

White Settlement Independent School District

North Elementary

2024-2025 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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
District Culture and Climate	7
Technology	8
Demographics	9
Student Learning	10
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
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.	19
Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.	23
Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.	25
Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.	26
Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.	27
State Compensatory	29
Budget for North Elementary	29
Personnel for North Elementary	29
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

Comprehensive Needs Assessment

Revised/Approved: September 4, 2024

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

Student Achievement

Student Achievement Strengths

District Culture and Climate

District Culture and Climate Summary

Technology

Technology Summary

Demographics

Demographics Summary

We currently have an enrollment figure of 792 at North Elementary STEAM Academy. This number is projected to continue to grow as surrounding neighborhoods are developed and more families move in. Our current numbers in each grade level are as follows: 1st grade: 132; 2nd grade: 159; 3rd grade: 172; 4th grade: 161, 5th Grade 169. Student group data will be posted after snapshot data day in October.

Demographics Strengths

North Elementary 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics
Root Cause: An increase in community growth is affecting the percentage of economically disadvantage students.

Student Learning

Student Learning Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, including the Diagnostic Reading Assessment (DRA), Curriculum Based Assessments (CBAs), Common Formative Assessments (CFA) and TELPAS. In addition, special education students are evaluated using a variety of assessment instructions based on individual needs (IEP). North Elementary has not received a rating yet using TEA's 2024 Accountability System.

2024 STAAR Results

Subject	Approaches GL	Meets GL	Masters GL
3rd Grade Reading	73%	54%	26%
3rd Grade Math	62%	37%	14%
3rd Grade Reading Spanish	57%	26%	5%
3rd Grade Math Spanish	68%	31%	5%
4th Grade Reading	87%	59%	29%
4th Grade Math	84%	66%	34%
4th Grade Reading Spanish	76%	47%	23%
4th Grade Math Spanish	81%	37%	18%

Student Learning Strengths

North Elementary had several areas of improvement from our 2023 STAAR scores. Our PLCs focused on ensuring teachers understood the depth of the standard and developing tiered formative assessments in each grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data shows our 3rd grade Spanish meets/masters percentages are significantly lower than English.
Root Cause: Teachers need to plan to the depth of the standards in Tier 1.

Problem Statement 2 (Prioritized): Assessment data shows students are low performing with informational text standards.

Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Problem Statement 3 (Prioritized): STAAR data shows 3rd and 4th graders are not making expected growth in math instruction

Root Cause: Students are lacking foundational math skills and number sense.

Problem Statement 4 (Prioritized): STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading.

Root Cause: Students are lacking foundational skills in reading and math.

School Processes & Programs

School Processes & Programs Summary

All teachers at North are highly qualified and ESL Certified.

We are a PLC (Professional Learning Community) Campus that focuses on PLCs 3 Big Ideas. These ideas include a Focus on Collaboration, a Focus on Results and a Focus on Learning. These big ideas guide our instructional conversations and grow teacher's instructional knowledge base. Our school will continue many of the reorganized structures from last year this year for continued improvement. We have implemented a parallel teaching model for our students being served through special programs to keep students in Tier 1 classroom instruction. Students have access to other educators through flex grouping and MTSS interventions to ensure we reach all students.

Our rotation teachers build lessons that focus on STEAM learning utilize standards (TEKS) being taught in the classroom.

We incorporate the GRIT house system, 7 mindsets curriculum and Rhithm check ins to increase positivity and morale on campus.

We restructured and re-implemented our campus PBIS program this year to include clear and defined discipline matrices. The matrices serve as behavior standards that all children are expected to follow and be held accountable for. Monthly meetings are held to discuss campus trends/patterns in discipline and plan appropriate interventions. Students work for PBIS points to shop in our Bear Mart. This has greatly increased student and staff morale and the daily functioning of our campus. We have also improved our house system for staff and students to enhance relationships and mindset for success and accomplishment.

We strive to recognize our students for the great things that they accomplish. There are awards and acknowledgements for student of the month, GRIT awards, perfect attendance, good citizenship, and A-B honor roll, as well as many great behavior awards

North Elementary has a wonderful family and community feel for a large campus. The staff is close and participates in many activities to bring us together. We have weekly staff meetings, monthly luncheons, a staff shout-out board, staff parties, and several incentives programs for teachers. Some of our incentives this year include staff perfect attendance incentives, weekly staff treats, 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. We have many different committees on campus. Allowing staff input from every area is valued at all times.

Parent are welcomed on our campus. They are invited to several activities throughout the year and eat lunch with their students often. We also have a PTO and VIP parent involvement program on our campus.

Our strengths include improved campus communication by utilizing our marquee, SchoolStatus, Remind 101 (for staff), Facebook, emails, and newsletters. Our staff, parents, and students are much more aware of what is going on on our campus this year. We also ensure that secretaries, teaching assistants, cafeteria workers, and custodians are involved in our programs on campus.

All staff members have a voice on our campus. Most staff members serve on a committee or have access to input through frequent campus ballots/surveys. We communicate with our staff through weekly "Peek at the Week" emails from Mrs.Berry, as well as through staff meetings and PLC meetings. Our administrators have an open door policy where all staff members are encouraged to speak up about any concerns they have on campus. Communication systems were implemented on a more frequent basis to ensure all parties are informed of all activities.

Our PTO has areas in which it is trying to improve upon. Our school will continue to have PTO programs that involve students and bring in families.

Our staff is very comfortable using technology. Our district provides numerous sessions of technology staff development. All WSISD employees have a district issued device. All employees that require the use of a computer for their daily job duties, have access to their own district laptop computer. All campus are equipped with iPad's and/or computers for student use. 100% of our certified homeroom staff have SMART boards in their classrooms. All 2nd- 5th grade students have laptops and 1st grade students have iPads. Our technology instructional coach is on campus 1-2 days each week to provide support on integrating technology into Tier 1 instruction.

School Processes & Programs 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, three 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.

Being able to take teachers to the PLC, TCEA, TIA, MTSS, LEP, Dyslexia, and guided reading trainings have built the capacity of our teachers to be instructional leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.

Root Cause: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Perceptions

Perceptions Summary

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

More parent involvement activities have been planned through our Family STEAM Night, Fall Festival, Academic Parent Nights and/or conferences, Multicultural Festival, and our monthly PTO meetings that include student and family centered activities.

Perceptions Strengths

Our strengths include our multiple forms of communication, increased parent involvement, and community outreach we do with our GRIT House charity events.

Back to School Night, Open House, PTO meetings and grade level programs, Open house, Family STEAM Night, Fall Festival, Book Fairs, Parent Academic Nights, Multi-cultural Day, etc. are used to invite families into our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.

Root Cause: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.

Problem Statement 2 (Prioritized): Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.

Root Cause: Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.

Priority Problem Statements

Problem Statement 1: STAAR data shows our 3rd grade Spanish meets/masters percentages are significantly lower than English.

Root Cause 1: Teachers need to plan to the depth of the standards in Tier 1.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.

Root Cause 2: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.

Root Cause 3: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Assessment data shows students are low performing with informational text standards.

Root Cause 4: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading.

Root Cause 5: Students are lacking foundational skills in reading and math.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction

Root Cause 6: Students are lacking foundational math skills and number sense.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics

Root Cause 7: An increase in community growth is affecting the percentage of economically disadvantage students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.

Root Cause 8: Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- 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









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: Reading and Math STAAR scores will increase by 10% across all student groups and scoring categories by using 100% of Tier 1, 2 and 3 instructional strategies.

High Priority

Evaluation Data Sources: CBA, Benchmarks, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional resources and training for Tier 1, Tier 2, and Tier 3 instruction and intervention by utilizing federal funds to facilitate academic improvement for students and accelerated instruction. Interventions will be focused on filling in learning gaps in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores by 5% in all student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: Digital Scholastic News - Title I Funds - \$3,918.48, Heggerty Bridging the Gap Kit - Intervention Bundle - Title I Funds - \$2,653, Numeracy Problem Strings by Pam Harris - Title I Funds - \$858.17, Amazon Math by the Book - Title I Funds - \$171.31</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading. **Root Cause:** Students are lacking foundational skills in reading and math.









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: Maintain at least one year's growth for students who are meeting and mastering grade level concepts

High Priority

Evaluation Data Sources: CBA, Benchmark, STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Intentional planning and interventions will be planned during weekly PLC meetings to ensure that students who are at or above expected grade level continue to grow academically. Strategy's Expected Result/Impact: Analysis and tracking of individual students by standards Utilize data to drive Tier 1 instruction Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	Apr
	 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:

Student Learning
Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.









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: DRA Assessments will be given in K-4 to all students reading below a DRA 28. Teachers will collaborate with administrators, the Instructional Coach and interventionists to design appropriate data driven instruction to ensure at least one years growth in reading. All K-2 students reading below grade level will receive additional reading instruction in a small group setting. 100% of students reading below grade level will show adequate progress in DRA level by the end of the school year.

High Priority

Evaluation Data Sources: DRA

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: DRA Assessments will be given to K-4 students with a DRA level of 28 or below from EOY 2023. Strategy's Expected Result/Impact: 100% of students will show 1 years growth from their BOY DRA level. Staff Responsible for Monitoring: Classroom teacher, administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading. Root Cause: Students are lacking foundational skills in reading and math.









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

Performance Objective 1: The North Elementary staff will foster a safe, nurturing, and collaborative environment 100% of the time.

High Priority

Evaluation Data Sources: Parent and Staff surveys, PBIS Rewards Referral data, Skyward Discipline Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement new discipline matrices that focus on behavior expectations in common areas around the school. The expectations will be taught/modeled consistently by all staff members. Strategy's Expected Result/Impact: Decrease in negative behaviors in the common areas around the school. Staff Responsible for Monitoring: Principal, administrative staff, and teachers. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: Subscription to PBIS Rewards - Campus General Fund - \$2,000	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				









Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs. Root Cause: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

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

Performance Objective 2: Plan opportunities for parent involvement by using Title 1 Parent Engagement funds

High Priority
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Plan various before/during/after school activities for parents to attend in order to support their child both academically and socially. Strategy's Expected Result/Impact: Increase in student achievement and parent involvement. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Amazon Math Resources for Families - Title I Funds - \$912.70, Scholastic Nonfiction Books for Career Night - Title I Funds - \$840.68	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities. Root Cause: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.









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

Performance Objective 1: Establish clear lines of communication and feedback by utilizing technology to create a safe environment.

High Priority

Evaluation Data Sources: Monthly safety drills documented and feedback given.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students. Feedback will be provided to staff on how drills were executed and any changes that need to be made for future drills. Communication will be sent to parents to let them know that their student practiced the drill procedures when we have a drill. Strategy's Expected Result/Impact: Increased awareness of what to do in case of an emergency Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities. Root Cause: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.









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, faculty meetings and district PD sessions.

High Priority

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

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Meet weekly with grade levels in PLC meetings to discuss new strategies, resources, ideas. Teachers will attend professional development sessions/conferences and present their new learning to staff members. Strategy's Expected Result/Impact: Building capacity among teachers. Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 2		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					









Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

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

Performance Objective 1: Recruit and hire 100% highly qualified teachers for North Elementary as the need arises. The goal will be to hire teachers with experience, a passion for education and excellent recommendations.

- High Priority**
- Evaluation Data Sources:** Teacher effectiveness evaluated through the TTESS system.
- Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media and teacher networking to recruit new, experienced teachers Strategy's Expected Result/Impact: Through networking and engagement, teachers will want to join the North team Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: North Elementary will work to meet our monthly attendance goal , 7 out of 9 months.

- High Priority**
- Evaluation Data Sources:** Absence Portal
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The administration will acknowledge staff and students with perfect attendance monthly Strategy's Expected Result/Impact: Staff incentives promote positive conversations about attendance Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 2	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:

Perceptions
Problem Statement 2: Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%. Root Cause: Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.

State Compensatory

Budget for North Elementary

Total SCE Funds: \$822,917.00

Total FTEs Funded by SCE: 12.33

Brief Description of SCE Services and/or Programs

--

Personnel for North Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aleah Fenwick	Teacher	0.88
Alexis Williams	Teacher	0.78
Amanda Harding	Teaching Assistant	0.5
Carrise Reyes	Teacher	0.79
Dulce Lujan	Teacher	0.93
Heather Luse	Teaching Assistant	0.5
Kasha Fowler	Teaching Assistant	0.5
Leutisha Mergerson-Hill	Teaching Assistant	1
Lizbeth Garcia	Teaching Assistant	0.5
Maria De Jesus Aguirre	Teacher	0.71
Mireya Rabago	Teacher	0.74
Ryne Lofton	Teacher	1
Sue Wellspeak	Teaching Assistant	0.5
Susan Hammonds	Teacher	1
Tevia Mosley	Teaching Assistant	0.5
Vanessa Hargrove	Teaching Assistant	0.5
Winnie Eldridge	Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Ferguson	Teacher	Title I	1
Maria Hannah	Instructional Coach	Title I	0.5

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Subscription to PBIS Rewards		\$2,000.00
Sub-Total					\$2,000.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Digital Scholastic News		\$3,918.48
1	1	1	Amazon Math by the Book		\$171.31
1	1	1	Numeracy Problem Strings by Pam Harris		\$858.17
1	1	1	Heggerty Bridging the Gap Kit - Intervention Bundle		\$2,653.00
2	2	1	Amazon Math Resources for Families		\$912.70
2	2	1	Scholastic Nonfiction Books for Career Night		\$840.68
Sub-Total					\$9,354.34

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.

CNA/CIP

List of Stakeholders



LEA: White Settlement ISD Campus: North

Year: 2024-2025

Type the information for each committee member below.

Name:	Role:	Contact Information:
<i>Example: John Doe</i>	Campus administrators or principals, parents, community members, teachers, paraprofessionals, other school leaders, specialized instructional support staff, business members, and other district representatives, etc.	<i>Email address or cell number</i>
Courtney Berry	Principal	Courtney.berry@wsisd.net
Rhonda Richey	Assistant Principal	Richey@wsisd.net
Kimberly Harmon	Assistant Principal	Kimberly.harmon@wsisd.net
Jessica Bautista	Counselor	jbautista@wsisd.net
Amber Aymond	Secretary	Amber.aymond@wsisd.net
Monica Harp	Dyslexia Teacher	mharp@wsisd.net
Rebecca Marx	STEAM Teacher	rmarx@wsisd.net
Lisa Williams	STEAM Coordinator	lwilliams@wsisd.net
Alexis Williams	1 st Grade Teacher	abwilliams@wsisd.net
Shannon Wilson	2 nd Grade Teacher	swilson@wsisd.net
Candyce Buescher	3 rd Grade Teacher	cbuescher@wsisd.net
Blair Turner	4 th Grade Teacher	bturner@wsisd.net
Holly Thomas	5 th Grade Teacher	hthomas@wsisd.net
Vanessa Hargrove	Paraprofessional	vhargrove@wsisd.net
Brittany Touchstone	Paraprofessional	Brittany.touchstone@wsisd.net
Dulce Lujan	Dual Language Teacher	dlujan@wsisd.net
Lylyana Olivares	Dual Language SPED teacher	lolivares@wsisd.net
Maria Hannah	Instructional Coach	mhannah@wsisd.net
Christi Eldredge	Instructional Coach	celdredge@wsisd.net
Chelsea Lopez	Parent	760-994-3974
Shannon Finder	Parent	817-366-6635
Rebekah Coley	Business Member	817-914-7464
Bryan Rheay	Business Member	817-882-6111
Sue Brenner	Community Member	817-719-3801
Jerre Payton	Community Member	817-253-4470

Two or more of the following stakeholders are required: campus administrators/principals, community members, parents, business members, teachers, paraprofessionals, other school leaders, specialized instructional support staff, and other district representatives.

Campus staff members cannot serve as parents on the committee.