

# **White Settlement Independent School District**

## **Brewer High School**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

In our house, we foster relationships and prepare all students to be successful members of society.

# Vision

Empowering all students to be life-long learners.

# Value Statement

We Believe

Students are our top priority.

Every student has value and purpose.

Our students deserve a passionate teacher in every classroom everyday.

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

## 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

Enrollment - 2157

African American - 12.2%

Hispanic - 42.%

White - 39.3%

American Indian - 0.4%

Asian - 1.7%

Pacific Islander - 0.3%

Two or More Races - 3.9%

Economically Disadvantaged - 51.3%

English Language Learners 8.7%

Mobility Rate - 15.4%

Dropout Rate - 3.2%

Attendance Rate - 92%

## Demographics Strengths

Brewer High School is an ethnically diverse campus.

# Student Achievement

## Student Achievement Summary

We have yet to receive the official rating for the 22-23 school year, but have received our STAAR scores as of August 2023. Overall, BHS improved in all 5 tested categories, some by double digits. 12% increase in Alg. 1, 9% increase in ELA 1, 8% increase in US History, 2% increase in Biology, and 1% increase in ELA 1.

## Student Achievement Strengths

We have yet to receive the official rating for the 22-23 school year, but have received our STAAR scores as of August 2023. Overall, BHS improved in all 5 tested categories, some by double digits. 12% increase in Alg. 1, 9% increase in ELA 1, 8% increase in US History, 2% increase in Biology, and 1% increase in ELA 2.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

After the 2022-23 school year, BHS retained well over 80% of their staff members.

# Demographics

## Demographics Summary

Brewer High School, home of the Fightin' Brewer Bears, offers a hometown, community atmosphere with all the benefits of city living. BHS has a 51% economically disadvantaged and 8.1% English Learners student populations. 48% of our students are considered at risk. We are conveniently located west of downtown Fort Worth and just minutes from Lockheed Martin and the Naval Air Station Joint Reserve Base. Located in the Dallas/Fort Worth metroplex, we are just minutes from two popular shopping malls, and we're surrounded by numerous department stores, restaurants and entertainment venues. Fort Worth's Cultural Arts District offers a science and history museum, two worldrenown art museums, and numerous performing arts facilities.

## Demographics Strengths

Brewer High School is diverse in population and demographics which houses 12.2% African American, 42.2% Hispanic, 39.3% White, 0.4% American Indian, 1.7% Asian, 0.3% Pacific Islander, and 3.9% 2 or more races.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our African American and Hispanic population has performed lower on STAAR than other demographics

**Root Cause:** Lack of sufficient training in culturally relevant curriculum and instruction



# Student Learning

## Student Learning Summary

During the 23-24 school year, our teachers and students experienced a STAAR redesign process which the state of Texas re-designed the test. Throughout this process, our students showed growth in every tested area except for ELA 1.

We have yet to receive the official rating for the 23-24 school year, but have received our STAAR scores as of August 2024. Overall, BHS improved in all 4 tested categories. Increase in Alg. 1, increase in US History, increase in Biology, and increase in ELA 2.

	Approaches	Meets	Masters
Algebra 1	69%	25%	10%
Biology	90%	58%	17%
ELA 1	58%	44%	10%
ELA 2	56%	56%	9%
US History	96%	68%	37%

## Student Learning Strengths

- Establishment of full time CCMR coordinator
- Instructional Coaches
- District Initiative Training (Thinking Maps, Fundamental Five, Workshop Model)
- Targeted Improvement Plan specifics in the areas of special populations

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.  
**Root Cause:** There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 2 (Prioritized):** Alg. 1 students are performing lower than the state average on the STAAR Exam.  
**Root Cause:** Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 3 (Prioritized):** BHS is still below the state standard in ELA.  
**Root Cause:** Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

## School Processes & Programs

### School Processes & Programs Strengths

PLCs EOC tested subjects every day

Safe environment for learning

Effective Crisis Plans in place and practicing the safety drills

Effective work order process

Restorative Discipline - Train all teachers and student leaders

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.

**Root Cause:** Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

# Perceptions

## Perceptions Summary

The Parent Advisory Committee worked on amending this CIP in early August. Within this meeting, academics, safety, and school culture was brought up. Because of this, we will focus in on 3 key areas.

1. Student academic success
2. Safety protocols, specifically within the restrooms (vaping).
3. School pride

## Perceptions Strengths

Professional Learning Communities - in test area meet everyday

Core Subjects have a common lunch period

BHS Mission and Vision Statements align with the district's statements

Extra & Co Curricular Activities Athletic and Fine Art Booster Clubs

Communities in School

TCU Advise

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a lack of understanding with systems and processes by the community and parents

**Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.

# Priority Problem Statements

**Problem Statement 1:** Alg. 1 students are performing lower than the state average on the STAAR Exam.

**Root Cause 1:** Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** BHS is still below the state standard in ELA.

**Root Cause 2:** Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.

**Root Cause 3:** Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a lack of understanding with systems and processes by the community and parents

**Root Cause 4:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Our African American and Hispanic population has performed lower on STAAR than other demographics

**Root Cause 5:** Lack of sufficient training in culturally relevant curriculum and instruction

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.

**Root Cause 6:** There has been an improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 6 Areas:** Student Learning

# 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 CCMR goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## 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

- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** Brewer High School will strive to increase scores to at least 50% in the "meets" category ELA 1, ELA 2, 20% for Algebra 1; and 70% in Biology and US History





**High Priority**









**HB3 Goal**

**Evaluation Data Sources:** PLCs, Benchmarks, CFAs, STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We are currently testing, so we will not know the final result until May.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continually focus on Meets within the PLC process. All departments will meet in PLCs and follow the agenda provided. <b>Strategy's Expected Result/Impact:</b> Continual Growth in specified areas <b>Staff Responsible for Monitoring:</b> Administration, ICs, Department Heads  <b>Title I:</b> 2.4, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 <b>Funding Sources:</b> After School Tutoring Buses - Title I Funds - \$6,144, PLC at Work Conference by Solution Tree - Title I Funds - \$4,794, CAMT - Title I Funds - \$2,897.86, Alg. 1 Camp Tutoring Buses - Title I Funds - \$321.54	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> More rigorous walk through and feedback cycle. We will now involve Instructional Coaches in the process and provide feedback on the spot. <b>Strategy's Expected Result/Impact:</b> Continued growth for teachers which will help student growth <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction
Student Learning
<b>Problem Statement 1:</b> Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. <b>Root Cause:</b> There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. <b>Problem Statement 2:</b> Alg. 1 students are performing lower than the state average on the STAAR Exam. <b>Root Cause:</b> Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. <b>Problem Statement 3:</b> BHS is still below the state standard in ELA. <b>Root Cause:</b> Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.



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





**Performance Objective 2:** BHS will increase our CCMR student indicators by 20% over the next year.













**High Priority**

**Evaluation Data Sources:** ACT, SAT, TSI, OnRamps, Dual Credit, AP scores

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** TSI needs to be a focus within the classroom. We have students who are getting college credit who are not successful on TSI.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incentive based strategy which tracks class CCMR scores and provides rewards for those who hit points. <b>Strategy's Expected Result/Impact:</b> Awareness for CCMR <b>Staff Responsible for Monitoring:</b> Director of Secondary, BHS Principal, CCMR Coordinator.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> CCMR Incentive Program - Campus General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our special education department will work with our counselors and CTE Director to ensure that proper pathways are being implemented <b>Strategy's Expected Result/Impact:</b> More students who are considered special education can post secondary ready and obtain a CCMR point  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The TCU College Go Center will be housed centrally in the library and will have goals on specific achievement areas such as college applications and planning meetings <b>Strategy's Expected Result/Impact:</b> Students are more aware of the possibilities of post secondary culture. <b>Staff Responsible for Monitoring:</b> Administration, TCU College go Center, CCMR coordinator  <b>Title I:</b> 2.4, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 No Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction

### Student Learning

**Problem Statement 1:** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause:** There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

### School Processes & Programs

**Problem Statement 1:** Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. **Root Cause:** Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

### Perceptions

**Problem Statement 1:** There is a lack of understanding with systems and processes by the community and parents **Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.

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

**Performance Objective 3:** By the end of May 2025, 100% of All teachers will engage in the PLC process to identify gaps through tracking and plan and deliver corrective instruction action plan so that we will meet our targeted goals for all students. All members of the Instructional Leadership Team will provide feedback to teachers during PLCs, coaching walks, and observations. An additional measure will be provided by administrators and walk through data.









**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC Tracker system, Continual trainings through meetings.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** As we transition our bell schedule, we will work with all departments to come up with a plan for PLC consistently.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continuously involve both ICs and Administrators in the PLC process. Administration is expected to be in as many PLCs as possible. <b>Strategy's Expected Result/Impact:</b> Continual growth on the 4 questions that drive the PLCs. <b>Staff Responsible for Monitoring:</b> Admin, Department Heads, ICs.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction
Student Learning
<b>Problem Statement 1:</b> Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. <b>Root Cause:</b> There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.
<b>Problem Statement 2:</b> Alg. 1 students are performing lower than the state average on the STAAR Exam. <b>Root Cause:</b> Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.
<b>Problem Statement 3:</b> BHS is still below the state standard in ELA. <b>Root Cause:</b> Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.
School Processes & Programs
<b>Problem Statement 1:</b> Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. <b>Root Cause:</b> Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.









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

**Performance Objective 4:** Brewer High School will work to move from an overall 92% to a 93% student attendance rate each month.

**Evaluation Data Sources:** Our attendance period was moved from 4/5th period to 2/3rd period to be able to better track students.

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We need to develop better systems to track students during the attendance period if students are on campus and not going to class. We also need to develop better incentives for students to attend campus if they are not coming on site.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create open lines of communication regarding compulsory attendance and attendance for credit <b>Strategy's Expected Result/Impact:</b> Hopefully the "annoying seatbelt ding" will help with the connection between the campus and home. <b>Staff Responsible for Monitoring:</b> Administration and attendance coordinator  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to offer programs that are appealing to students as well as functional for post-secondary aspirations <b>Strategy's Expected Result/Impact:</b> Students will enjoy being on campus so that they want to come to school <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/Modify



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:****Demographics**

**Problem Statement 1:** Our African American and Hispanic population has performed lower on STAAR than other demographics **Root Cause:** Lack of sufficient training in culturally relevant curriculum and instruction

**Student Learning**

**Problem Statement 1:** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause:** There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 2:** Alg. 1 students are performing lower than the state average on the STAAR Exam. **Root Cause:** Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 3:** BHS is still below the state standard in ELA. **Root Cause:** Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

**School Processes & Programs**

**Problem Statement 1:** Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. **Root Cause:** Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

**Perceptions**

**Problem Statement 1:** There is a lack of understanding with systems and processes by the community and parents **Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.









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

**Performance Objective 1:** 100% of our students will have an ID on at all times during the day.

**Evaluation Data Sources:** Admin at front door checking and providing all IDs.  
Teachers not allowing students in their room without proper identification

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to be consistent within the school year on not allowing students to enter class without an ID. We started strong, but could be more consistent throughout the year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We have administrators standing at the door to ensure all students who enter the building have an ID <b>Strategy's Expected Result/Impact:</b> Students will get the understanding that it is important to have an ID <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will not allow students to enter into their classrooms without an ID <b>Strategy's Expected Result/Impact:</b> Only students who have an ID are able to enter classroom <b>Staff Responsible for Monitoring:</b> Teachers/Admin  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify





No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Perceptions

**Problem Statement 1:** There is a lack of understanding with systems and processes by the community and parents **Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.









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

**Performance Objective 2:** Provide a newsletter to parents every Sunday which allows transparency for all stakeholders.

**Evaluation Data Sources:** Weekly communication data from School Status and Social Media Platforms.

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We transitioned from the smore newsletter to the mini alerts. We are moving towards Parent Square which we hope will be better.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with Smore Newsletters to provide consistent newsletter <b>Strategy's Expected Result/Impact:</b> Parents will be more informed on what is going on at BHS <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Smore Account - Campus General Fund - \$100	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide information and strategies to parents, students, and families during Fish Camp and Meet the Teacher Night for how to experience academic success in high school.  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1, 2, 3 - Perceptions 1 <b>Funding Sources:</b> PFE - Woodburn Press - Title I Funds - \$1,459.73	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause:** There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 2:** Alg. 1 students are performing lower than the state average on the STAAR Exam. **Root Cause:** Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 3:** BHS is still below the state standard in ELA. **Root Cause:** Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

### Perceptions

**Problem Statement 1:** There is a lack of understanding with systems and processes by the community and parents **Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.

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

**Performance Objective 3:** BHS Will implement a cell phone procedure which restricts student cell phone use during all instructional time to ensure academic engagement and lessen situations caused by social media.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Skyward, cell phone pickup email, binder in AP office tracking cell phone pickups.

**Summative Evaluation:** Met Objective









**Next Year's Recommendation:** Continue with fidelity

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

**Performance Objective 1:** Exercise fiscal responsibility to maintain financial strength and provide the financial resources for BHS educational program and support needs that are 100% tied to the campus plan.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Work with new Comptroller to ensure proper transition

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to monitor department and campus spending on needs to improve student achievement <b>Strategy's Expected Result/Impact:</b> Student Success <b>Staff Responsible for Monitoring:</b> Faculty/Staff, Comptroller, Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Work with department heads, instructional coaches, directors, and administrators to customize a budget that is geared towards student success <b>Strategy's Expected Result/Impact:</b> Build a foundation in all areas of curriculum <b>Staff Responsible for Monitoring:</b> teachers, comptroller, administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

**Problem Statement 1:** Our African American and Hispanic population has performed lower on STAAR than other demographics **Root Cause:** Lack of sufficient training in culturally relevant curriculum and instruction

**Student Learning**

**Problem Statement 1:** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause:** There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 2:** Alg. 1 students are performing lower than the state average on the STAAR Exam. **Root Cause:** Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 3:** BHS is still below the state standard in ELA. **Root Cause:** Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

**School Processes & Programs**

**Problem Statement 1:** Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. **Root Cause:** Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

**Perceptions**













**Problem Statement 1:** There is a lack of understanding with systems and processes by the community and parents **Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.

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

**Performance Objective 2:** Ensure the budgeting process supports integrity and efficient management of resources at Brewer High School

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to work with finance department

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to use the spending justification forms to ensure department spending is aligned with the comprehensive needs and campus plan <b>Strategy's Expected Result/Impact:</b> Student Success <b>Staff Responsible for Monitoring:</b> Faculty/Staff, Comptroller, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each department submits a timeline on spending to ensure money is being spent on this years students <b>Strategy's Expected Result/Impact:</b> End of year spending  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction
Student Learning
<b>Problem Statement 1:</b> Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. <b>Root Cause:</b> There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.
<b>Problem Statement 2:</b> Alg. 1 students are performing lower than the state average on the STAAR Exam. <b>Root Cause:</b> Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.
<b>Problem Statement 3:</b> BHS is still below the state standard in ELA. <b>Root Cause:</b> Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.
School Processes & Programs
<b>Problem Statement 1:</b> Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. <b>Root Cause:</b> Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.
Perceptions
<b>Problem Statement 1:</b> There is a lack of understanding with systems and processes by the community and parents <b>Root Cause:</b> Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.







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









**Performance Objective 1:** Professional Development is driven by weekly faculty meetings that drive a culture of collaboration on campus.

**Evaluation Data Sources:** Feedback from weekly faculty meetings.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with weekly faculty meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create sources of feedback to teachers that allow them to provide opportunity to have a say in what they need.  <b>Strategy's Expected Result/Impact:</b> More relevant instruction and development <b>Staff Responsible for Monitoring:</b> administration  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize walk through forms to assess what is needed in the classroom <b>Strategy's Expected Result/Impact:</b> More relevant instruction and development <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:









Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction
Student Learning
<b>Problem Statement 1:</b> Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. <b>Root Cause:</b> There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. <b>Problem Statement 2:</b> Alg. 1 students are performing lower than the state average on the STAAR Exam. <b>Root Cause:</b> Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. <b>Problem Statement 3:</b> BHS is still below the state standard in ELA. <b>Root Cause:</b> Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.
School Processes & Programs
<b>Problem Statement 1:</b> Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. <b>Root Cause:</b> Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

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

**Performance Objective 1:** The turnover rate for BHS will be less than 15%

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Unsure as this year is not finished.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BHS will create an inclusive atmosphere that is held to high standards and accountability. <b>Strategy's Expected Result/Impact:</b> Teachers will begin to see success <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.4, 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - 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:**

Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction
Student Learning
<b>Problem Statement 1:</b> Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. <b>Root Cause:</b> There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. <b>Problem Statement 2:</b> Alg. 1 students are performing lower than the state average on the STAAR Exam. <b>Root Cause:</b> Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. <b>Problem Statement 3:</b> BHS is still below the state standard in ELA. <b>Root Cause:</b> Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.









<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. <b>Root Cause:</b> Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

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

**Performance Objective 2:** 100% of teachers in all subject areas will be highly qualified

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We are making hires within their content area and certification

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal and Assistant Principal/Director/department heads over the interview process  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Our African American and Hispanic population has performed lower on STAAR than other demographics <b>Root Cause:</b> Lack of sufficient training in culturally relevant curriculum and instruction
Student Learning
<b>Problem Statement 1:</b> Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. <b>Root Cause:</b> There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. <b>Problem Statement 2:</b> Alg. 1 students are performing lower than the state average on the STAAR Exam. <b>Root Cause:</b> Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. <b>Problem Statement 3:</b> BHS is still below the state standard in ELA. <b>Root Cause:</b> Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

# State Compensatory

## Budget for Brewer High School

**Total SCE Funds:** \$1,117,590.00

**Total FTEs Funded by SCE:** 14.37

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

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## Personnel for Brewer High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Crolley	Teacher	1
Anthony Brown	Assistant Principal	0.25
Briana Hudson	Teacher	0.14
Christal Sullivan	Paraprofessional	0.3
Christopher Pimpton	Behavior Interventionist/Truancy Officer	1
Clifton Watkins	Paraprofessional	1
Clinton Bartel	Teacher	0.14
Crystal Intfen	Instructional Coach	0.8
Desmon White	Teaching Assistant	0.13
Gaudalupe Esparza	Assistant Principal	0.25
James Bolton	Teacher	0.14
Jason Wheeler	Teacher	0.25
Joshua Ferguson	Assistant Principal	0.25
Joshua Walker	Teaching Assistant	1
Kara Touliatos		0.3
Katrina Diaz		0.5
Lance Miles	Teacher	0.14
Lauren Wallis	Instructional Coach	0.6

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Layla Arzanipour	Teacher	1
Martha Chanona	Teacher	1
Michael Dickinson	Assistant Principal	0.5
Rowdy Myers	Assistant Principal	0.25
Russ Welch	Teacher	1
Seth Atkinson	Teacher	0.43
Steven Ganninger	Teacher	1
Traci Jean Crispen	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Williams	Instructional Coach	Title I	1.0
Denise Benton	Instructional Coach	Title I	.5



# Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CCMR Incentive Program		\$1,000.00
2	2	1	Smore Account		\$100.00
Sub-Total					\$1,100.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After School Tutoring Buses		\$6,144.00
1	1	1	Alg. 1 Camp Tutoring Buses		\$321.54
1	1	1	PLC at Work Conference by Solution Tree		\$4,794.00
1	1	1	CAMT		\$2,897.86
2	2	2	PFE - Woodburn Press		\$1,459.73
Sub-Total					\$15,617.13

# 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.