White Settlement Independent School District

2026-2027 District Improvement Plan

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Mission Statement

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

Vision

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

Think BIG...Bears Do!

Value Statement

We believe:

All students are our top priority.

Every student has value and purpose.

Our students deserve a passionate teacher in every classroom every day.

A safe, secure and enriched environment enhances learning.

Learning is a shared responsibility that requires active involvement by students, staff, families and the community.

Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

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

Summary

White Settlement ISD, home of the Fightin' Brewer Bears, offers a hometown, community atmosphere with all the benefits of city living. The district is comprised of seven schools and has 900-plus employees. We offer an Early Learners Academy (PreK-K), four elementary campuses (grades 1-5), a middle school (grades 6 - 8), and a high school (grades 9 through 12). Each campus meets the Title I Schoolwide Program criteria. We are a growing suburban school district that serves approximately 7,000 students who reside in the City of White Settlement and a portion of the City of Fort Worth. WSISD has a 61% economically disadvantaged and 17.0% English Learners student populations. 56% of our students are considered at risk. Student enrollment by program includes 9% Bilingual ESL Education, 5% Career & Technical Education, 5% Gifted and Talented, 15% Special Education.
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 world-renown art museums, and numerous performing arts facilities.

Strengths

We are a community rich in pride and tradition, and every family can become a part of the Brewer Bear tradition because we offer Open Enrollment for kindergarten through 12th grade students. We are diverse in population with 12% African American, 47% Hispanic, 33% White, 0.01% Asian, and 0.06% Two or more Races.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	White Settlement ISD is experiencing a decline in academic performance alongside a rise in behavior incidents across campuses.	Higher student mobility has contributed to disruptions in learning continuity, leading to decreased academic achievement and an increase in behavioral challenges.
2 ★	White Settlement ISD is experiencing a significant increase in the number of students qualifying for and receiving Special Education services.	Rising student enrollment and high mobility rates are contributing to greater identification needs, as well as an increased demand for specialized instructional and support services.

★ = Priority

Student Learning

Summary

							DOMAIN 1 - STUDENT ACHEIVEME					
	Overall 2024		Overall 2025		Overall 2026		Student Achievement 2024		Student Achievement 2025		Studen Achieve 202	
District/ Campus Name	Rating	Score	Rating	Score			Rating	Score	Rating	Score	Rating	S
WHITE SETTLEMENT ISD	**C**	**72**	**C**	**73**	**C**	**75**	**C**	**72**	**C**	**72**	**C**	
BLUE HAZE EL	C	73	D	69	D	61	C	71	C	70	D	
FINE ARTS ACADEMY	B	85	A	91	C	77	B	88	A	91	C	
LIBERTY EL	D	69	D	67	F	55	D	60	F	58	F	
NORTH EL	A	92	B	80	C	74	B	83	C	77	C	
WEST EL	D	68	C	73	C	75	D	64				
BREWER MIDDLE	C	70	C	74	C	76	C	70	C	71	C	
Virtual Academy of North Texas	A	92					A	91				
TANNAHILL INT	D	68					D	69				
BREWER H S	C	73	C	76	B	82	C	71	C	73	B	

Strengths

- ### Student Learning Strengths
- **Early Literacy Development**
- High percentage of students in kindergarten meeting EOY grade level expectations.
- Strong phonics and foundational literacy skills evident in early grades.
- **Growth in Core Content Area**
- 21% of our 4th grade math students met grade level expectations on STAAR which is 6% higher than the region.
- In both math and reading, the percentage of 4th and 5th grade Dual Language students performing at the 'Meets Grade Level' standard exceeded both region and state averages.

- When comparing same student cohorts in ELAR there was an increase in: 7th and 8th grade reading, English 2
- When comparing same student cohorts in Math there was an increase in: 6th, 8th and Algebra 1
- The percentage of students receiving Special Education services who met grade-level expectations on STAAR increased across all content areas.
- **CCMR**
- The percentage of students meeting College, Career, and Military Readiness (CCMR) standards increased by 8%.
- 114 IBC's were earned

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.	Higher student mobility within our sped population disrupts instructional continuity and limits consistent exposure to foundational ELA and Math instruction. In addition, Tier 1 planning and differentiation within PLCs have not been systematically aligned to address unfinished learning and accelerate skill development for students, contributing to persistent achievement gaps.
2 ★	Across all student groups--including All Students, African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual/English Learners, High Focus and Special Education--persistent gaps remain in math achievement	Students across all subpopulations are entering grade levels with unfinished learning in foundational math skills. Contributing factors include inconsistent Tier 1 focus on addressing skill gaps, limited targeted differentiation within PLC planning, and challenges with instructional continuity due to both mobility and prior academic deficits.
3 ★	2025 CCMR data based off of 2024 graduates indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.	Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.
4 ★	Students in grades K-2 are performing below grade-level expectations in reading.	Early literacy gaps persist due to limited mastery of foundational phonics and phonemic awareness skills, as well as insufficient fluency practice. The district is still in the early stages of implementing evidence-based literacy programs, which require time for consistent teacher training and student impact.
5 ★	WSISD continues to see ineffectiveness in Tier 1, instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL, High Focus, and Special Education students.	Professional Learning Communities (PLCs) have not consistently focused on Tier 1 instruction, specifically planning for common misconceptions and implementing targeted differentiation to meet the needs of all learners.

6 ★	WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.	Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.
7	WSISD is seeing an increase of students needing behavior supports to positively impact their levels of learning.	A rise in unmet social-emotional and behavioral support needs, coupled with limited Tier 1 SEL integration, has resulted in more students struggling to self-regulate, leading to higher behavior incidents.

★ = Priority

District Processes & Programs

Summary

WSISD's Beliefs, Vision, Mission, Strategic Goals, and Focus Documents guide every decision within the district. They serve as the foundation for curriculum design and delivery, assessment practices, instructional approaches, and professional development.

Through a strong emphasis on Professional Learning Communities, Thinking Maps, the Workshop Model, Fundamental Five, Growth Mindset, Differentiation, and the 4Cs, WSISD provides a curriculum and specialized programs that meet the needs of a diverse student population. Opportunities such as Career and Technical Education, extracurricular and co-curricular activities, Dual Credit, Advanced Placement, Bilingual Education, Gifted and Talented Education, Transition Services, and Special Programs are supported by modern facilities and advanced technology to ensure success for every learner.

Ongoing professional learning for teachers, staff, and administrators is aligned with the district's goals for student growth, achievement, and development. WSISD recruits and retains exceptional educators by adopting budgets that prioritize competitive compensation and incentives designed to support and sustain personnel.

District leaders conduct annual program evaluations to ensure resources are invested in initiatives that deliver measurable results in student participation, academic performance, certifications, and endorsements at or above state and national standards. WSISD also pursues additional funding opportunities to strengthen staffing and support district programs, while maintaining financial transparency for stakeholders. The district prioritizes safety and health through ongoing improvements to emergency management systems and facility standards.

In addition, WSISD operates a management system focused on efficiency across transportation, food service, maintenance, and custodial operations, while also implementing initiatives to retain high-quality employees in these critical areas. Engagement with students, families, and the community is fostered through varied communication channels, district and campus events, and strong partnerships with local businesses, community organizations, and churches.

Strengths

- A **variety of professional development opportunities and instructional resources** that support the district's diverse learners and prioritizes staff/student relationships. Specialized training by Curriculum and Instruction, Student Support, Special Programs and Multilingual Ed provides instructional staff members with the tools to the district's growing ESL and special programs populations as well as students with challenging behaviors.

- **Enhanced College and Career Readiness Programs** to increase the number of high school students participating in activities that prepare them for success in and beyond college and the workforce. These include but are not limited to additional dual credit courses; College Prep English and College Prep Math classes; additional Career and Technical Education opportunities and industry certification opportunities; an Advise Texas College Counselor; and district funding of the TSI and ACT or SAT testing fees for Brewer High School students to prepare students for college enrollment.

- **Additional Health and Safety Measures** that include the addition of a Safety, Security and Emergency Management Director; expansion of the Guardian Program; Safety Audits; additional training and drills; partnership with Goodside Health; and partnership with Invicta Counseling Services.
- **Expanded Counseling Department and Curriculum** as a result of the Voter Approved Tax Ratification Election
- Competitive pay, incentives and program to attract and retain employees including the First Class Learning Center-District Day Care Program
- **Transparent Financial Accountability** that has resulted in numerous financial awards
- A **Long Range Facilities Plan** that will increase capacity at all elementary schools, strengthen the kindergarten through fifth grade curriculum alignment, and create a stronger foundation for students as they transition to middle school.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	WSISD has seen a rise in students experiencing personal, emotional, and social challenges that hinder their school adjustment and limit their ability to fully benefit from the educational experience.	Many students lack consistent access to mental health resources, social-emotional supports, and coping strategies, which--combined with factors such as increased family stress, mobility, and community challenges--has contributed to difficulty adjusting and engaging successfully in school.
2	WSISD has seen a large increase in the number of students served through Special Programs, requiring additional staffing.	New students registering in WSISD are coming with previous identified needs and services from Special Programs.
3 ★	TEA mandates that districts have an officer at every school.	Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.
4 ★	Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.	Indicators were added by the state tied to debt.
5 ★	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.

6 ★	TEA mandates that districts conduct a certain number of safety drills, perimeter checks, and annual training each year and utilize emergency management systems in all facilities to ensure that teachers and students understand what to do in an emergency.	Across the nation, we are experiencing school safety issues with a variety of emergency situations.
7	Increased competition by private, charter and online schools have resulted in a decline in WSISD's student enrollment.	New charter and online schools within the district boundaries have provided more choices for families.

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Perceptions

Summary

WSISD receives continual input from staff, families, and students regarding professional development, school culture, processes and procedures, and more through a variety of surveys that target new employees, all staff, and parents. Regular Superintendent Roundtables with secondary students, Professional Learning Communities, and district-level meetings with campus administration enable district and school officials are part of all program and process evaluations.

The district partners with businesses, community organizations and churches to promote community resources and activities for students and families and to expand opportunities for students and provide students and their families with programs that enhance student success.

The district evaluates data from its communication avenues including website traffic, social media analysis, SchoolStatus, Skyward, Canvas and Skylert to ensure that key stakeholders are informed.

Strengths

- All professional development created and implemented based on staff feedback
- Increase in website traffic, social media followers, SchoolStatus, Skyward, Canvas Learning Management System and Skylert
- Numerous family engagement opportunities at district and campus levels with district-level events attended by thousands (i.e. Back to School Rally, Homecoming Parade)
- Partnerships with outside community organizations and churches including Academy 4, Invicta, Goodside Health, the Tarrant Area Food Bank,
- Expansion of the WSISD Education Foundation Board of Directors
- Parent and family involvement in district and campus level committees as well as booster clubs, PTA's, PTO's, etc.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Communication on campus websites is inconsistent and sometimes outdated from school to school.	Ease of website use and lack of a dedicated person on some campuses to update websites.
2 ★	The district must increase its communication efforts to ensure that all stakeholders including retirees and senior citizens, young families, business and community representatives and other individuals without children in the district are knowledgeable about the district's programs and schools.	Stakeholders without children in the district do not follow the district's communication avenues.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Across all student groups--including All Students, African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual/English Learners, High Focus and Special Education--persistent gaps remain in math achievement	Students across all subpopulations are entering grade levels with unfinished learning in foundational math skills. Contributing factors include inconsistent Tier 1 focus on addressing skill gaps, limited targeted differentiation within PLC planning, and challenges with instructional continuity due to both mobility and prior academic deficits.
2 ★	STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.	Higher student mobility within our sped population disrupts instructional continuity and limits consistent exposure to foundational ELA and Math instruction. In addition, Tier 1 planning and differentiation within PLCs have not been systematically aligned to address unfinished learning and accelerate skill development for students, contributing to persistent achievement gaps.
3 ★	Students in grades K-2 are performing below grade-level expectations in reading.	Early literacy gaps persist due to limited mastery of foundational phonics and phonemic awareness skills, as well as insufficient fluency practice. The district is still in the early stages of implementing evidence-based literacy programs, which require time for consistent teacher training and student impact.
4 ★	WSISD continues to see ineffectiveness in Tier 1, instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL, High Focus, and Special Education students.	Professional Learning Communities (PLCs) have not consistently focused on Tier 1 instruction, specifically planning for common misconceptions and implementing targeted differentiation to meet the needs of all learners.
5 ★	2025 CCMR data based off of 2024 graduates indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.	Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

6 ★	TEA mandates that districts have an officer at every school.	Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.
7 ★	WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.	Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.
8 ★	White Settlement ISD is experiencing a significant increase in the number of students qualifying for and receiving Special Education services.	Rising student enrollment and high mobility rates are contributing to greater identification needs, as well as an increased demand for specialized instructional and support services.
9 ★	WSISD has seen a rise in students experiencing personal, emotional, and social challenges that hinder their school adjustment and limit their ability to fully benefit from the educational experience.	Many students lack consistent access to mental health resources, social-emotional supports, and coping strategies, which--combined with factors such as increased family stress, mobility, and community challenges--has contributed to difficulty adjusting and engaging successfully in school.
10 ★	White Settlement ISD is experiencing a decline in academic performance alongside a rise in behavior incidents across campuses.	Higher student mobility has contributed to disruptions in learning continuity, leading to decreased academic achievement and an increase in behavioral challenges.
11 ★	Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.	Indicators were added by the state tied to debt.

12 ★	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.
13 ★	TEA mandates that districts conduct a certain number of safety drills, perimeter checks, and annual training each year and utilize emergency management systems in all facilities to ensure that teachers and students understand what to do in an emergency.	Across the nation, we are experiencing school safety issues with a variety of emergency situations.
14 ★	Communication on campus websites is inconsistent and sometimes outdated from school to school.	Ease of website use and lack of a dedicated person on some campuses to update websites.
15 ★	The district must increase its communication efforts to ensure that all stakeholders including retirees and senior citizens, young families, business and community representatives and other individuals without children in the district are knowledgeable about the district's programs and schools.	Stakeholders without children in the district do not follow the district's communication avenues.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**

- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Budgets/entitlements and expenditures data

Goals

Goal 1

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of students will make adequate progress on EOC/STAAR exams and advanced achievement measures. Increase achievement, including special populations on all 3 domains within the state accountability system as well as all campuses meeting or exceeding their 2027 STAAR goals.

Evaluation Data Source: November TAPR report

Strategy 1

Develop and extend teacher understanding of internalizing lesson plans provided through district approved curriculum to ensure quality Tier 1 instruction.

Strategy's Expected Result/Impact: Increase in student performance as measured on universal screeners, STAAR/EOC, district assessments and grade reports.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Curriculum & Instruction Directors
Instructional Coaches

Problem Statements: Student Learning 5

Formative Reviews

October	December	February	April

Strategy 2

Utilize Universal Screeners in reading (K-5, 7) and math (K-EOC) to identify proficiency levels in all subjects. We will use the data to make sound instructional decisions, form intervention groups and design quality instruction that meets each individual student's needs.

Strategy's Expected Result/Impact: Increase performance as measured on CLI Engage, TPRI, IXL, I-Ready and EOC/STAAR.

Staff Responsible for Monitoring: Curriculum & Instruction Directors
Campus Administrators
Instructional Coaches

Problem Statements: Student Learning 1

Formative Reviews

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Strategy 3

Utilize Thinking Maps and Schaffer Writing to increase writing proficiency in K-12 students. Provide additional resources to address needs for revising and editing to improve compositional writing.

Strategy's Expected Result/Impact: Increase in student performance on the ECR/SCR sections of STAAR

Staff Responsible for Monitoring: Curriculum & Instruction Directors
Campus Administrators

Problem Statements: Student Learning 5

Formative Reviews

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Strategy 4 ☑ Results Driven Accountability

Adjust campus needs assessments and improvement plans for all campuses including the targeted campuses identified from 2026 accountability data. Upon receipt of accountability results, weaknesses in curriculum and instruction were identified. Principal meetings with the Directors of Elementary and Secondary Curriculum occur weekly on campus. Focus walks occur regularly to ensure District initiatives are followed with fidelity. Additionally, quarterly principal data meetings with the Superintendent, all Curriculum and Instruction staff members address current cba/benchmark/behavior data to monitor and adjust instruction, behavior interventions, and campus climate.

Strategy's Expected Result/Impact: Increase in student performance on state assessments with identified sub-populations in Domain 3.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Curriculum & Instruction Directors
Multilingual Programs Director
Special Programs Director
Assessment Director
Campus Administrators

Problem Statements: Student Learning 5

Formative Reviews

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Strategy 5

Analyze EB (Emergent Bilingual) data to determine program participation effectiveness, targeted interventions, language development strategies, professional development, and needed supplemental resources to support all EB students, including EB students with disabilities and EB early learners.

Strategy's Expected Result/Impact: Increased performance as measured by Reading level assessments, CBAs, Language Assessments, STAAR, and TELPAS

Staff Responsible for Monitoring: Multilingual Programs Director

Problem Statements: Student Learning 6

Funding Sources: Title III Funds,

Formative Reviews

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Strategy 6 ☑ Results Driven Accountability

Provide on going training in recurring and new software that will enable teachers make data and curriculum based decisions to better support students with IEPs regardless of the level of support needed.

Strategy's Expected Result/Impact: Increased progress for students with IEPs on IEP goals and state assessments. Increased progress for students with significant cognitive needs.

Staff Responsible for Monitoring: Special Programs Director
Coordinator for Secondary Transition
Campus Administrators

Problem Statements: Student Learning 2

Funding Sources: CLASS Software, Polaris SHARS, $35,000

Formative Reviews

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Strategy 7

Provide contract services for special needs students to ensure their academic success.

Strategy's Expected Result/Impact: Increased progress for students with IEPs on IEP goals and state assessments. Increased progress for students with significant cognitive needs.

Staff Responsible for Monitoring: Special Programs Director
Coordinator for Secondary Transition

Problem Statements: Student Learning 2

Funding Sources: Special Education Funds, $25,000

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.	Higher student mobility within our sped population disrupts instructional continuity and limits consistent exposure to foundational ELA and Math instruction. In addition, Tier 1 planning and differentiation within PLCs have not been systematically aligned to address unfinished learning and accelerate skill development for students, contributing to persistent achievement gaps.
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5	WSISD continues to see ineffectiveness in Tier 1, instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL, High Focus, and Special Education students.	Professional Learning Communities (PLCs) have not consistently focused on Tier 1 instruction, specifically planning for common misconceptions and implementing targeted differentiation to meet the needs of all learners.
6	WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.	Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

Performance Objective 2 High Priority

Increase the number of students meeting college, career and military readiness when they graduate from high school in order to be prepared for the pathway of their choice.

Evaluation Data Source: Enrollment and successful completion in Pre-AP/AP /Dual Credit/CTE courses

Strategy 1

Implement a college and career readiness program to increase the number of high school students participating in activities that will prepare them for success in and beyond college.

Strategy's Expected Result/Impact: Enrollment in programs

Student/Teacher/Parent Feedback

Increase in percentage of students completing college

Decrease in number of students requiring remediation during first year of college

increase in number of students graduating on the distinguished graduation plans.

Staff Responsible for Monitoring: Advanced Academics Coordinator
Secondary Education Director
Campus Administrators
CTE Director
Secondary Counselors
Multilingual Programs Director

Problem Statements: Student Learning 3

Funding Sources: Mastery Prep WSISD General Fund, $49,500, Dual Credit College Algebra and English Composition courses WSISD General Fund, $40,000

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Strategy 2

District will pay the TSI, PSAT, and SAT or ACT testing fees for BHS students in order to prepare them for college enrollment.

Strategy's Expected Result/Impact: Higher percentage of students passing the TSI criteria to prepare them for college enrollment.

Staff Responsible for Monitoring: Secondary Education Director
Advanced Academic Coordinator
BHS Campus Administration

Problem Statements: Student Learning 3

Funding Sources: WSISD General Fund, $40,000

Formative Reviews

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Strategy 3

Advise Texas College Counselor on campus to help our students prepare for post secondary education.

Strategy's Expected Result/Impact: Increase in the number of students applying for college.

Staff Responsible for Monitoring: Counseling/Student Services Director
Advise Texas Counselor

Problem Statements: Student Learning 3

Funding Sources: Portion of TCU Counselor Salary WSISD General Fund, $10,000

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	2025 CCMR data based off of 2024 graduates indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.	Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading & Math by 2%.

Evaluation Data Source: STAAR & EOC, Star Renaissance, DRA, Tx-KEA, district assessments, T-Tess

Strategy 1 ☑ Talent Plan

Continue to support and monitor phonics instruction for K-2 through instructional coaching, professional development and approved resources.

Strategy's Expected Result/Impact: Increase in reading achievement evidenced through I-Ready, teacher observations, district and state assessments.

Staff Responsible for Monitoring: Curriculum & Instruction Directors
Instructional Coaches
Multilingual Programs Director

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 2

Develop and extend teacher understanding on how to interpret and implement quality math instruction that will bring students to on-level proficiency or higher. Provide appropriate math resources and professional development to support the need for strong number sense and foundational skills at the early grades as well as critical thinking around math standards in all grade levels.

Strategy's Expected Result/Impact: Increase in math achievement evidenced through district and state assessments.

Staff Responsible for Monitoring: Curriculum & Instruction Directors
Instructional Coaches
Math Focus Committee

Problem Statements: Student Learning 1

Funding Sources: ESC 11 TEKS Resource System / Texas Curriculum Resources Title I Funds, $39,864.8, ESC 11 TEKSbank Title I Funds, $9,819.6

Formative Reviews

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Strategy 3

Utilize academic instructional coaches to support Tier 1 instruction at all levels.

Strategy's Expected Result/Impact: Increase student academic performance in all areas.

Staff Responsible for Monitoring: Curriculum & Instruction Directors

Problem Statements: Student Learning 1

Funding Sources: Title I Funds,

Formative Reviews

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Strategy 4

District walks will be completed each month at all campuses to look for patterns and trends within Tier 1 instruction. Areas of concern will be addressed through district wide professional development, campus faculty meetings and Power Up professional development offerings.

Strategy's Expected Result/Impact: Increase in student academic progress in all areas.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Curriculum & Instruction Directors
Campus Administrators
Instructional Coaches

Problem Statements: Student Learning 5

Funding Sources: Title II Funds, , Title I Funds,

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.	Higher student mobility within our sped population disrupts instructional continuity and limits consistent exposure to foundational ELA and Math instruction. In addition, Tier 1 planning and differentiation within PLCs have not been systematically aligned to address unfinished learning and accelerate skill development for students, contributing to persistent achievement gaps.

2	Across all student groups--including All Students, African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual/English Learners, High Focus and Special Education--persistent gaps remain in math achievement	Students across all subpopulations are entering grade levels with unfinished learning in foundational math skills. Contributing factors include inconsistent Tier 1 focus on addressing skill gaps, limited targeted differentiation within PLC planning, and challenges with instructional continuity due to both mobility and prior academic deficits.
5	WSISD continues to see ineffectiveness in Tier 1, instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL, High Focus, and Special Education students.	Professional Learning Communities (PLCs) have not consistently focused on Tier 1 instruction, specifically planning for common misconceptions and implementing targeted differentiation to meet the needs of all learners.

Performance Objective 4 ☑ High Priority

Increase the number of CTE completers in all programs of study.

Evaluation Data Source: PEIMS, enrollment data, TAPR report, interest surveys, CLNA data

Strategy 1 ☑ Talent Plan

Increase recruitment and retention efforts into CTE programs in all grade levels 6-12 by producing and disseminating regular promotional print and digital materials that highlight students of varied demographic, hosting special events and industry speakers, and increasing program and organizational presence at district events.

Strategy's Expected Result/Impact: Regular program exposure and dissemination of information regarding program offerings, potential opportunities and outcomes for students, and connections to postsecondary options will encourage enrollment and retention in CTE programs for students of all demographic backgrounds

Staff Responsible for Monitoring: CTE Director, CTE Coordinator, campus administrators, CTE instructional staff

Problem Statements: Student Learning 3

Funding Sources: CTE Funds,

Formative Reviews

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Strategy 2

Utilize student interest surveys, CLNA data, and advisory board meeting minutes to identify gaps in program offerings and establish plans to address those gaps to meet student needs.

Strategy's Expected Result/Impact: Evaluating student needs and program gaps will allow administration to establish action plans to adequately address students' unique postsecondary needs and goals that foster program enrollment and retention.

Staff Responsible for Monitoring: CTE Director

Problem Statements: Student Learning 3

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	2025 CCMR data based off of 2024 graduates indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.	Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Performance Objective 5 ☑ High Priority

All CTE students will have access to relevant industry equipment and rigorous instruction by quality educators so that 100% of CTE concentrators will have the ability and opportunity to attempt an industry-based certification in their program of study.

Evaluation Data Source: CTE enrollment, CTE advisory meeting minutes

Strategy 1

Work with advisory members to identify relevant industry certifications, curriculum sources, instructor trainings, and equipment needs to ensure adequate instruction, training, and test preparation in each program.

Strategy's Expected Result/Impact: Each program of study will offer an industry certification relevant to their program, recognized by TEA and industry leaders, and provide training and instruction that leads to positive test outcomes.

Staff Responsible for Monitoring: CTE Director, CTE Coordinator, and CTE teachers

Problem Statements: Student Learning 3

Funding Sources: Priefert: Sheep and Hog Panels Carl Perkins Funds, $9,826.92, CareerCraft Software Renewal Carl Perkins Funds, $6,663, Supplies/equipment and instructor trainings that aides in industry rigor Carl Perkins Funds, , Curriculum sources and testing materials CTE Funds,

Formative Reviews

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Strategy 2

Provide CTE instructional staff opportunities to attend professional development trainings in their industry content areas in addition to instructional/pedagogical trainings aimed at improving access and equity to students of all demographic backgrounds and educational needs.

Strategy's Expected Result/Impact: Staff that is trained in both their content area and pedagogical practices will increase student engagement and learning, program retention, industry-certification results, and postsecondary readiness.

Staff Responsible for Monitoring: CTE Director, campus administrators

Problem Statements: Student Learning 3

Funding Sources: Professional Development Carl Perkins Funds,

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	2025 CCMR data based off of 2024 graduates indicates a need to ensure that students from all demographics and backgrounds have ready access to a variety of college, career, military and life readiness tools and strategies so they can graduate empowered to succeed in whatever path they choose.	Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Performance Objective 6 ☑ High Priority

By June 2027, 100% of campus principals will complete FLIPS and ESF Diagnostic Coaching and demonstrate application of the learning through campus diagnostics, targeted improvement actions, and ongoing monitoring of implementation and outcomes.

Evaluation Data Source: FLIPS completion/participation records, ESF Diagnostic Coaching documentation,ESF Diagnostic results,Principal coaching logs/action plans

Strategy 1

Build Principal Capacity Through Job-Embedded Learning

Strategy's Expected Result/Impact: 100% of principals will demonstrate application of FLIPS and ESF Diagnostic Coaching through completed campus diagnostics and evidence-based improvement actions aligned to identified campus needs.

Staff Responsible for Monitoring: C&I Directors, Region 11 FLIPS coach

Problem Statements: Student Learning 5

Formative Reviews

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	WSISD continues to see ineffectiveness in Tier 1, instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL, High Focus, and Special Education students.	Professional Learning Communities (PLCs) have not consistently focused on Tier 1 instruction, specifically planning for common misconceptions and implementing targeted differentiation to meet the needs of all learners.

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

Performance Objective 1

Utilize a variety of communication methods with staff and families to provide vital information and promote family engagement.

Evaluation Data Source: Mid-Year and End of Year Staff Survey
End of Year Parent and Family Engagement Survey
ParentSquare engagement
Social media analytics

Strategy 1

Utilize Canvas Learning Management System; Skylert, Gradebook/Skyward and SchoolStatus to communicate with students and families.

Strategy's Expected Result/Impact: Number of times the system is utilized by staff
Parent surveys

Staff Responsible for Monitoring: Communications Director
Principals

Problem Statements: Perceptions 1

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Strategy 2

Utilize WSISD website and social media to communicate with families and the community.

Strategy's Expected Result/Impact: Increased transparency and communication with students, families, and the community

Staff Responsible for Monitoring: Communications Director

Problem Statements: Perceptions 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Communication on campus websites is inconsistent and sometimes outdated from school to school.	Ease of website use and lack of a dedicated person on some campuses to update websites.

Performance Objective 2

Implement programs, initiatives, and wrap-around services that enhance the mental and social wellness of all students to support academic success.

Evaluation Data Source: Parent Needs Assessment
Parent and staff surveys with a 90% approval rating
School Health Advisory Council Wellness Plan
District Planning Committee
Data from 7 Mindsets
Assess and track that 80% of district counselors time is spend on service providing a balanced guidance and counseling programming

Strategy 1

Provide individual/group counseling, conferencing with students/parents/teachers, behavior management interventions, and access/referrals to outside agencies as needed to referred students.

Strategy's Expected Result/Impact: Identify areas of need to support students

Staff Responsible for Monitoring: Counseling/Student Services Director
Counselors

Problem Statements: District Processes & Programs 1

Funding Sources: Mental Health Counselor Title IV, Part A,

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Strategy 2

Partner with outside community agencies to provide additional support for students including counseling, peer mediation programs, and student and family education in areas that include mental health and suicide prevention and drug and alcohol prevention.

Strategy's Expected Result/Impact: Increase supports available to students

Staff Responsible for Monitoring: Counseling/Student Services Director
Counselors
Nurses
Communications Director

Problem Statements: District Processes & Programs 1

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Strategy 3

Conduct guidance lessons and campus character development utilizing 7 Mindsets curriculum in kindergarten through 12th grades, which support the district's Monthly Character Spotlight Calendar that targets TEA required character traits.

Strategy's Expected Result/Impact: Increase positive learning outcomes for students
Provide necessary supports for students

Staff Responsible for Monitoring: Counseling/Student Services Director
Counselors

Problem Statements: District Processes & Programs 1

Formative Reviews

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Strategy 4

Provide students with age-appropriate instruction in the following areas: Child Abuse Prevention, Domestic Violence, Family Violence, Dating Violence and Sex Trafficking.

Strategy's Expected Result/Impact: Identify areas of need to support students and staff

Staff Responsible for Monitoring: Counseling/Student Services Director
Counselors & Behavior
School Health Advisory Council

Problem Statements: District Processes & Programs 1

Formative Reviews

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Strategy 5

Provide training for awareness, trauma informed interventions, recognition of students displaying early warning signs and a possible need for early mental health or substance abuse intervention, building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making, and creating a positive school climate.

Strategy's Expected Result/Impact: Create culture of sensitivity among all staff and identify areas of need to support students and staff

Staff Responsible for Monitoring: Counseling/Student Services Director
Counselors
School Health Advisory Council

Problem Statements: District Processes & Programs 1

Formative Reviews

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Strategy 6

Utilize various methods of reinforcement to increase desired student behavior.

Strategy's Expected Result/Impact: Increased desired student behavior that allows for gains in student achievement.

Staff Responsible for Monitoring: Classroom Teacher/Aid
Counselors
Counseling/Student Services Director
Administrators

Problem Statements: Demographics 1

Funding Sources: Supplies necessary for student reinforcement Special Education Funds, 199; 198; 224,

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	White Settlement ISD is experiencing a decline in academic performance alongside a rise in behavior incidents across campuses.	Higher student mobility has contributed to disruptions in learning continuity, leading to decreased academic achievement and an increase in behavioral challenges.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	WSISD has seen a rise in students experiencing personal, emotional, and social challenges that hinder their school adjustment and limit their ability to fully benefit from the educational experience.	Many students lack consistent access to mental health resources, social-emotional supports, and coping strategies, which--combined with factors such as increased family stress, mobility, and community challenges--has contributed to difficulty adjusting and engaging successfully in school.

Performance Objective 3

Continually evaluate and implement safety measures that enhance student and staff safety.

Evaluation Data Source: Mid-Year Survey
End of Year Staff Survey
End of Year Parent and Family Engagement Survey

Strategy 1

Conduct regular safety drills using Centegix and Standard Response Protocol.

Strategy's Expected Result/Impact: Prepare staff and students for emergency situations

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 6

Formative Reviews

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Strategy 2

Utilize intercom and visitor management systems to enhance safety in all facilities.

Strategy's Expected Result/Impact: Increased safety and security in all facilities

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 6

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Strategy 3

Continue Guardian Program in which educators are trained and evaluated to carry concealed firearms on school facilities.

Strategy's Expected Result/Impact: Increased safety and security in all facilities

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 6

Formative Reviews

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Strategy 4

Conduct weekly campus perimeter checks and weekly intruder checks.

Strategy's Expected Result/Impact: Increased awareness of safety procedures by all staff and students as well as heightened security at all school facilities

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 6

Formative Reviews

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Strategy 5

Continually evaluate emergency management plans to ensure latest requirements and procedures are utilized.

Strategy's Expected Result/Impact: Increased awareness of safety procedures by all staff and students as well as heightened security at all school facilities

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 6

Formative Reviews

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Strategy 6

Provide annual staff training in crisis and emergency management.

Strategy's Expected Result/Impact: Prepare all staff members for a variety of emergency/crisis situations

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 6

Formative Reviews

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Strategy 7

Maintain police officer coverage at every campus to ensure school safety.

Strategy's Expected Result/Impact: Increased safety, security, and response time in all facilities.

Staff Responsible for Monitoring: Safety, Security & Emergency Management Director

Problem Statements: District Processes & Programs 3

Formative Reviews

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Strategy 8

Implement a clear bag policy and metal detectors at district evening events; Implement clear backpack policy at secondary level

Strategy's Expected Result/Impact: Increased security at district evening events

Staff Responsible for Monitoring: Safety, Security and Emergency Management Director

Problem Statements: District Processes & Programs 6

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Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	TEA mandates that districts have an officer at every school.	Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.
6	TEA mandates that districts conduct a certain number of safety drills, perimeter checks, and annual training each year and utilize emergency management systems in all facilities to ensure that teachers and students understand what to do in an emergency.	Across the nation, we are experiencing school safety issues with a variety of emergency situations.

Performance Objective 4

Provide educational opportunities and resources for families

Evaluation Data Source: End of Year Parent and Family Engagement Survey

Strategy 1

Provide parent/family education opportunities for families of English Language Learners including adult ESL classes.

Strategy's Expected Result/Impact: Increasing English language skills as evidenced through participation in classes and completion of classes.

Staff Responsible for Monitoring: Multilingual Programs Director

Problem Statements: Student Learning 6

Formative Reviews

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Strategy 2

Connect families to essential resources including food and clothing through district programs like the WSISD Paw Pantry, district "Angel Tree," district clothes closet and by connecting families to outside resources.

Strategy's Expected Result/Impact: Increased resources for families and community members

Staff Responsible for Monitoring: Social Workers
Communications Director
Transition Coordinator

Problem Statements: District Processes & Programs 1

Formative Reviews

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Strategy 3

Provide recreational/social interaction and integration in the community as well as resource information for agencies that provide services for students and adults with intellectual disabilities, their families and involved community members through the WSISD Center for Transition Services.

Strategy's Expected Result/Impact: Increased resources for students and families as evidenced through the end-of-year student and parent surveys.

Staff Responsible for Monitoring: Special Programs Director
Transition Coordinator

Problem Statements: District Processes & Programs 1

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.	Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	WSISD has seen a rise in students experiencing personal, emotional, and social challenges that hinder their school adjustment and limit their ability to fully benefit from the educational experience.	Many students lack consistent access to mental health resources, social-emotional supports, and coping strategies, which--combined with factors such as increased family stress, mobility, and community challenges--has contributed to difficulty adjusting and engaging successfully in school.

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

Performance Objective 1

Ensure the budgeting process supports integrity, transparency, and efficient management of resources district-wide.

Evaluation Data Source: Annual Audit
GFOA and TASBO Transparency Stars (Financial Awards)

Strategy 1

Maintain M&O fund balance to at least the TEA recommended 2 1/2 months of expenditures.

Strategy's Expected Result/Impact: Audit report
Fund Balance at level needed to meet the TEA recommendations

Staff Responsible for Monitoring: Superintendent
Chief Financial Officer
Business Director

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 2

Leverage District revenue to generate sources of revenue in addition to state revenue and local tax collections, such as oil/gas, cell phone tower, advertising, facility rentals, and SHARS medicaid reimbursements.

Strategy's Expected Result/Impact: Increase in revenue sources

Staff Responsible for Monitoring: Chief Financial Officer
Business Director
Special Programs Director
Federal Programs Director

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 3

Review and update District Finance and Business Department website to continue to qualify for the Transparency Awards for Financial Transparency. Develop an ongoing procedure to update posted information on the website to be transparent to all stakeholders.

Strategy's Expected Result/Impact: Awards are earned and posted to the website.

Staff Responsible for Monitoring: Chief Financial Officer
Business Director
Business Director's secretary
Technology Department

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 4

Revise business procedures for collection of monies related to fundraising.

Strategy's Expected Result/Impact: Published procedures and expectations in place.

Staff Responsible for Monitoring: Chief Financial Officer
Business Director

Problem Statements: District Processes & Programs 4

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
4	Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.	Indicators were added by the state tied to debt.

Performance Objective 2

Exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Evaluation Data Source: Annual Audit
GFOA and TASBO Transparency Stars (Financial Awards)

Strategy 1

Develop a five year facility plan; continue to update to WSISD Facility Plan.

Strategy's Expected Result/Impact: Maintenance and Structural Improvements needs are identified and added to the Needs and Wants list. This list is used to prioritize the facility projects that will be funded from current fund balance.

Use fund balance to fund current needs.

Staff Responsible for Monitoring: Chief Financial Officer

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 2

Develop a projection of student growth and facilities capacity.

Strategy's Expected Result/Impact: Completed plan for facility needs.

Staff Responsible for Monitoring: Chief Financial Officer
Assistant Superintendent of Curriculum and Instruction
Executive Director of Auxiliary Services

Problem Statements: District Processes & Programs 4

Funding Sources: Demographer WSISD General Fund, 199.51.6249.01.951.099951, $25,000

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Strategy 3

Through conservative financial forecasts and proactive utilization of available opportunities, bond debt ratios will be managed. Refunding of bonds will be an ongoing consideration as interest rates change in the market place. Special consideration will be given to protecting the general fund debt service commitments.

Strategy's Expected Result/Impact: Bond Payment schedule that allows the District to make required bond payments without the requirement to transfer funds from the general fund.

Staff Responsible for Monitoring: Chief Financial Officer
Business Director

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 4

Increase state funding by increasing the average daily attendance percentage for students. Develop attendance incentives that will increase attendance by a percentage.

Strategy's Expected Result/Impact: Attendance percentage increases as an average over the school year.

Staff Responsible for Monitoring: Chief Financial Officer
Assistant Superintendent of Curriculum and Instruction
Campus Principals

Problem Statements: District Processes & Programs 4

Funding Sources: Awards WSISD General Fund, 199.11.6499.01.750.099750, $30,000

Formative Reviews

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Strategy 5

Update Salary Schedules through comparative study conducted through the Texas Association of School Boards. Develop staffing guidelines for the district.

Strategy's Expected Result/Impact: Updated salary schedules and pay grades.

Staff Responsible for Monitoring: Chief Financial Officer
Assistant Superintendent of Curriculum and Instruction
Executive Director of HR & Community Relations
Business Director
School Board

Problem Statements: District Processes & Programs 5

Formative Reviews

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Strategy 6

Maintain and improve procedures to conserve electricity and other utilities to reduce the usage and cost district wide. Monitor savings obtained through the Performance Contract improvements.

Strategy's Expected Result/Impact: Utility Cost Savings

Staff Responsible for Monitoring: Chief Financial Officer
Business Director
Executive Director of Auxiliary Services

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 7

Training for staff on spending local and federal funds and budget procedures.

Strategy's Expected Result/Impact: Compliance with local and federal regulations.

Staff Responsible for Monitoring: Chief Financial Officer
Assistant Superintendent of Curriculum and Instruction

Problem Statements: District Processes & Programs 4

Formative Reviews

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Strategy 8

Monitor interest rates and invest bond funds conservatively yet strategically to maximize funds earned.

Strategy's Expected Result/Impact: Interest revenue to go towards increased construction costs

Staff Responsible for Monitoring: Chief Financial Officer
Business Director
Executive Director of Auxiliary Services

Problem Statements: District Processes & Programs 4

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Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
4	Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.	Indicators were added by the state tied to debt.
5	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.

Performance Objective 3

Maintain operational management by ensuring Federal and state compliance.

Evaluation Data Source: Compliance Reports for Federal Programs

Strategy 1

Utilize software to monitor and maintain Federal and State compliance to ensure proper documentation regarding students with IEPs.

Strategy's Expected Result/Impact: Continued 100% compliance on Federal indicators and improved outcomes for students with IEPs

Staff Responsible for Monitoring: Special Programs Director

Problem Statements: Student Learning 1

Funding Sources: SHARS, $27,000

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.	Higher student mobility within our sped population disrupts instructional continuity and limits consistent exposure to foundational ELA and Math instruction. In addition, Tier 1 planning and differentiation within PLCs have not been systematically aligned to address unfinished learning and accelerate skill development for students, contributing to persistent achievement gaps.

Goal 4

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

Performance Objective 1

Identify and invest in the continuous development of teachers, staff and administrators to collectively reach goals for student progress, development and achievement.

Evaluation Data Source: Staff survey, TAPR report

Strategy 1

Continue to implement a system of accountability and support for Leadership utilizing Principal CUB Meetings, bi-weekly Principal meetings, Continuous Improvement meetings and Instructional Focus Meetings to gain feedback, data and reflect on next steps for each campus.

Strategy's Expected Result/Impact: Feedback from meetings, increased quality of student products and data, Staff feedback, increased achievement on district and state assessments.

Staff Responsible for Monitoring: Superintendent
Assistant Superintendent of Curriculum & Instruction
Curriculum & Instruction Directors
Assessment Director
Special Programs Director
Multilingual Programs Director
Counseling Director

Problem Statements: Student Learning 5

Formative Reviews

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Strategy 2

Provide district professional development for teachers in both math and reading based on on-going feedback, district walks and data throughout the year.

Strategy's Expected Result/Impact: Increase in teacher quality and retention as well as academic student progress

Staff Responsible for Monitoring: Curriculum & Instruction Directors
Instructional Coaches
Campus Administrators

Problem Statements: Student Learning 1, 2

Funding Sources: Title I Funds, , Title II Funds,

Formative Reviews

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Strategy 3

Provide professional development and instructional coaching for pre-kindergarten teachers to develop high quality pre-kindergarten instruction.

Strategy's Expected Result/Impact: Observations, T-TESS Evaluations, Teacher Feedback, CLI Engage Progress Monitoring

Staff Responsible for Monitoring: Curriculum & Instruction Directors
Principal of West Early Learners Academy
Instructional Coach of West Early Learners Academy
Pre-Kindergarten Teachers

Problem Statements: Student Learning 4

Funding Sources: Title II Funds,

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Strategy 4 ☑ Results Driven Accountability

Build capacity for all inclusion teachers so that students with IEPs have increased access to grade-level curriculum and increased daily academic support.

Strategy's Expected Result/Impact: District and State Assessments
Student Work
Higher levels of learning

Staff Responsible for Monitoring: Special Programs Director
Principals

Problem Statements: Student Learning 1

Funding Sources: Reading Programs, training Special Education Funds, $15,000

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Strategy 5

To meet multilingual needs of Emergent Bilingual students by providing specialized professional development on targeted language domains of listening, speaking, reading, writing that are incorporated into all grade levels, all subjects, to promote language proficiency skills.

Strategy's Expected Result/Impact: EB in performance on district and state assessments, student work

Staff Responsible for Monitoring: Multilingual Programs Director
Principals

Problem Statements: Student Learning 6

Funding Sources: Lead4ward PD on Emergent Bilinguals for DL/ESL Teachers Title III Funds, $4,500

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.	Higher student mobility within our sped population disrupts instructional continuity and limits consistent exposure to foundational ELA and Math instruction. In addition, Tier 1 planning and differentiation within PLCs have not been systematically aligned to address unfinished learning and accelerate skill development for students, contributing to persistent achievement gaps.
2	Across all student groups--including All Students, African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual/English Learners, High Focus and Special Education--persistent gaps remain in math achievement	Students across all subpopulations are entering grade levels with unfinished learning in foundational math skills. Contributing factors include inconsistent Tier 1 focus on addressing skill gaps, limited targeted differentiation within PLC planning, and challenges with instructional continuity due to both mobility and prior academic deficits.

4	Students in grades K-2 are performing below grade-level expectations in reading.	Early literacy gaps persist due to limited mastery of foundational phonics and phonemic awareness skills, as well as insufficient fluency practice. The district is still in the early stages of implementing evidence-based literacy programs, which require time for consistent teacher training and student impact.
5	WSISD continues to see ineffectiveness in Tier 1, instruction in core subjects to meet the educational needs of all students specifically WSISD's At-Risk, Hispanic, African American, Economically Disadvantaged, EB/EL, High Focus, and Special Education students.	Professional Learning Communities (PLCs) have not consistently focused on Tier 1 instruction, specifically planning for common misconceptions and implementing targeted differentiation to meet the needs of all learners.
6	WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.	Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

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

Performance Objective 1

Provide new employee training and professional development opportunities for all staff to ensure continual growth.

Evaluation Data Source: Staff Development, Mid Year & New Employee Surveys
End of Year Survey

Strategy 1

Continue the mentor program to develop and effectively support first-year teachers with required observations and collaborations. Continue the DDE program to further support 1st- and 2nd-year teachers, and extend to 3rd-year teachers.

Strategy's Expected Result/Impact: Increased retention of new and returning teachers.

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education
Instructional Coaches

Problem Statements: District Processes & Programs 5

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Strategy 2

Provide continued professional growth opportunities for support staff that is timely and effective for their current positions.

Strategy's Expected Result/Impact: Increased retention of new and returning staff members.

Staff Responsible for Monitoring: Executive Director of HR & Community Relations
Assistant Superintendent of Curriculum, Instruction, & Admin. Services
Directors of Elementary and Secondary Education

Problem Statements: District Processes & Programs 5

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Strategy 3

Annual New Employee Orientation will provide team members with foundation for success.

Strategy's Expected Result/Impact: Increased retention of new and returning team members.

Staff Responsible for Monitoring: Executive Director of HR & Community Relations
Communications Director
Directors of Elementary and Secondary Education

Problem Statements: District Processes & Programs 5

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.

Performance Objective 2

Implement competitive compensation.

Strategy 1

Provide salary adjustments for all employees including November Salary Adjustment.

Strategy's Expected Result/Impact: Increased retention of all employees.

Staff Responsible for Monitoring: Chief Financial Officer
Executive Director of HR & Community Relations
Business Director

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Strategy 2

Evaluate programs with cost savings and monitor student growth and tax rate to generate additional funding for staff salary increases.

Strategy's Expected Result/Impact: Provide competitive salaries in top 15 in DFW area

Staff Responsible for Monitoring: Chief Financial Officer
Business Director

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Strategy 3

Continue to implement local designation system through the Teacher Incentive Allotment (TIA) dedicated to recruiting, rewarding, and retaining effective teachers in our schools.

Strategy's Expected Result/Impact: Expanded level of professional development opportunities, increased productivity, increased teacher retention, and increased compensation for designated teachers.

Staff Responsible for Monitoring: Data & Strategic Initiatives Coordinator
Business Director
Executive Director of HR & Community Relations
Assistant Superintendent of Curriculum & Instruction

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.

Performance Objective 3

Provide regular communication to district staff to ensure that these stakeholders are informed of district procedures, initiatives, etc. and have active voice in decisions.

Evaluation Data Source: Staff Surveys
Staff Newsletter reader statistics

Strategy 1

Regular communication via email and staff newsletter will be provided by communications director and superintendent.

Strategy's Expected Result/Impact: Increased communication and connections with staff.

Staff Responsible for Monitoring: Superintendent
Communications Director

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Strategy 2

Central Administration will hold regular meetings with campus and department staff to receive input and provide clear communication. Meetings will include individualized and districtwide meetings.

Strategy's Expected Result/Impact: Increased communication and connections with staff.

Staff Responsible for Monitoring: Superintendent
Assistant Superintendent of Curriculum and Instruction
Communications Director

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Strategy 3

Central administration will visit schools/departments and departments on regular basis to ensure visibility and face-to-face communication.

Strategy's Expected Result/Impact: Increased communication and connections with staff.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Directors of Elementary and Secondary Education
Communications Director

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.

Performance Objective 4

Implement award programs and initiatives that ensure that all staff members are recognized for their service.

Evaluation Data Source: Staff Surveys

Strategy 1

Award programs and initiatives will include: Crash Cart for all staff; social media posts recognizing employee groups; End of Year Awards Celebration (Rookie Teacher of Year; Support Staff Member of Year and Service Awards); Teacher of the Year; and more.

Strategy's Expected Result/Impact: Increased retention of all employees.

Staff Responsible for Monitoring: Communications Director

Problem Statements: District Processes & Programs 5

Formative Reviews

October	December	February	April

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.	WSISD faces additional challenges such as salary competitiveness compared to neighboring districts, geographic location, and the growing demands of instructional and compliance responsibilities, all of which impact the district's ability to attract and retain top talent.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $717,676.00

Total FTEs Funded by SCE: 4.6

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Christopher Pimpton	Student Services	1
Jason Ferguson	Student Services Coordinator	0.5
Karen Gonzales	Federal Programs Director	1
Lauren Vines	Student Support Counsleor	0.1
Michelle Soileau	Student Support Counselor	1
Theresa Paschall	Director of Counseling	1

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

At the elementary level, the Curriculum and Instruction Department reviews and revises the district curriculum each grading period to ensure alignment with the TEKS. Additionally, they make revisions based on student data on progress monitoring assessments, curriculum-based assessments, interim assessments, benchmark assessments, and state assessments. The instructional coaches meet with the elementary teachers in the PLC meetings to plan instructional units and lessons together utilizing the curriculum and current assessment data. Teachers differentiate instruction as needed and provide targeted instruction and flex groups for remediation, re-teaching, and extension.

For secondary, the district utilizes TEKS Resource Systems as the district curriculum. The instructional coaches meet with secondary teachers in the PLC meetings to plan instructional units and lessons together utilizing the curriculum and current assessment data. Likewise, secondary teachers revise their units and lessons based on student data on curriculum-based assessments, interim assessments, benchmark assessments, and state assessments.

1.2 Identifying students who may be at risk for academic failure;

Evidence of at-risk identification:

- Students who have not passed the State Assessment
- Students identified through State Comp. Ed.
- Students who have failing grades or are at-risk of failing a course
- Bilingual/ESL students
- Special education students
- GT students
- Foster Care & Homeless students
- Juvenile Probation students
- DAEP students
- Students who are parents
- Students with mental health issues

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Evidence of additional education assistance provided to students:

- Tutoring
- Super Saturdays
- Saturday School
- Additional Instructional Materials
- Summer School

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

At the elementary level, district curriculum is revised each grading period to align to the rigorous state academic standards and address gaps in learning based on current assessment data (progress monitoring assessments, curriculum-based assessments, interim assessments, and state assessment data). The instructional coaches meet with the elementary teachers in the PLC meetings to plan instructional units and lessons together utilizing the curriculum and current assessment data.

For secondary, the district utilizes TEKS Resource Systems as the district curriculum, which is aligned to the rigorous state academic standards. The instructional coaches meet with secondary teachers in the PLC meetings to plan instructional units and lessons together utilizing the curriculum and current assessment data. Likewise, secondary teachers revise their units and lessons based on student data on curriculum-based assessments, interim assessments, benchmark assessments, and state assessments.

Descriptor 2: Teacher Quality

The district and campuses monitor data at the student, teacher, grade level, and campus levels, including the performance of diverse students identified as economically-disadvantaged, emergent bilingual, or from minority student populations. When opportunities for instructional improvement are identified, professional development is available at the district level as is individual coaching by instructional coaches and specialists.

Descriptor 3: School Improvement and Support Activities

WSISD does not have any campuses designated as Targeted Assistance Programs.

Descriptor 4: Measure of Poverty

White Settlement ISD uses grade span groupings of elementary and secondary along with Free and Reduced lunch campus percentages to determine and rank order which schools are eligible to receive Title I funds.
For the 24-25 school year, all elementary and secondary campuses are above 40% poverty and receive Title I funds for schoolwide programs.

Descriptor 5: Nature of Programs

In 2024-25, approximately 80 % of Title I funds are reserved for Title I schoolwide campus allocations. Title I campuses rely on their campus needs assessment and stakeholder input to determine their use of funds.

Most campus funds are reserved for full-time Title I staff members, including instructional coaches, teachers, and/or teacher assistants. In addition, each campus receives Title I funds for tutors, Super Saturday teachers, and instructional resources.

Approximately 1% of Title I, Part A funds in WSISD are reserved for Title I Campus Family Engagement allocations.

WSISD does not have institutions for neglected or delinquent children in our attendance boundaries and does not set aside Title I, Part A funds for students residing in local facilities for the neglected or delinquent.

Descriptor 6: Services to Homeless Children and Youth

White Settlement's Student Support Counselor serves as our McKinney-Vento Liaison and works alongside each building principal to ensure the academic success of WSISD students experiencing homelessness through identification, immediate enrollment, and student advocacy. The student support counselor works to reduce barriers to school attendance and achievement for students experiencing homelessness. WSISD is a part of ESC XI's TEHCY Shared Service Agreement (SSA).

Descriptor 7: Parent and Family Engagement Strategy

The District Planning Committee with input and feedback from all required stakeholders (DPC) annually reviews and revises WSISD's Parent Engagement Policy as part of our DPC meetings.
Likewise, Campus Planning Committees (CPCs) revisit, seek input from parents, and help revise the district Parent and Family Engagement (PFE) policy annually.

(See more details on district and campus PFE policy in Title I Crate).

Descriptor 8: Early Childhood Education Programs and Transition Plans

White Settlement does not set aside reservations for Preschool Programs.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

WSISD does not have any campuses designated as Targeted Assistance Programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

WSISD's secondary campuses provide students with access to numerous career and technical education electives, dual credit courses, and advanced placement course offerings for students as they begin to explore options for their future. Secondary students are encouraged to fully explore their interests through a wide variety of electives, career and technical education programs, and extracurricular activities.

Students can concentrate on development in specific academic areas and explore CTE Programs of Study while preparing for employment and/or higher education.

10.2 Increased student access to early college high school or dual or concurrent

enrollment opportunities, or career counseling to identify student interests and skills;

WSISD's secondary campuses provide students with access to numerous career and technical education electives, dual credit courses, and advanced placement course offerings for students as they begin to explore options for their future. Secondary students are encouraged to fully explore their interests through a wide variety of electives, career and technical education programs, and extracurricular activities.

Students can concentrate on development in specific academic areas and explore CTE Programs of Study while preparing for employment and/or higher education.

Descriptor 11: Discipline Disproportionality

WSISD strives to minimize disruptions to the classroom and punitive discipline practices through proactive classroom management. District Behavior Interventionists, coaches, and counselors support this practice on each campus. Campuses implement Positive Behavioral Interventions and Support (PBIS) and utilize a locally developed discipline matrix. In addition, WSISD implements a Multi-tiered Systems of Support (MTSS) approach to behavior whereby plans are individually developed based on student's needs when patterns arise. Campuses hold monthly meetings to work proactively with students to reduce the number of out of placement settings.

Short-term on-campus DAEP has been developed to address the first three times students are caught vaping. Three digital education programs are utilized that increase in length and intensity with each subsequent occurrence. Long-term DAEP placements provide students with daily social skills lessons to help support a successful transition back to the classroom environment.

District Behavior Interventionists and Coaches are available to support students, teachers, and campuses that may need additional behavior interventions.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Career and Technical education in White Settlement ISD embraces the challenge of change for the 21st Century to prepare students for meeting the demands of a more technological society. Our Career and Technical Education is growing to provide unique educational options for enhancing the knowledge and skills required for employment in our economy. WSISD is committed to empowering our students with the skills necessary to manage the dual roles of family members and wage earners, and to enable them to gain meaningful and relevant employment in high-skilled, high-wage jobs and/or to continue their education at a post-secondary institution.

WSISD offers three different Career and Technical Education endorsements: Business and Industry, Public Services, and Science, Technology, Engineering, and Math (STEM). Thus, WSISD has career and technical education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V, and Communications; Business Marketing and Finance; Hospitality and Tourism; Transportation, Distribution, and Logistics; Human Services; Health Science; Law and Public Services; Education and Training; STEM; and Information Technology.

Students provide services to the community through practicum experiences while fulfilling and earning industry-based certification requirements.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

WSISD offers three different Career and Technical Education endorsements: Business and Industry, Public Services, and Science, Technology, Engineering, and Math (STEM). Thus, WSISD has career and technical education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V, and Communications; Business Marketing and Finance; Hospitality and Tourism; Transportation, Distribution, and Logistics; Human Services; Health Science; Law and Public Services; Education and Training; STEM; and Information Technology.

Students provide services to the community through practicum experiences while fulfilling and earning industry-based certification requirements.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Not applicable.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Not applicable.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

WSISD General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Mastery Prep	--	$49,500.00
1	2	1	Dual Credit College Algebra and English Composition courses	--	$40,000.00
1	2	2		--	$40,000.00
1	2	3	Portion of TCU Counselor Salary	--	$10,000.00
3	2	2	Demographer	199.51.6249.01.951.099951	$25,000.00
3	2	4	Awards	199.11.6499.01.750.099750	$30,000.00
				Sub-Total	$194,500.00

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	ESC 11 TEKS Resource System / Texas Curriculum Resources	--	$39,864.80
1	3	2	ESC 11 TEKSbank	--	$9,819.60
1	3	3		--	$0.00
1	3	4		--	$0.00
4	1	2		--	$0.00
				Sub-Total	$49,684.40

Title II Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4		--	$0.00
4	1	2		--	$0.00
4	1	3		--	$0.00
				Sub-Total	$0.00

Title III Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$0.00
4	1	5	Lead4ward PD on Emergent Bilinguals for DL/ESL Teachers	--	$4,500.00
				Sub-Total	$4,500.00

Carl Perkins Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Priefert: Sheep and Hog Panels	--	$9,826.92
1	5	1	CareerCraft Software Renewal	--	$6,663.00
1	5	1	Supplies/equipment and instructor trainings that aides in industry rigor	--	$0.00
1	5	2	Professional Development	--	$0.00
				Sub-Total	$16,489.92

CTE Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		--	$0.00
1	5	1	Curriculum sources and testing materials	--	$0.00
				Sub-Total	$0.00

Special Education Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	$25,000.00
2	2	6	Supplies necessary for student reinforcement	199; 198; 224	$0.00
4	1	4	Reading Programs, training	--	$15,000.00
				Sub-Total	$40,000.00

Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Mental Health Counselor	--	$0.00
				Sub-Total	$0.00

SHARS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	CLASS Software, Polaris	--	$35,000.00
3	3	1		--	$27,000.00
				Sub-Total	$62,000.00