White Settlement Independent School District

District Improvement Plan

2025-2026

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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

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

Demographics

Demographics Summary

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.

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

Problem Statement 2 (Prioritized): White Settlement ISD is experiencing a significant increase in the number of students qualifying for and receiving Special Education services.
Root Cause: 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.

Student Learning

Student Learning Summary

									DOMAIN I- SCHOOL ACHIEVE
	Overall 2023		Overall 2024		Overall 2025		Student Achievement 2023		Student Achievement 2024		S Ac
District/Campus Name	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rati
WHITE SETTLEMENT ISD	**C**	**72**	**C**	**72**	**C**	**73**	**C**	**71**	**C**	**72**	**C**
BLUE HAZE EL	C	73	C	73	D	69	C	75	C	71	C
FINE ARTS ACADEMY	B	87	B	85	A	91	A	91	B	88	A
LIBERTY EL	C	73	D	69	D	67	C	71	D	60	F
NORTH EL	B	88	A	92	B	80	B	83	B	83	C
WEST EL	B	87	D	68	C	73	C	74	D	64	
BREWER MIDDLE	C	76	C	70	C	74	C	73	C	70	C
Virtual Academy of North Texas			A	92					A	91	
TANNAHILL INT	C	76	D	68			C	75	D	69	
BREWER H S	D	68	C	73	C	76	D	65	C	71	C

2025	Total Students	Reading/ELA				Mathematics				Science			
		Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Ma...
All Students	Grades 3-12	4,255	73%	50%	18%	3,565	65%	33%	12%	1,502	77%	41%	12%
Brewer High School	2113	3,113	66%	46%	9%	667	64%	20%	5%	566	92%	56%	13%
Brewer Middle School	1500	1,396	76%	52%	22%	1,398	63%	32%	10%	453	69%	38%	13%
Blue Haze Elementary	475	445	71%	46%	16%	443	65%	37%	17%	150	63%	23%	7%
Fine Arts Academy at Tannahill	178	177	93%	75%	37%	176	86%	59%	26%	42	95%	48%	26%
Liberty Elementary	413	383	70%	41%	16%	381	49%	24%	9%	117	48%	11%	7%
North Elementary	505	487	82%	58%	25%	489	74%	49%	21%	171	77%	34%	11%

Student Learning 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**

- 44% of our 4th grade students met grade level expectations on STAAR which is 22% 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.

- In 8th grade ELAR the percentage 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: 4th-6th grade reading, 8th grade reading, English 2

- When comparing same student cohorts in Math there was an increase in: 4th, 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 1 (Prioritized): STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.
Root Cause: 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.

Problem Statement 2 (Prioritized): Across all student groups--including All Students, African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual/English Learners, and Special Education--persistent gaps remain in math achievement
Root Cause: 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.

Problem Statement 3 (Prioritized): 2024 CCMR data 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.
Root Cause: Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Problem Statement 4 (Prioritized): Students in grades K-2 are performing below grade-level expectations in reading.
Root Cause: 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.

Problem Statement 5 (Prioritized): 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 and Special Education students.
Root Cause: 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.

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

Problem Statement 7: WSISD is seeing an increase of students needing behavior supports to positively impact their levels of learning.
Root Cause: 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.

District Processes & Programs

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.

District Processes & Programs 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 1 (Prioritized): 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.
Root Cause: 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.

Problem Statement 2: WSISD has seen a large increase in the number of students served through Special Programs, requiring additional staffing.
Root Cause: New students registering in WSISD are coming with previous identified needs and services from Special Programs.

Problem Statement 3 (Prioritized): TEA mandates that districts have an officer at every school.
Root Cause: Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.

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

Problem Statement 5 (Prioritized): Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.
Root Cause: 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.

Problem Statement 6 (Prioritized): 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.
Root Cause: Across the nation, we are experiencing school safety issues with a variety of emergency situations.

Problem Statement 7: Increased competition by private, charter and online schools have resulted in a decline in WSISD's student enrollment.
Root Cause: New charter and online schools within the district boundaries have provided more choices for families.

Perceptions

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.

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

Problem Statement 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.
Root Cause: Stakeholders without children in the district do not follow the district's communication avenues.

Priority Problem Statements

Problem Statement 1: Across all student groups--including All Students, African American, Hispanic, White, Asian, Two or More Races, Economically Disadvantaged, Emergent Bilingual/English Learners, and Special Education--persistent gaps remain in math achievement

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR results reveal a performance gap in ELA and Math between students receiving Special Education services and the overall student population.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in grades K-2 are performing below grade-level expectations in reading.

Root Cause 3: 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.

Problem Statement 3 Areas: Student Learning

Problem Statement 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 and Special Education students.

Root Cause 4: 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.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2024 CCMR data 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.

Root Cause 5: Students from various demographic backgrounds are not meeting CCMR because the district has not adequately focused on their unique needs.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: TEA mandates that districts have an officer at every school.

Root Cause 6: Many schools and city agencies are seeking additional police officers, resulting in a lack of potential candidates. TEA did not fully fund the positions.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: WSISD EB/EL students are not showing improvement in all areas of state English language proficiency assessment.

Root Cause 7: Students need more support and practice with authentic writing and speaking opportunities across all academic subjects.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: White Settlement ISD is experiencing a significant increase in the number of students qualifying for and receiving Special Education services.

Root Cause 8: 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.

Problem Statement 8 Areas: Demographics

Problem Statement 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.

Root Cause 9: 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.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: White Settlement ISD is experiencing a decline in academic performance alongside a rise in behavior incidents across campuses.

Root Cause 10: Higher student mobility has contributed to disruptions in learning continuity, leading to decreased academic achievement and an increase in behavioral challenges.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Several indicators were added to SCHOOL FIRST causing the district financial rating to lower.

Root Cause 11: Indicators were added by the state tied to debt.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Recruiting and retaining highly qualified teachers and staff continues to be a significant challenge for the district.

Root Cause 12: 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.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 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.

Root Cause 13: Across the nation, we are experiencing school safety issues with a variety of emergency situations.

Problem Statement 13 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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: 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.

High Priority

HB3 Goal

Evaluation Data Sources: November TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Develop a horizontally and vertically aligned curriculum that includes communication, collaboration, critical thinking and creativity. Use campus data to determine alignment with curriculum-instruction-assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create curriculum scope & sequences, unit maps, and unit pacing guides. Increase in student performance as measured on universal screeners, STAAR/EOC, district assessments and grade reports. TEKS Resource **Staff Responsible for Monitoring:** Curriculum & Instruction Director Instructional Coaches **Funding Sources:** TEKS Resource Systems from ESC XI - Title I Funds - $19,889, TEKS Resource Systems from ESC XI - Title II Funds - $18,900	**Oct**	**Dec**	**Feb**	**Apr**

Strategy 2 Details	Reviews			
Strategy 2: Utilize Universal Screeners in reading and math 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase performance as measured on CLI Engage, TPRI, DRA, I-Station, STAR Renaissance and EOC/STAAR. **Staff Responsible for Monitoring:** Curriculum & Instruction Director Campus Administrators Instructional Coaches **Funding Sources:** STAR Renaissance Screener - Title I Funds - $29,662.85				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Thinking Maps, Write From the Beginning and Beyond 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase in student performance on the ELA/STAAR assessments. **Staff Responsible for Monitoring:** Curriculum & Instruction Director Campus Administrators				

Strategy 4 Details	Reviews			
Strategy 4: Use Effective Schools Framework and targeted improvement process to create a needs assessment and improvement plan for identified campuses based on district data, monitored with instructional adjustments being made throughout the year.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase in student performance on state assessments. **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum, Instruction, & Admin. Services Curriculum & Instruction Director Multilingual Programs Director Special Programs Director Assessment & Program Evaluation Director Campus Administrators				

Strategy 5 Details	Reviews			
Strategy 5: Analysis of EB/EL data to determine recommendations, interventions, strategies, professional development and needed supplemental resources to support all EB/EL students, including EB/ELs with disabilities.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased performance as measured by DRA/EDL, CBAs, Language Assessments, STAAR, and TELPAS **Staff Responsible for Monitoring:** Multilingual Programs Director **Funding Sources:** - Title III Funds, - Comp Ed Funds, Amazon Dari-English Dictionaries - Title III Funds - $517.20 , Amazon Wired Headsets with and without microphones - Title III Funds - $1,461.65, Amazon PreK & Kinder DL Supplemental Resources - Title III Funds - $3,757.72				

Strategy 6 Details	Reviews			
Strategy 6: Develop and extend teacher understanding on how to use systematic reading and phonics instruction to bring students , in grades K-4, to on-level proficiency and address gaps. Provide appropriate reading resources for training demonstration and use with small groups.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased on-level reading performance based on DRA data, Star Renaissance & Tx-KEA and district and state assessments. **Staff Responsible for Monitoring:** Curriculum & Instruction Director Instructional Coaches Campus Administrators				

Strategy 7 Details	Reviews			
Strategy 7: Develop and extend teacher understanding on how to design 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased on-level math performance based on screener data and district CBAs **Staff Responsible for Monitoring:** Curriculum & Instruction Director Instructional Coaches Campus Administrators Math Focus Committee				

Strategy 8 Details	Reviews			
Strategy 8: 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
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 **Results Driven Accountability** **Funding Sources:** CLASS Software, Polaris - SHARS - $35,000				

Strategy 9 Details	Reviews			
Strategy 9: Provide contract services for special needs students to ensure their academic success.	**Formative**			**Summative**
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.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Special Programs Director Coordinator for Secondary Transition **Funding Sources:** - Special Education Funds - $25,000				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: 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.

High Priority

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
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 recommended and distinguished graduation plans. **Staff Responsible for Monitoring:** Advanced Academics Coordinator C & I Director Campus Administrators CTE Director Secondary Counselors Multilingual Programs Director **Funding Sources:** Dual Credit College Algebra and English Composition courses - WSISD General Fund - $40,000, Mastery Prep - WSISD General Fund - $49,500, Advanced Spanish Program for EB students - Title III Funds				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher percentage of students passing the TSI components to prepare them for college enrollment. **Staff Responsible for Monitoring:** Curriculum & Instruction Director BHS Campus Administration Advanced Academic Coordinator **Funding Sources:** - WSISD General Fund - $40,000	**Oct**	**Dec**	**Feb**	**Apr**

Strategy 3 Details	Reviews			
Strategy 3: Advise Texas College Counselor on campus to help our students prepare for post secondary education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of students applying for college. **Staff Responsible for Monitoring:** Advise Texas Counselor **Funding Sources:** Portion of TCU Counselor Salary - WSISD General Fund - $10,000	**Oct**	**Dec**	**Feb**	**Apr**

No Progress   Accomplished   Continue/Modify   Discontinue

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 3: 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%.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to support and monitor phonics instruction for K-2; Implement phonemic awareness program with K and 1st grade teachers; District trainings on early literacy; instructional coach assigned to each campus to provide daily support and coaching through best educational practices.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase in reading achievement evidenced through DRA, Star Screeners, teacher observations, district and state assessments. **Staff Responsible for Monitoring:** Curriculum & Instruction Director Instructional Coaches Multilingual Programs Director **Equity Plan**				

Strategy 2 Details	Reviews			
Strategy 2: Develop and extend teacher understanding on how to design 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase in math achievement evidenced through district and state assessments. **Staff Responsible for Monitoring:** Curriculum & Instruction Director Instructional Coaches Math Focus Committee				

Strategy 3 Details	Reviews			
Strategy 3: Utilize academic instructional coaches to support Tier 1 instruction at all levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student academic performance in all areas. **Staff Responsible for Monitoring:** Curriculum & Instruction Director	**Oct**	**Dec**	**Feb**	**Apr**

No Progress   Accomplished   Continue/Modify   Discontinue

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

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: 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.		**Formative**			**Summative**
		Oct	Dec	Feb	Apr
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 **Equity Plan**					

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	Dec	Feb	Apr
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					

⬤ No Progress	⬤ Accomplished	➡ Continue/Modify	✖ Discontinue

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 5: 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.

    High Priority

    Evaluation Data Sources: CTE enrollment, CTE advisory meeting minutes

Strategy 1 Details	Reviews			
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	**Formative**			**Summative**
	Oct	Dec	Feb	Apr

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 teachers, CTE director, CTE coordinator
 	
    Funding Sources: Curriculum sources and testing materials - CTE Funds, Supplies/equipment and instructor trainings that aides in industry rigor - Carl Perkins Funds, Barber Chairs from FW Barber Supply - Carl Perkins Funds - $3,250				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr

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
 	
    Funding Sources: Professional Development - Carl Perkins Funds				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Promote student involvement in extra-curricular activities and increase school/community/business engagement

Evaluation Data Sources: Student participation in extra-curricular activities
Community participation in district-sponsored events
Parent, student and staff surveys

Strategy 1 Details		Reviews			
Strategy 1: Provide variety of student, family, community and business engagement opportunities		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation as evidenced through: Sign in sheets Parent and Family Surveys Staff Surveys **Staff Responsible for Monitoring:** Communications Director **Funding Sources:** Julie Compton Parent Training Series at West ELA - Title IV, Part A - $1,500		Oct	Dec	Feb	Apr

Strategy 2 Details		Reviews			
Strategy 2: Partner with business, community and churches to promote community resources and activities for students and families		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased resources for students and families **Staff Responsible for Monitoring:** Communications Director		Oct	Dec	Feb	Apr

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: Utilize a variety of communication methods with staff and families to provide vital information and promote family engagement

Evaluation Data Sources: End of Year Staff Survey
End of Year Parent and Family Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Utilize Canvas Learning Management System; Skylert, Gradebook/Skyward and SchoolStatus to communicate with students and families	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of times the system is utilized by staff	Oct	Dec	Feb	Apr
Parent surveys **Staff Responsible for Monitoring:** Communications Director Principals				
Strategy 2 Details	Reviews			
Strategy 2: Utilize WSISD website and social media to communicate with families and the community	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased transparency and communication with students, families, and the community	Oct	Dec	Feb	Apr

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 3: Implement programs and initiatives that enhance the mental and social wellness of all students

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

Strategy 1 Details	Reviews			
Strategy 1: Develop social media campaigns and parent/family education that support the district's Monthly Character Spotlight Calendar which targets TEA required character traits such as kindness, respect and goal setting	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Staff Survey EOY Referrals Parent Survey District Planning Committee School Health Advisory Council **Staff Responsible for Monitoring:** Counseling Director Communications Director Counselors/Social Workers				

Strategy 2 Details	Reviews			
Strategy 2: Provide individual/group counseling, conferencing with students/parents/teachers, behavior management interventions, and access/referrals to outside agencies as needed to referred students	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Identify areas of need to support students **Staff Responsible for Monitoring:** Counseling Director Counselors **Funding Sources:** Mental Health Counselor - Title IV, Part A - $79,230				

Strategy 3 Details	Reviews			
Strategy 3: 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	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase supports available to students **Staff Responsible for Monitoring:** Counseling Director Counselors Nurses Communications Director				

Strategy 4 Details	Reviews			
Strategy 4: 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	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase positive learning outcomes for students Provide necessary supports for students **Staff Responsible for Monitoring:** Counseling Director Counselors				

Strategy 5 Details	Reviews			
Strategy 5: Implement Rhithm app in which students complete daily check in. The quick assessments lead to short 1- to 2-minute activities for regulation in behavior and emotions for optimal learning.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase positive learning outcomes for students Provide necessary supports for students **Staff Responsible for Monitoring:** Counseling Director Counselors & Behavior Team				

Strategy 6 Details	Reviews			
Strategy 6: Provide students with age-appropriate instruction in the following areas: Child Abuse Prevention, Domestic Violence, Family Violence, Dating Violence and Sex Trafficking	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Identify areas of need to support students and staff **Staff Responsible for Monitoring:** Counseling Director Counselors & Behavior School Health Advisory Council				

Strategy 7 Details	Reviews			
Strategy 7: 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
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 Director Counselors School Health Advisory Council				

Strategy 8 Details	Reviews			
Strategy 8: Utilize various methods of reinforcement to increase desired student behavior.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased desired student behavior that allows for gains in student achievement.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Classroom Teacher/Aid Counselors Administrators **Funding Sources:** Supplies necessary for student reinforcement - Special Education Funds - 199; 198; 224				

Strategy 9 Details	Reviews			
Strategy 9: Wear Personal Protective Equipment (PPE) to prevent the spread of illness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The spread of illness will be prevented.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Health Services Coordinator Campus Nurse Campus Principal **Funding Sources:** - Special Education Funds				

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

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

Performance Objective 4: Continually evaluate and implement safety measures that enhance student and staff safety.

    Evaluation Data Sources: End of Year Staff Survey
End of Year Parent and Family Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular safety drills using Centegix and Standard Response Protocol.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prepare staff and students for emergency situations	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent of Business & Operations Safety, Security & Emergency Management Director Police Chief **Funding Sources:** Piraino Security Solutions: Centegix Crisis Alert - School Safety and Security Grant - $371,536				

Strategy 2 Details	Reviews			
Strategy 2: Utilize intercom and visitor management systems to enhance safety in all facilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security in all facilities	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent of Business & Operations Safety, Security & Emergency Management Director Police Chief				

Strategy 3 Details	Reviews			
Strategy 3: Continue Guardian Program in which educators are trained and evaluated to carry concealed firearms on school facilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security in all facilities	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent of Business & Operations Safety, Security & Emergency Management Director Police Chief				

Strategy 4 Details		Reviews			
Strategy 4: Conduct weekly campus perimeter checks and weekly intruder checks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of safety procedures by all staff and students as well as heightened security at all school facilities		**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations					

Strategy 5 Details		Reviews			
Strategy 5: Continually evaluate emergency management plans to ensure latest requirements and procedures are utilized		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of safety procedures by all staff and students as well as heightened security at all school facilities		**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations					

Strategy 6 Details		Reviews			
Strategy 6: Provide annual staff training in crisis and emergency management.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Prepare all staff members for a variety of emergency/crisis situations		**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations **Funding Sources:** - School Safety and Security Grant					

Strategy 7 Details		Reviews			
Strategy 7: Maintain police officer coverage at every campus to ensure school safety.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety, security, and response time in all facilities.		**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations **Funding Sources:** - School Safety and Security Grant					

Strategy 8 Details	Reviews			
Strategy 8: Implement a clear bag policy and metal detectors at district evening events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased security at district evening events	Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Safety, Security & Emergency Management Director Police Chief Assistant Superintendent of Business & Operations				

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

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

Performance Objective 5: Provide educational opportunities and resources for families

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

Strategy 1 Details			Reviews			

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
			Formative			**Summative**

			Oct	**Dec**	**Feb**	**Apr**

Strategy 2 Details			Reviews			

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
			Formative			**Summative**

			Oct	**Dec**	**Feb**	**Apr**

Strategy 3 Details			Reviews			

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: Transition Coordinator
			Formative			**Summative**

			Oct	**Dec**	**Feb**	**Apr**

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 6: Provide transparent and effective communication through a variety of avenues to create whole community investment in the White Settlement ISD school system and WSISD bond program

    Evaluation Data Sources: End of year survey data from students, staff, parents, and community members

Strategy 1 Details		Reviews			
Strategy 1: Attend city, community and business events to enhance relationships with citizens and city leaders		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication and connections with citizens, city, and community leaders and members. **Staff Responsible for Monitoring:** Communications Director		Oct	Dec	Feb	Apr

Strategy 2 Details		Reviews			
Strategy 2: Share district news, initiatives and updates with all stakeholders through website, social media and newsletters		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication and connections with all stakeholders. **Staff Responsible for Monitoring:** Communications Director		Oct	Dec	Feb	Apr

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

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 Sources: Annual Audit
GFOA and TASBO Transparency Stars (Financial Awards)

Strategy 1 Details		Reviews			
Strategy 1: Maintain M&O fund balance to at least the TEA recommended 2 1/2 months of expenditures.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Audit report Fund Balance at level needed to meet the TEA recommendations **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent of Finance and Operations Business Director		**Oct**	**Dec**	**Feb**	**Apr**

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in revenue sources **Staff Responsible for Monitoring:** Assistant Superintendent of Finance & Operations Business Director Special Programs Director Federal Programs Director		**Oct**	**Dec**	**Feb**	**Apr**

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Awards are earned and posted to the website. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Business Director Business Director's secretary Technology Department		**Oct**	**Dec**	**Feb**	**Apr**

Strategy 4 Details	Reviews			
Strategy 4: Revise business procedures for collection of monies related to fundraising.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Published procedures and expectations in place. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance & Operations Business Director	**Oct**	**Dec**	**Feb**	**Apr**

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

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

Strategy 1 Details		Reviews			
Strategy 1: Develop a five year facility plan; continue to update to WSISD Facility Plan		**Formative**			**Summative**
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:** Assistant Superintendent of Finance & Operations		**Oct**	**Dec**	**Feb**	**Apr**

Strategy 2 Details		Reviews			
Strategy 2: Develop a projection of student growth and facilities capacity		**Formative**			**Summative**
Strategy's Expected Result/Impact: Completed plan for facility needs. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Maintenance & Operations Director **Funding Sources:** Demographer - WSISD General Fund - 199.51.6249.01.951.099951 - $25,000		**Oct**	**Dec**	**Feb**	**Apr**

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**Apr**
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:** Assistant Superintendent of Finance and Operations Business Director					

Strategy 4 Details	Reviews			
Strategy 4: Increase state funding by increasing the average daily attendance percentage for students. Develop attendance incentives that will increase attendance by a percentage.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Attendance percentage increases as an average over the school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Campus Principals **Funding Sources:** Awards - WSISD General Fund - 199.11.6499.01.750.099750 - $30,000				

Strategy 5 Details	Reviews			
Strategy 5: Update Salary Schedules through comparative study conducted through the Texas Association of School Boards. Develop staffing guidelines for the district.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Updated salary schedules and pay grades. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Human Resources Director Business Director School Board				

Strategy 6 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Utility Cost Savings **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Maintenance & Operations Director Business Director				

Strategy 7 Details	Reviews			
Strategy 7: Training for staff on spending local and federal funds and budget procedures.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Compliance with local and federal regulations. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services				

Strategy 8 Details	Reviews			
Strategy 8: Monitor interest rates and invest bond funds conservatively yet strategically to maximize funds earned	**Formative**			**Summative**
Strategy's Expected Result/Impact: Interest revenue to go towards increased construction costs	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Maintenance & Operations Director Business Director				

No Progress   Accomplished   →Continue/Modify   ✗ Discontinue

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

Performance Objective 3: Maintain operational management by ensuring Federal and state compliance.

Evaluation Data Sources: Compliance Reports for Federal Programs

Strategy 1 Details	Reviews			
Strategy 1: Utilize software to monitor and maintain Federal and State compliance to ensure proper documentation regarding students with IEPs.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
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				
Funding Sources: - SHARS - $27,000				

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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 Sources: Staff survey, TAPR report

Strategy 1 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	Dec	Feb	Apr
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 C& I Curriculum & Instruction Director Assessment and Program Evaluation Director Special Programs Director Multilingual Programs Director Counseling Director					

Strategy 2 Details		Reviews			
Strategy 2: Provide district instructional trainings for teachers in both math and reading based on on-going feedback and data throughout the year.		**Formative**			**Summative**
		Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: Staff feedback, classroom observation data, and district and state assessment data. **Staff Responsible for Monitoring:** Curriculum & Instruction Director Instructional Coaches Campus Administrators					

Strategy 3 Details		Reviews			
Strategy 3: Provide continued professional growth for district leaders that will drive district and campus level instructional decisions.		**Formative**			**Summative**
		Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: Campus Leader feedback, staff surveys, district and state assessment data **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent of Curriculum, Instruction, & Admin. Services Curriculum & Instruction Director					

Strategy 4 Details	Reviews			
Strategy 4: Provide 15 hours of professional development and 15 hours of coaching for pre-kindergarten teachers to develop high quality pre-kindergarten instruction.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: Observations, T-TESS Evaluations, Teacher Feedback, CLI Engage Progress Monitoring **Staff Responsible for Monitoring:** Curriculum & Instruction Director Principal of West Early Learners Academy Instructional Coach of West Early Learners Academy Pre-Kindergarten Teachers				

Strategy 5 Details	Reviews			
Strategy 5: Build capacity for all inclusion teachers so that students with IEPs have increased access to grade-level curriculum and increased daily academic support.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: District and State Assessments Student Work Higher levels of learning **Staff Responsible for Monitoring:** Special Programs Director Principals **Results Driven Accountability** **Funding Sources:** Reading Programs, training - Special Education Funds - $15,000				

Strategy 6 Details	Reviews			
Strategy 6: To meet multilingual needs of EB/EL students by providing 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.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: EB/EL in performance on district and state assessments, student work **Staff Responsible for Monitoring:** Multilingual Programs Director Principals **Funding Sources:** Seidlitz Education: "Small Moves, Big Gains" Training - Title III Funds - $3,700, BEAM Symposium Registrations - Title III Funds - $3,825, Seidlitz Education Registrations: Building a Foundation for Word Problem Solving - Title III Funds - $1,125, Ellevation PD for Teachers by Curriculum Associates - Title III Funds - $6,000, Bilingual and ESL Summer Extravaganza Conference at ESC XI - Title III Funds - $75				

Strategy 7 Details	Reviews			
Strategy 7: Build the capacity of inclusion teachers to implement positive behavior strategies, provide students with tools to regulate their emotions leading to more time in class and higher achievement.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will be removed less from the learning environment. District will stay in Significant Disproportionality compliance. **Staff Responsible for Monitoring:** Special Programs Director Coordinators of Behavior Management **Funding Sources:** Campus Site Visits by Julie Compton - Title IV, Part A - $4,000				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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 Sources: Staff Development, Mid Year & New Employee Surveys
End of Year Survey

Strategy 1 Details				Reviews			
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 year teachers and extend to 2nd year teachers.				**Formative**			**Summative**
				Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased retention of new and returning teachers. **Staff Responsible for Monitoring:** HR Assistant Director Director Of Curriculum & Instruction Instructional Coaches							
Strategy 2 Details				Reviews			
Strategy 2: Provide continued professional growth opportunities for support staff that is timely and effective for their current positions.				**Formative**			**Summative**
				Oct	**Dec**	**Feb**	**Apr**

Strategy's Expected Result/Impact: Increased retention of new and returning staff members.
     Staff Responsible for Monitoring: HR Assistant Director
 Assistant Superintendent of Curriculum, Instruction, & Admin. Services
 Curriculum & Instruction Director
 	
     Funding Sources: 2024 Time for Change Solution Tree Workshop - Title I Funds - $7,000							

Strategy 3 Details				Reviews			
Strategy 3: Annual New Employee Orientation will provide team members with foundation for success.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention of new and returning team members.				**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: HR Assistant Director Communications Director							

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Implement competitive compensation.

Strategy 1 Details	Reviews			
Strategy 1: Provide salary adjustments for all employees including December Salary Adjustment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention of all employees.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent of Finance and Operations Assistant HR Director Business Director				

Strategy 2 Details	Reviews			
Strategy 2: Evaluate programs with cost savings and monitor student growth and tax rate to generate additional funding for staff salary increases.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide competitive salaries in top 15 in DFW area	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Assistant Superintendent Of Business & Operations Assistant HR Director Business Director				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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 Sources: Staff Surveys
Staff Newsletter reader statistics

Strategy 1 Details	Reviews			
Strategy 1: Regular communication via email and staff newsletter will be provided by communications director and superintendent.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: Increased communication and connections with staff. **Staff Responsible for Monitoring:** Superintendent Communications Director				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: Increased communication and connections with staff. **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Communications Director				

Strategy 3 Details	Reviews			
Strategy 3: Central administration will visit schools/departments and departments on regular basis to ensure visibility and face-to-face communication.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: Increased communication and connections with staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Operations Assistant Superintendent of Curriculum, Instruction, and Admin. Services Communications Director				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 4: Implement award programs and initiatives that ensure that all staff members are recognized for their service.

Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Award programs and initiatives will include: Crash Cart 3 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased retention of all employees. **Staff Responsible for Monitoring:** Communications Director				

No Progress   Accomplished   Continue/Modify   Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	8	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.
4	1	5	Build capacity for all inclusion teachers so that students with IEPs have increased access to grade-level curriculum and increased daily academic support.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,484,471.00
Total FTEs Funded by SCE: 13.5
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Carolyn Riley	Teaching Assistant	1
Charles Etheridge	Student Services Coordinator	1
Cheri Whisker	Teacher	1
Cynthia Johnson	Behavior Specialist	1
Emily Estes	Principal of RISE Alternative	1
Jason Ferguson	Student Services Coordinator	1
Jessica Sims	Behavior Interventionist	1
Julia Gray	Teacher	1
Karen Gonzales	Federal Programs Director	1
Laura Morris	Teacher	0.5
Michelle Soileau	Student Support Counselor	1
Shirley Burnett- Moore	Teacher	1
Theresa Paschall	Director of Counseling	1
Zena Anthony	Secretary	1

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

District Funding Summary

WSISD General Fund					
Goal	**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	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TEKS Resource Systems from ESC XI		$19,889.00
1	1	2	STAR Renaissance Screener		$29,662.85
5	1	2	2024 Time for Change Solution Tree Workshop		$7,000.00
				Sub-Total	**$56,551.85**

Title II Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TEKS Resource Systems from ESC XI		$18,900.00
				Sub-Total	**$18,900.00**

Title III Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
1	1	5	Amazon Dari-English Dictionaries		$517.20
1	1	5	Amazon PreK & Kinder DL Supplemental Resources		$3,757.72
1	1	5	Amazon Wired Headsets with and without microphones		$1,461.65
1	2	1	Advanced Spanish Program for EB students		$0.00
4	1	6	Ellevation PD for Teachers by Curriculum Associates		$6,000.00
4	1	6	BEAM Symposium Registrations		$3,825.00

Title III Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6	Bilingual and ESL Summer Extravaganza Conference at ESC XI		$75.00
4	1	6	Seidlitz Education Registrations: Building a Foundation for Word Problem Solving		$1,125.00
4	1	6	Seidlitz Education: "Small Moves, Big Gains" Training		$3,700.00
				Sub-Total	$20,461.57

Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
				Sub-Total	$0.00

Carl Perkins Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Barber Chairs from FW Barber Supply		$3,250.00
1	5	1	Supplies/equipment and instructor trainings that aides in industry rigor		$0.00
1	5	2	Professional Development		$0.00
				Sub-Total	$3,250.00

CTE Funds

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

Special Education Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$25,000.00
2	3	8	Supplies necessary for student reinforcement	199; 198; 224	$0.00
2	3	9			$0.00
4	1	5	Reading Programs, training		$15,000.00
				Sub-Total	$40,000.00

Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Julie Compton Parent Training Series at West ELA		$1,500.00
2	3	2	Mental Health Counselor		$79,230.00

Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	7	Campus Site Visits by Julie Compton		$4,000.00
				Sub-Total	$84,730.00
SHARS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	CLASS Software, Polaris		$35,000.00
3	3	1			$27,000.00
				Sub-Total	$62,000.00
School Safety and Security Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Piraino Security Solutions: Centegix Crisis Alert		$371,536.00
2	4	6			$0.00
2	4	7			$0.00
				Sub-Total	$371,536.00

Addendums

WHITE SETTLEMENT
INDEPENDENT SCHOOL DISTRICT

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

PARENT COMPACT

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

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

Parent's/Guardian's Signature _____*Date*_____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:
- Maintain and foster high standards of academic achievement
- Respectfully and accurately inform parents of their child's progress
- Have high expectations for myself, students, and parents
- Demonstrate professional behavior and a positive attitude
- Respect and value the uniqueness of each child and family

Teacher's Signature _____*Date*_____

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

*Student's Signature*_____*Date* _____

WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

2024-2025 Parent and Family Engagement Policy
8/28/24

Statement of Purpose

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

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

Develop the Policy with Families

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

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

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

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

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

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

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

Provide Coordination and Assistance to Schools

WSISD will provide the coordination, technical assistance and other support necessary to assist our participating schools with planning and implementing effective family engagement activities to improve student academic achievement and school performance. The coordination, assistance and support includes:
- Designation of a District Parent and Family Engagement Liaison.
- Including Title I Parents in their school's Campus Planning Committee so that specific matters related to Title I students can be presented and acknowledged.
- Allocating district resources to parent engagement activities.
- Designation of a Title I Parent and Family Engagement Liaison at each Title I school.

WSISD will also provide training to enhance the skills of teachers, principals and other necessary staff in the following areas:
- The value and usefulness of parent contributions.
- How to reach out to, communicate with and work with parents as equal partners.
- Implementing and coordinating parent programs.
- Building ties between parents and schools.

Build Capacity of Schools and Parents

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

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

WSISD will:
- Provide in-person, family engagement opportunities that promote student academic achievement, school/home relationships, and student involvement in extra-curricular activities.

- Utilize the District Planning Committee to provide advice on all matters related to family engagement in programs supported under this section.

- Support the schools in providing timely communication to families, ensuring that families are engaged and informed. The district will utilize a variety of communication methods including but not limited to: Skylert Messaging System; SchoolStatus; paper flyers and letters; social media; and district website. The schools will also utilize the Canvas Learning Management System and Gradebook/Skyward to communicate educational objectives and expectations with families.

- Provide assistance to parents in how to monitor a child's progress and how to understand state standards and assessments.

- Provide education to help parents work with their children to improve their children's achievement, such as literacy and technology. Avenues include the Canvas Learning Management System,

Gradebook/Skyward, campus literacy and curriculum nights, etc.

- Provide education and communication to teachers and school personnel to help them with assisting parents, valuing the contributions of parents, working with parents as partners, and building ties between parents and the school.

- Develop appropriate roles for community-based organizations and businesses in parental engagement activities.   Community organizations and businesses will be encouraged to participate in district-wide events. Various district and campus committees will include business and community representatives such as the School Health Advisory Council and the District Planning Committee. The district will also utilize the WSISD Education Foundation.

- Provide life-long learning opportunities for families as well as parent/family classes/workshops through the Family Resource Center.

- To the extent feasible, coordinate and integrate family engagement strategies under other programs.

- Provide information to parents in a uniform and understandable format and, to the extent practicable, in a language parents can understand.

- May arrange school meetings at a variety of times or conduct home visits.

- May adopt and implement model approaches to improving family engagement.

Coordination of Programs
WSISD will assess the needs of families and children in the community using a variety of tools including data and discussions from: grade level team meetings, Campus Planning Committee meetings, Professional Learning Communities, Instructional Focus meetings with campus and district instructional administration, and results from the end-of-year campus parent surveys. The district will utilize the results to develop effective programs that address needs and revise existing programs.

Annual Evaluation of Effectiveness of Parent Engagement Policy
The parent and family engagement program will implement effective family engagement activities to improve student academic achievement and school performance.

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

Reservation of Funds
White Settlement ISD is required to set aside at least 1 percent of its Title I funds for the purposes of parental engagement. Those funds (a minimum of 90 percent) will be divided among the Title I campuses. The campus principal will consult with the Campus Planning Committee about allowable and programmatic use of the funds. The principal will then authorize the use of the funds designated for parental engagement.

Reservation

District Title I Planning Total Allotment:				$1,283,851
Required 1% Reservation:	$	12,839	Actual:	$12,840
90% of the 1% Reservation:	$	11,555	Actual:	$12,400

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	HR Director	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent of C & I; Communication Director; Child Nutrition Director	The school will follow Board Policies: FFA and EHAA. Document located on WSISD website.
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Assistant Superintendent of C & I; Director of Student Services	The school will follow Board Policy AIB (legal). DAEP Handbook located on WSISD website.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. **District's Decision-Making and Planning Policies** • Evaluation – every two years	TEC 11.252(d)	Assistant Superintendent of C & I	The school will follow Board Policies: BQA, BQB and BQ (local).
5. **Dropout Prevention**	TEC 11.252	Assistant Superintendent of C & I	The school will follow Board Policies: BQA and BQB.
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Director of Special Programs	The school will follow Board Policies: EHB, F, EHBC, and EKB.
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Director of Bilingual and EL Programs	The school is in partnership with Region XI Instructional Services Division for migrant education program. Migrant plan is located on the Region XI website. www.esc11.net/Page/1249
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		Homebound Coordinator	The school will follow Board Policies: FNE (legal) and FNE (local).
9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**	TEC 11.252(4)	Director of Secondary Education	The school will follow Board Policies: EHAC (legal) and EHA (legal).

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
     o Higher education admissions and financial aid, including sources of information
     o TEXAS grant program
     o Teach for Texas grant programs
     o The need to make informed curriculum choices for beyond high school
     o Sources of information on higher education admissions and financial aid
 • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(3)(G)		College Prep and Advanced Academics page located on the Brewer High School website.

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	HR Director	The school will follow Board Policy AE (legal).
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	HR Director	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
12. Student Welfare: Crisis Intervention Programs & Training • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Communications Director; Social Worker	The school will follow Board Policies: FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) • Methods for addressing ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	HR Director	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE.
14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Student Services; Director of Special Programs	The school will follow Board Policies: DMA (Legal).

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology	The school will follow Board Policies: BQ (legal).

DCNA/DIP

List of Stakeholders

LEA: White Settlement ISD   **Year:** 2024-2025

Type the information for each committee member below.

Name:	Role:	Contact Information:
Alexander, Lauren	Special Programs Representative	lalexander@wsisd.net
Basinger, Alice	Teacher	Alice.basinger@wsisd.net
Beaty, Christie	Sub- Committee Advisory Member	cbeaty@wsisd.net
Bitters, Connie	504 Coordinator	cbitters@wsisd.net
Bitters, David	Committee Facilitator	dbitters@wsisd.net
Brannon, Teddy	Community Representative	teddybrannon@sbcglobal.net
Burlison, Jillian	Parent Representative	jlburlison@gmail.com
Cantu, Rosemary	Teacher	rcantu@wsisd.net
Cooper, Kerry	Special Programs Director	kcooper@wsisd.net
Coyle, Desiree	Sub- Committee Advisory Member	dcoyle@wsisd.net
Crawford, Jenifer	Teacher	Jenifer.crawford@wsisd.net
Crow, Heather	District Level Non- Teaching Professional	hcrow@wsisd.net
Crow, Steve	Business Representative	crow377@icloud.com
Dexter, Steven	Teacher	sdexter@wsisd.net
Ferguson, Amy	Bilingual/ ESL Director	aferguson@wsisd.net
Flores, Danielle	Teacher	dwharram@wsisd.net
Gonzales, Karen	Federal Programs Director	kgonzales@wsisd.net
Intfen, Crystal	District Level Non- Teaching Professional	cintfen@wsisd.net
Jenkins, Chris	Committee Facilitator	cjenkins@wsisd.net
Karr, Carissa	School Nurse	ckarr@wsisd.net
Kelly, Suzanne	Parent Representative	skellymomof3@gmail.com
Martinez, Anelle	Teacher	amartinez@wsisd.net
Medina, Tracy	Business representative	tmedina@clcinc.org
Molinar, Frank	Superintendent	fmolinar@wsisd.net
Paschall, Theresa	Director of Counseling	theresa.paschall@wsisd.net
Rambo, Charmaine	Sub- Committee Advisory Member	charmaine.rambo@wsisd.net
Rollins, Jennifer	Teacher	jrollins@wsisd.net
Scieneaux, Amy	Community Representative	ajscieneaux@sbcglobal.net
Smith, Ann	Community Representative	pannith@sbcglobal.net
Tyler, Abby	Teacher	atyler@wsisd.net

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

District staff members cannot serve as parents on the committee.

Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—
1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
Curriculum and Instruction Campuses	*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.*

Description 2
How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
Curriculum and Instruction Campus Principals	*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.*

Description 3
How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)

Staff/Department	Procedures, Systems, and Policies
Curriculum and Instruction Campus Principal(s)	*At this time, White Settlement ISD does not have any campuses designated as School Improvement Campuses. In the event campuses were designated as School Improvement Campuses, additional resources would be allocated to these campuses through Title II funds (which were transferred this year to Title I) in order to assist the campus in implementing the Campus Improvement Plan. Additionally, Curriculum and Instruction would routinely monitor assessment data and consult with the campus principal to ensure the campus had the necessary resources to meet its goals.*

Description 4
The poverty criteria that will be used to select **school attendance areas** under Section 1113 *(Within-LEA Allocation Procedures)*

Staff/Department	Procedures, Systems, and Policies
Federal Programs	*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.*

Description 5
The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for **children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**.

Staff/Department	Procedures, Systems, and Policies
Federal 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 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.*

Description 6
The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act *(Homeless LEA Reservation)*

Staff/Department	Procedures, Systems, and Policies
Student Support Counselor / McKinney-Vento Liaison	*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).*

Description 7

The strategy the LEA will use to implement **effective parent and family engagement** (PFE) under Section 1116 (*LEA Written Parent and Family Engagement Policy)*

Staff/Department	Procedures, Systems, and Policies
Curriculum and Instruction; Federal Programs; Campus Principals; Parent Liaisons	*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).*

Description 8

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with **early childhood education programs** at the LEA or individual school level, including **plans for the transition of participants** in such programs to local elementary school programs. *(LEA Reservation for Preschool*)

Staff/Department	Procedures, Systems, and Policies
Federal Programs	*White Settlement does not set aside reservations for Preschool Programs.*

Description 9

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A

Staff/Department	Procedures, Systems, and Policies
Federal Programs	*WSISD does not have any campuses designated as Targeted Assistance Programs.*

Description 10

How the LEA will implement strategies to facilitate effective **transitions for students from middle grades to high school and from high school to postsecondary education**
including, if applicable [Section 1112(b)(10)]
1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Staff/Department	Procedures, Systems, and Policies
Assistant Superintendent of Curriculum & Instruction; Secondary Education Director; CTE Director; & CCMR and Advanced Academics	*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.*

Description 11

How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Staff/Department	Procedures, Systems, and Policies
Curriculum & Instruction; DAEP Counseling & Student Services	*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.*

Description 12

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(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; and
2. **Work-based learning opportunities** that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.

Staff/Department	Procedures, Systems, and Policies
Curriculum and Instruction CTE Director CCMR and Advanced Academics Instructional Coach	*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.*

Description 13

Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]
1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Staff/Department	Procedures, Systems, and Policies
Federal Programs	*N/A*