71		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress	 Considerable	 Considerable	 Accomplished

 No Progress
  Accomplished
  Continue/Modify
  Discontinue









Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations. Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.
School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

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

Performance Objective 2: 100% of Tier 1 instructional strategies will directly align to identified district best practices and board outcome goals.

High Priority
Evaluation Data Sources: State and district screeners
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 1: Campus administrators will ensure Tier 1 instructional strategies are aligned with district best practices by providing professional development and monitoring through instructional walks. Strategy's Expected Result/Impact: Increased student learning as seen on state and district screeners. Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.









Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.









Performance Objective 1: West ELA staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

High Priority

Evaluation Data Sources: Parent & Staff Surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc. Strategy's Expected Result/Impact: Improved behavior in all common areas. Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.5 Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students. Strategy's Expected Result/Impact: Fidelity of student and staff awareness and responsibilities during emergencies. Staff Responsible for Monitoring: Campus Administration Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details		Reviews			
Strategy 3: Create multiple opportunities throughout the year for family/community involvement through programs, curriculum night, and math/reading nights. Strategy's Expected Result/Impact: Increased community & parent involvement. Positive parent surveys Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Parent Education Series with Julie Compton in April - Title I Funds - \$1,500, Parent Training Series with Julie Compton in August/September - Title IV, Part A - \$1,500		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					









Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management. Root Cause: Community growth and mobility are affecting the percentage of economically disadvantaged.
Perceptions
Problem Statement 1: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods. Root Cause: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

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

Performance Objective 1: Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.

- High Priority**
- Evaluation Data Sources:** Student attendance
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Montly attendance incentives as well as parent communication through Skylert and social media on the importance of attendance. Strategy's Expected Result/Impact: Attendance average of 96% Staff Responsible for Monitoring: Campus Administration Teachers Title I: 4.1, 4.2 Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2024-2025 school year.

Evaluation Data Sources: Staff surveys & student achievement
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs. Strategy's Expected Result/Impact: Increased Student Achievement Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 2 Problem Statements:









School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

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

Performance Objective 1: 100% of staff development will be linked to West ELA's campus plan, campus needs assessment and district goals.

Evaluation Data Sources: T-TESS, Walkthroughs, Student data/progress

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PLC at Work Conference for 9 staff members - Title I Funds - \$6,921</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p>Strategy 2: Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. Utilize qualified teachers and Instructional Coach to lead professional to address areas of need.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

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Student Learning

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Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. **Root Cause:** Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.









Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 1: 100% of West ELA teachers are highly qualified and ESL certified.

High Priority

Evaluation Data Sources: Teacher Certifications

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Hiring system to identify qualified applicants. Strategy's Expected Result/Impact: 100% of West ELA teachers are highly qualified and ESL certified. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

State Compensatory

Budget for West Early Learners Academy

Total SCE Funds: \$534,460.00

Total FTEs Funded by SCE: 9.27

Brief Description of SCE Services and/or Programs

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Personnel for West Early Learners Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adrienne Gribble	Teacher	0.5
Anastasia Valles	Teaching Assistant	0.5
Ashley Conine	Assistant Principal	0.7
Chelsea LaPlante	Principal	0.7
Cynthia Orta	Teacher	0.44
Elizabeth Campos	Teaching Assistant	1
Erica Lane	Teaching Assistant	1
Evelyn Johnston	Teaching Assistant	0.5
Jocelyn Gonzalez	Teacher	0.5
John Hebert	Assistant Principal	0.7
Julia Flores	Teacher	0.44
Minerva Garcia	Teacher	0.35
Noemi Long	Teacher	0.44
Shelley Hellstern	Teaching Assistant	1
Stephanie Boggs	Teacher	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kendra Benedict	Prekindergarten Teacher	Title I	1
Melissa Estes	Prekindergarten Teacher	Title I	1

Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Learning A-Z: RAZ Kids and Reading A-Z		\$3,034.71
2	1	3	Parent Education Series with Julie Compton in April		\$1,500.00
4	1	1	PLC at Work Conference for 9 staff members		\$6,921.00
Sub-Total					\$11,455.71
Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Parent Training Series with Julie Compton in August/September		\$1,500.00
Sub-Total					\$1,500.00

Addendums



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

2024-2025 Parent and Family Engagement Policy

8/28/24

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 staff training 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 two 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, paraprofessionals, 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 Liaison.
- 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 Liaison 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 to enhance the 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:

- Provide in-person, family engagement opportunities that promote student academic achievement, school/home relationships, and student involvement in extra-curricular activities.
- Utilize the District Planning Committee to provide advice on all matters related to family 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 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.
- 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 family 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 assess the needs of families and children in the community using a variety of tools including data and discussions from: grade level team meetings, Campus Planning Committee meetings, Professional Learning Communities, Instructional Focus meetings with campus and district instructional administration, and results from the end-of-year campus parent surveys. 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 (a minimum of 90 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:			\$1,283,851
Required 1% Reservation:	\$ 12,839	Actual:	\$12,840
90% of the 1% Reservation:	\$ 11,555	Actual:	\$12,400



White Settlement Independent School District Title I, Part A Elementary & Secondary Education Act

PARENT COMPACT

The purpose of the parent school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education. This agreement is a three-way partnership with a specific goal in mind. It is important that each person assume his or her responsibilities.

AS A PARENT/GUARDIAN I PLEDGE TO:

- Support my child by ensuring that they attend school daily and arrive at school on time
- Encourage my child to participate in school activities and to complete all assignments
- Seek information regarding my child's progress by conferencing with teachers, principals, and other school district personnel
- Aim to attend parent conferences and visit my child's classroom to discuss and participate in their education
- Participate in parent activities to contribute to the decision-making process with the WSISD
- Encourage my child to follow the rules and regulations of the school

Parent's/Guardian's Signature _____ Date _____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:

- Maintain and foster high standards of academic achievement
- Respectfully and accurately inform parents of their child's progress
- Have high expectations for myself, students, and parents
- Demonstrate professional behavior and a positive attitude
- Respect and value the uniqueness of each child and family

Teacher's Signature _____ Date _____

AS A STUDENT I PLEDGE TO:

- Show respect for myself, my school, and other people
- Work hard to do my best in class and to complete my homework
- Attend school regularly and on time
- Accept responsibility for my own actions
- Make an effort to do my best to learn
- Discuss with my parents what I am learning in school
- Work to resolve conflicts in positive, non-violent ways

Student's Signature _____ Date _____



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

Coordinated School Health Program

Updated October 2023

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

- Board approved adoption of Goodheart Willcox Publishing for secondary health curriculum
- All kindergarten through sixth grade PE teachers adhere to scope and sequence for Texas PE standards
- **7 Mindsets curriculum** in kindergarten through 12th grades teaches growth mindset, resilience, empathy, relationship building, responsible decision making, etc., supports district's Monthly Character Spotlight , and targets TEA required character traits
- All schools are **Common Sense Media Campuses**, and WSISD is a **Common Sense Media District** to ensure that students become safe, responsible technology users. Teachers receive 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 which include cyberbullying, digital footprints, media balance and well-being.
- Tannahill Intermediate fifth and sixth graders learn 6 Pillars of Character, leadership qualities/skills and community service in **Character Education Classes**
- **Health class** offered to eighth graders for high school credit
- **First Aid** and **CPR** taught in all health classes
- High school students must earn ½ Health credit to fulfill graduation requirements
- All fourth and fifth graders view **Growing Up** film in spring, which discusses puberty and changes students experience, anatomy, etc.

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.

- WSISD Education Foundation funded grant to provide **Fourth Grade Field Day** for all fourth graders
- Brewer High School and Brewer Middle School participate in **Partner PE program**, which allows students with disabilities to have individualized instruction through the verbal and physical prompting of their peer tutor.
- WSISD PE Department sponsors Jingle Bell Jog 1-mile run/walk in December
- Brewer Athletic Department offers **Summer Pride strength and conditioning** throughout summer for middle and high school students
- Athletic Department offers variety of **athletic summer camps** to students of all ages
- All students participate in **Fitness Gram** in Physical Education
- All elementary schools participate in **Little Dribblers** basketball program, enabling students to learn basketball skills
- **Special Olympics**
- Annual **Bear Tracks Meet for** students in adapted PE and life skills classes
- **After-School Running Clubs offered** at several schools.
- All elementary and intermediate students can participate in **Cowtown Calf 5K**
- All elementaries participate in **American Heart Association's Kids' Heart Challenge**
- Elementary and intermediate students use [Go Noodle](#) online program
- Schools participate in annual **Color Run Fun Runs and BoosterThons**
- **After-School Intramurals** (Football, Basketball, Volleyball, Soccer) offered at Tannahill Intermediate
- WSISD adheres to the state physical education standards.
- **Athletic offerings** include: Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball and Soccer at the middle and high school levels and Baseball, Golf, Powerlifting, Softball and Wrestling at high school level
- **Fine Arts offerings** include Color Guard, Dance and Introduction to Marching Band at the middle school level and Color Guard, Dance, Drill Team and Marching Band at high school
- **Outdoor Education Class** is alternative to PE for high schoolers interested in outdoor activities such as archery, fishing, camping, hunter safety and boater education

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

- WSISD is **Project ADAM Heart Safe School District**, and every school earned designation Districts must successfully implement quality sudden cardiac arrest program that consists of awareness, training, and an emergency plan of action in event of a sudden cardiac arrest
- Partnership with **Goodside Health** so providers can assess, diagnose, and treat the most common pediatric conditions from the school campus
- **Partnership with Tarrant County Health Department Immunization Collaboration Clinic** to provide low cost immunizations
- Participation in **Tarrant County Back to School Roundup** (provides qualifying students with free school supplies, free health/vision/dental screening, immunizations and haircuts)
- Health Services Coordinator attends monthly Tarrant County Medical Society and Cook Children's School Nurse Advisory Council meetings
- All nurses are CPR instructors and teach courses to district staff
- Each campus has **CPR/AED team** of staff who are certified
- Partnership with Grace Baptist Church to provide **Back to School Bash**, which offers community resources, free haircuts, food, backpacks, etc.
- All elementary campuses participate in **Healthy Smiles Dental Program**
- Nurses conduct annual **hearing screenings** for pre-k, kindergarten, first, third, fifth and seventh graders in fall
- Nurses conduct annual **vision screenings** for pre-k, kindergarten, first, third, fifth and seventh grade students in fall
- Partnered with Essilor Foundation, mobile vision screening van that conducts eye exams in April 2023. Any WSISD student had opportunity to get free vision exam by an optometrist and glasses, if needed.
- Nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for first, third, fifth and seventh graders each fall
- Nurses conduct annual **scoliosis (spinal) screenings** for fifth and seventh grade girls and eighth grade boys
- Athletic Department provides option for **low cost Athletic Physicals** to athletes annually
- Athletic trainer at middle school athletic events to enhance student safety
- Brewer High School is recipient of **National Athletic Trainers' Association (NATA) Safe Sports School Award** for its Sports Medicine Department. The award champions safety and recognizes secondary schools that have met the recommended standards to improve

safety in sports and reinforces the importance of providing the best level of care, injury prevention, and treatment.

- All band, drill team, cheerleaders and athletes must complete annual athletic physical
- **Athletic Performance and Rehabilitation** 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.

- Participates in US Department of Agriculture **free breakfast and lunch program for qualifying students**
- WSISD Paw Pantry provides monthly **drive-thru food distribution**
- Partnerships with local churches and organizations to promote food distributions that benefit WSISD families
- Child Nutrition Department received **excellent audit from Texas Department of Agriculture**. (Districts are audited every **five** years for compliance of Texas Department of Agriculture and USDA regulations.)
- [Child Nutrition Website](#) provides links to healthy recipes and wellness sites.
- 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.

District adheres to **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.

- **Posters promoting nutrition** displayed in all cafeterias
- **Two Student Support Counselors** provide assistance with food and other necessities when needed.
- All students who attend **summer school** receive **free breakfast and lunch**.
- **Collection of height and weight data by PE teachers and office nurses**
- Child Nutrition Department encourages students to eat breakfast in cafeteria during **National School Breakfast Week** by holding drawings in which students who ate

breakfast can win variety of balls (i.e. football, soccer, etc.), tennis rackets, jump ropes, etc.

- Pre-k through 6th grade families receive monthly menus.
- Partnerships with local churches and organizations to provide **snack packs** for low-economic students
- **Free Supper Program** for Brewer High students attending After School Tutorials or Athletic Performance and Rehabilitation program

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

- **Communities In Schools** social worker at BHS and BMS provides multidisciplinary, individualized case management and coordination of resources for referred groups of at least 75 students per campus who meet the criteria established by TEA for Community In Schools students. They coordinate school-wide activities/events in partnership with campus; support specific campus goals as identified in the campus plan; and engage at least 75 percent of the campus population. Communities In Schools provides the following six components:
 - Supportive Guidance and Counseling
 - Health & Human Services
 - Academic support Services
 - Enrichment Activities
 - Parent and Family Engagement
 - Career and College Readiness.
- **7 Mindsets curriculum** in kindergarten through 12th grades, which teaches growth mindset, resilience, empathy, relationship building, responsible decision making, etc. and supports the district's Monthly Character Spotlight Calendar and targets TEA required character traits.
- **Rhithm** app enables students to complete daily check in. The quick assessments lead to short 1- to 2-minute activities for regulation in behavior and emotions for optimal learning.
- Memorandum of Understanding with **Invicta Services Group** to provide 5 additional counselors and family counseling in school setting.
- Counselors provide monthly guidance lessons that coincide with the district's **Monthly Character Spotlight Calendar**.
- Counselors provide individual/group counseling, conferencing with students, parents teachers, behavior management interventions, and access/referrals to outside agencies as needed to referred students.
- Students receive age-appropriate instruction in following areas: **Child Abuse Prevention, Domestic Violence, Family Violence, Dating Violence** and Sex Trafficking.
- All staff annually receive **Trauma Informed Training**.

- Participates in Education Service Center Region 11 **Handle with Care** program, school-community partnership that enables local police to notify school districts when they encounter a child at a traumatic scene. This confidential notification allows school staff and mental healthcare providers to discreetly step in and provide the urgent support and interventions needed by the student.
- **Recovery Resource Council** provides all Tannahill Intermediate sixth graders with an 8-week course that covers topics such as self-esteem, making decisions, dealing with stress, social skills, assertiveness, and various other topics.
- **Memorandum of Understanding with MHMR** that enables MHMR to provide counseling and other services to students who are uninsured or covered by Medicaid/CHIPS
- WSISD counselors have [virtual counseling office](#) that includes books, videos, etc. that address stress relief, setting goals, anxiety, diversity, character traits and more
- **Two Student Support Counselors** serve students at every campus and provide support for campus counselors and outside referrals to families as well as household necessities for families in financial need, facing catastrophic circumstances, etc.
- [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.
- All staff complete **Online Suicide Prevention Training** (Question Persuade Refer - QPR) annually. All new staff attend in person **QPR Gatekeeper training** in August.
- **HOPE Squad/QPR suicide prevention training** offered to HOPE Squad members and their families
- **QPR Team/Gatekeepers:** Designated staff on each campus trained to assist students in crisis or who are having suicidal thoughts
- School officials work with community agencies, attending open houses, meetings, conferences, etc. to ensure that district has partnerships with a variety of resources within the community and Tarrant County.
- [HOPE Squad Program](#) implemented districtwide. The Suicide Prevention program is comprised of students who are trained to watch for at-risk students and provide friendship, identify warning signs, and seek help from adults, with goal of changing campus culture and creating Hope
- **Comfort Dogs** used in schools to support students
- Every counselor provides three small groups annually
- **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.

- **Safe Haven PALS program:** Safe Haven presents its PALS program to all fifth grade students each month. Peer Abuse Learning SafeHaven covers bullying, decision making, refusal skills, anger management styles, communication, support systems, and the role of a bystander.
- Sixth grade teachers provide social emotional lessons (i.e. being assertive in communication and telling others no in peer pressure) generally through English classes
- **Brewer High School PALS program** visits weekly to mentor students
- **Recovery Resource Council** provides 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.

- In 2023-24, WSISD has prioritized training staff in how they work with students and how they can prevent challenging behaviors, including the use of positive language and implementing procedures.

Trainings have included:

1. Julie Compton's "Improving the Behavior of Challenging Students" to educate staff in correcting behavior and maintain positive and productive relationships with students, parents and teachers
 2. Classroom Management Skills for Difficult Students
 3. Deescalation Training
- Schools use **Positive Behavior Interventions and Supports** to ensure all students are supported socially and behaviorally
 - All schools use **BEARS Matrix** – Be Trustworthy, Empathetic, Accountable, Respectful, and Safe
 - **TipLine** enables individuals to report bullying, threats, alcohol, tobacco or drug use or possession, suspicious behavior, thoughts of suicide or self-harm, weapons and more
 - **Guardian Program** enhances school safety by providing educators who are trained and evaluated to carry concealed firearms on school facilities

- Every campus and department equipped **doorbell intercom system** with both audio and visual capability, ensuring that all campuses are fully secured during school day
- Brewer High School has 1 entrance during school day that's monitored by security personnel who vet campus visitors
- District-wide **crisis response team** comprised of staff from every school and department receive annual training and are available to assist other schools in the event of a crisis situation
- **Drug detection dog searches** performed in secondary schools
- Districtwide annual **Red Ribbon Week Campaign** promotes education regarding dangers of drug and alcohol use
- WSISD safety program includes **Standard Response Protocol (SRP)**, based on four actions: Hold, Secure, Lockdown, Evacuate and Shelter. SRP provides common language for schools and local law enforcement agencies. Drills are conducted regularly to prepare students and staff in event of emergency situation.
- **Raptor** communication tool used by staff in event of crisis/emergency situations
- Staff conduct weekly campus **perimeter checks** and weekly **intruder checks**
- All staff receives CRASE (Civilian Response to Active Shooter Threats) training as well as training in SRP and Raptor
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually. All campuses are latex-free and free of scented devices.
- **Growth Mindset/GRIT initiative**
- **Online bullying reporting system** enables students to report bullying anonymously
- **House System** at Blue Haze Elementary and North Elementary designed to unify ALL students and staff members, who are divided into four houses of GRIT (Gumpton, 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.
- **Brewer High School PALs (Peer Assistance and Leadership) students in the Mentoring Program** learn communication, listening, and facilitation skills, understanding behavior, decision-making and problem solving, referral resources, and self-awareness. Students then serve as mentors to younger students and peers as well as numerous other community and school-district service projects
- Annual **Hope Week/Random Acts of Kindness Week** and **Red Ribbon Week** activities
- Brewer High School participates in Sandy Houk Promise's **Start with Hello**, program that teaches empathy to empower students to end social isolation

- **Restorative Discipline**, a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior, used at Brewer Middle and Brewer High School. 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.
- **Center for Transition Services** for seniors with 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.

- 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.
- Annual Flu Shot Clinic offered for staff

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

- Tarrant County 911 and HANK FM 92.1 provide **Safety Smart Rally** to teach second through fourth graders importance of dialing 9-1-1.
Blue Haze Elementary (2022-23); Liberty Elementary and North Elementary (2023-24)
- WSISD partners with [Hope Local Care Portal](#), which consists of a group of churches that provide families in need with assistance in a variety of areas (i.e. utility bills, mattresses, etc.).
- Blue Haze Elementary, West Elementary, and Liberty Elementary fourth graders participate in the **Academy 4 mentorship program**, in which Academy 4 partners with local churches, businesses and organizations. Once a month, every fourth grader meets with an [Academy 4](#) mentor, learning a new leadership trait and playing games. Students also participate in Spark Clubs that include cooking, theater, soccer, STEM, art and music. The goal is for all elementary schools to participate in Academy 4.

- WSISD partnered with the Moncrief Institute to provide a **Mobile Breast Cancer Screening Unit** for under-insured individuals.
- The WSISD PE Departments sponsor a **Jingle Bell Jog** in December to promote healthy lifestyles in all students and their families.
- **WSISD provides [Civilian Response to Active Shooter Events \(CRASE\)](#) and [Stop the Bleed Training](#).** Click the [link](#) for details about CRASE. Stop the Bleed enables participants to recognize life-threatening bleeding and act quickly and effectively to control bleeding by learning three quick techniques.
- WSISD participated in the White Settlement Police Department's **National Night Out** event.
- 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 organizations, businesses and churches that provide community resources.
- **March Madness** is a community-wide celebration that promotes the Brewer winter and spring sports.
- 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.
- **Partnership with American Heart Association:** Beginning in January, employees will have access to AHA student portal allowing them to learn hands-only CPR and have access to the AHA's wellness information
- **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 students and individuals under age 25 who desire to compete in the annual Special Olympics Meet
- 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.
- Health Services Coordinator attends monthly **Tarrant County Medical Society** and **Cook Children's School Nurse Advisory Council** meetings.

- Education Foundation sponsors a **Punt, Pass, Kick Challenge**, in which two students from every elementary school have opportunity to compete in Punt, Pass Kick Challenge at home football game
- 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.
- Moncrief Institute provided mobile breast cancer screenings for under-insured individuals and staff in March 2023
- Civilian Response to Active Shooter Events (CRASE) and Stop the Bleed Training offered to staff. Click the [link](#) for details about CRASE. Stop the Bleed enables participants to recognize life-threatening bleeding and act quickly and effectively to control bleeding by learning three quick techniques. Click the [link](#) for more details.

West Early Learners Academy
List of Stakeholders for 2024-2025

Name	Role	Contact
Chelsea LaPlante	Campus Administrator	claplante@wsisd.net
Ashley Conine	Campus Administrator	aconine@wsisd.net
John Hebert	Campus Administrator	john.hebert@wsisd.net
Mason Miller	Community Member	masonryanmiller@gmail.com
Justin Rhymes	Community Member	justin@gbcfortworth.com
Colby Boggs	Business Member	colby@rkglc.net
Tim Prater	Business Member	tim.prater@academy4.org
Dara Miller	Parent	dara.miller@wsisd.net
Rachel Seidler	Parent	rachel_seidler@yahoo.com
Madison Kvamme	Teacher	madison.kvamme@wsisd.net
Katie Ward	Teacher	katlyn.ward@wsisd.net
Leslie Perez	Teacher	leslie.perez@wsisd.net
Lizett Mejia	Paraprofessional	lmejia@wsisd.net
Kim Porter	Office Secretary	kporter@wsisd.net
Tiffany Linton	Paraprofessional	tiffany.linton@wsisd.net
Adrienne Gribble	Instructional Support	agribble@wsisd.net
Jocelyn Gonzalez	Instructional Support	jocelyn.gonzalez@wsisd.net