

White Settlement Independent School District

Brewer Middle School

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

We believe:

- Students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
 - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
 - Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

Brewer Middle School is a growing suburban school that serves approximately 1556 students as of September 2, 2025. Our students reside in the City of White Settlement with a portion of the City of Fort Worth (located west of Loop 820).

All demographic data will be updated after snapshot day in October.

Demographics Strengths

The strengths at Brewer Middle School lie within its diversity. The data from our demographic summary shows how BMS students can collaborate and learn along side a diverse group of peers. Students are able to learn from others outside their own races, cultures, and socioeconomic backgrounds to gain perspectives they would not have known otherwise.

Community stakeholders are also diverse. The community stakeholders include, but are not limited to; parents, business owners, neighbors, and volunteers. The diversity in our school mirrors the diversity in the White Settlement stakeholder group. Our community stakeholders share the same values as our campus administrators, staff, and students. The evidence can be seen in our campus surveys and school wide demographics data.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.

Root Cause: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.

Problem Statement 2 (Prioritized): State assessment results show that Brewer Middle School students are scoring low on state assessments.

Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support.

Student Learning

Student Learning Summary

Although student success is measured in many different ways, Standardized testing provided by the state is the most recognized measurement of student success. Our goal is for all students to meet passing standards and show growth in all areas of STAAR testing.

Any student who is not successful on any administered test will be provided with an intensive plan for improvement.

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|----------------------|--------------|-------|--------|-------|--------------|-------|------------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| | | | | | | | | | | | | | | |
| | | | | | | | DOMAIN I- SCHOOL ACHIEVEMENT | | | | | | | |
| | | | | | | | | | | | | | | |
| | Overall 2023 | | | | Overall 2024 | | Overall 2025 | | Student Achievement 2023 | | Student Achievement 2024 | | Student Achievement 2025 | |
| District/Campus Name | Rating | Score | Rating | Score | Rating | Score | Rating | Score | Rating | Score | Rating | Score | Rating | Score |
| WHITE SETTLEMENT ISD | C | 72 | C | 72 | C | 73 | C | 71 | C | 72 | C | 72 | | |
| BREWER MIDDLE | C | 76 | C | 70 | C | 74 | C | 73 | C | 70 | C | 71 | | |

| | | | | | | | | | | | | | |
|--------------|----------------|-------------|------------|-------|---------|-------------|------------|-------|---------|-------------|------------|-------|---------|
| 2025 | | Reading/ELA | | | | Mathematics | | | | Science | | | |
| | Total Students | Total Tests | Approaches | Meets | Masters | Total Tests | Approaches | Meets | Masters | Total Tests | Approaches | Meets | Masters |
| | Grades 3-12 | 4,255 | 73% | 50% | 18% | 3,565 | 65% | 33% | 12% | 1,502 | 77% | 41% | 12% |
| All Students | | | | | | | | | | | | | |

| 2025 | Total Students | Reading/ELA | | | | Mathematics | | | | Science | | | |
|----------------------|----------------|-------------|------------|-------|---------|-------------|------------|-------|---------|-------------|------------|-------|---------|
| | | Total Tests | Approaches | Meets | Masters | Total Tests | Approaches | Meets | Masters | Total Tests | Approaches | Meets | Masters |
| Brewer Middle School | 1500 | 1,396 | 76% | 52% | 22% | 1,398 | 63% | 32% | 10% | 453 | 69% | 38% | 13% |

| | | | | |
|--|--------------|--------------|--------------|--------------|
| STAAR - Mathematics Standard | Approaches | Meets | Masters | Did Not Meet |
| 6th Grade Percentage | 65 | 27 | 9 | 35 |
| STAAR Alternate - Mathematics Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 6th Grade Percentage | 100 | 100 | 60 | 0 |
| STAAR - Mathematics Standard | Approaches | Meets | Masters | Did Not Meet |
| 7th Grade Percentage | 47 | 21 | 3 | 53 |
| STAAR Alternate - Mathematics Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 7th Grade Percentage | 100 | 100 | 0 | 0 |
| STAAR - Mathematics Standard | Approaches | Meets | Masters | Did Not Meet |
| 8th Grade Percentage | 67 | 36 | 11 | 33 |
| STAAR - Mathematics Standard | Approaches | Meets | Masters | Did Not Meet |
| Algebra Percentage | 59 | 22 | 10 | 41 |
| BMS | 97 | 66 | 41 | 3 |
| STAAR Alternate - Mathematics Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 8th Grade Percentage | 100 | 100 | 33 | 0 |
| STAAR - RLA Standard | Approaches | Meets | Masters | Did Not Meet |
| 6th Grade Percentage | 71 | 50 | 21 | 29 |
| STAAR Alternate - Reading Standard | Satisfactory | Satisfactory | Accomplished | Developing |

| | | | | |
|--|--------------|--------------|--------------|--------------|
| STAAR - Mathematics Standard | Approaches | Meets | Masters | Did Not Meet |
| 6th Grade Percentage | 100 | 100 | 80 | 0 |
| STAAR - RLA Standard | Approaches | Meets | Masters | Did Not Meet |
| 7th Grade Percentage | 70 | 44 | 16 | 30 |
| STAAR Alternate - Reading Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 7th Grade Percentage | 89 | 89 | 22 | 11 |
| STAAR - RLA Standard | Approaches | Meets | Masters | Did Not Meet |
| 8th Grade Percentage | 84 | 59 | 28 | 16 |
| STAAR Alternate - Reading Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 8th Grade Percentage | 100 | 100 | 50 | 0 |
| STAAR - Science | Approaches | Meets | Masters | Did Not Meet |
| 8th Grade Percentage | 66 | 36 | 12 | 34 |
| STAAR Alternate -Science Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 8th Grade Percentage | 100 | 100 | 33 | 0 |
| STAAR - Social Studies | Approaches | Meets | Masters | Did Not Meet |
| 8th Grade Percentage | 42 | 15 | 5 | 58 |
| STAAR Alternate -Social Studies Standard | Satisfactory | Satisfactory | Accomplished | Developing |
| 8th Grade Percentage | 100 | 100 | 0 | 0 |

Student Learning Strengths

All core teachers with with an administrator and instructional coach in a weekly PLC meeting to plan for and monitor student instruction. Data is used to drive future instruction as well as interventions.

All students who did not meet standards on the 2025 STAAR assessment will be enrolled in a Math and/or Reading lab class to meet HB1416 requirements.

Thinking Maps, critical writing, the workshop model, fundamental 5 and rigor and relevance are focused on in all classes.

Students individually track their data and are rewarded on a weekly, monthly and yearly basis for positive results in learning, attendance and behavior.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier 1 instruction is currently not meeting the needs of all students.

Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.

Problem Statement 2 (Prioritized): STAAR data shows a large percentage of students are performing below grade level in math and reading.

Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards.

School Processes & Programs

School Processes & Programs Summary

BMS is organized into grade-level departments by subject. These departments meet weekly in their Professional Learning Communities (PLC's) to discuss how the curriculum will be addressed and how the data will drive their instruction. The district and campus-level administrators support each department's curriculum as long as it is standards and data-driven. Best practice Tier 1 instruction is goal for all PLC's to develop. Additionally, teachers provide Tier II intervention in the classroom and during Math and Reading Lab.

The partnership between school and home is an important component of our students' success. BMS utilizes a campus website, Facebook, Instagram, Canvas and Parent Square email blasts/texts/voice calls, to keep our families and community up to date on-campus events. In addition, SchoolStatus is used for teachers and staff to call home, text, email and translate if needed.

As part of the district technology initiative, Dell laptops are available for all students. The flexibility of these devices provides the teacher and student with different avenues to enrich learning. Flexibility is also key in identifying ways to close gaps and provide remediation in real-time. Smartboards are included in all classes.

WSISD curriculum is aligned with the state Texas Essential Knowledge and Skills (TEKS) which focus on college and career readiness. In addition, the district implements TEKS Resources for lateral and vertical alignment. The TEKS in math (grades 6-8), reading (grades 6-8), science (grade 8), and social studies (grade 8) are assessed through the STAAR state assessments each spring. Teacher feedback will be provided to students through classroom participation, homework and classwork, teacher-developed tests, campus-based common assessments, district developed common assessments, use of Canvas, semester exams and benchmarks.

School Processes & Programs Strengths

The BMS master schedule ensures that all grade-level core departments, SPED and ESL staff have the same PLC period, allowing them the time necessary to have a designated PLC time to collaborate and investigate the data in order to better service students. PLC's meet weekly in the PLC room with administrator and/or instructional coach present to collaborate interventions and instructional needs for goals in the classroom. Our campus and district also sends out numerous surveys asking for input on various items including a mid-year and end of year survey.

Current outreach programs are listed below:

- Meet the Teacher Night
- Spring Student Showcase
- Spanish Information Night
- Spanish Heritage Celebration
- 6th, 7th, and 8th Grade Awards program
- Home Visits

- Student Council community programs
- NJHS community programs
- Hope Squad
- Communités in School
- Technology Night for Parents (IT Bears)
- After School Clubs
- Invicta

All teachers utilize a SMART Board to make lessons interactive

Technology TEKS are implemented across the campus.

- Hold all students to the state college and career readiness standards.
- Weekly grade level PLC's to discuss strategies, student achievement, intervention strategies, and individual student goals.
- Common planning periods for all grade-level core subject areas.
- Focused meetings utilizing disaggregated data to individualize student instruction.
- Common curriculum through TEKS Resource.
- STAAR math and STAAR reading teachers help fill gaps and provide additional remediation for students struggling in this area.
- Homework Club as a tutoring option is available to **all** students two times weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students under achieve in attendance, academically, and behaviorally with the processes in place.

Root Cause: Strong systems and procedures are not followed with fidelity for accountability.

Perceptions

Perceptions Summary

The BMS staff establishes and maintains positive relationships with our students, parents, and community. Our administrative team is dedicated to being visible, available, and ready to address any needs and/or concerns that may arise. Our counselors are dedicated to meeting the needs of our students and will provide guidance lessons to all students multiple times throughout the school year. The focus on ensuring that our students have the tools necessary to be successful in the classroom and in life contributes to the safe and positive school culture and climate. All staff is empowered to address misbehavior as it occurs which ensures that our students exhibit respect and responsibility at all times. Students are an integral part of ensuring our campus is a safe and productive place to learn by reporting unsafe behaviors promptly.

BMS recognizes staff with leadership qualities. These staff members are placed in positions such as Department Head, Communications Lead, Website Coordinator, etc.

Students are encouraged to become, and remain, active participants in our various clubs and organizations, and to take pride in being a Brewer Bear. Academic success is of utmost importance at BMS and is supported through our after school Homework Club. Homework Club always has certified core subject teachers available to assist students with their needs. Other teachers are also present to help administer tests and to provide individualized instruction in various content areas. Before school tutoring is also available on an individual basis.

All teachers and staff at BMS meet the federal highly qualified guidelines. As new teachers are hired, those who are new to the profession are given a mentor and automatically placed in the WSISD Developing Distinguished Educators program.

Continued professional development trainings are provided for all staff at the district and campus levels throughout the school year and summer ensuring that our staff truly are life long learners. The focus of the trainings offered are determined by staff input and research-based instructional best practices. Implementation of skills developed through professional development will be observed through walkthroughs conducted by campus administrators, instructional dialogue in weekly department planning meetings (PLC's) and early release planning meetings as well as through increased student achievement.

The partnership between school and home is an important component of our students' success. Our staff will respond to all calls and emails within 24 hours using the ParentSquare system to ensure strong communication is maintained. BMS utilizes a campus website, access to Canvas and Skyward to see grades, Minga to inform them about any behavior issues, messages from Student Conductor to inform the parent about any tardies or fines that their student receives, teacher web pages, Facebook, Instagram, Twitter, email blasts, and automated calling systems to keep our families and community up to date on campus events.

NJHS and Student Council participate in community projects and outreach programs.

Perceptions Strengths

- Highly qualified teachers and staff.
- Research based professional development provided by WSISD Curriculum and Professional Development Department in addition to trainings through Region XI Service Center.
- New teacher Developing Distinguished Educators program.
- Mentor teachers for new staff.
- Varying leadership opportunities.
- Multiple trainings provided based on needs of the campus.
- BMS has a 1:1 ratio of students to computers as a part of the district technology initiative.
- District child care available for children of district employees.
- Schedule pick up during summer
- Meet the Teacher Night
- Spanish Information Night
- Hispanic Heritage celebration
- BMS Showcase in the Spring
- Open House for incoming 6th graders in Spring
- Grade level Awards program
- Student Council community programs
- NJHS community programs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand.

Root Cause: Lack of streamlined communication with staff and families.

Priority Problem Statements

Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations.

Root Cause 1: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on state assessments.

Root Cause 2: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Tier 1 instruction is currently not meeting the needs of all students.

Root Cause 3: The quality of Tier 1 planning has not met the rigor of the grade level standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR data shows a large percentage of students are performing below grade level in math and reading.

Root Cause 4: The quality of Tier 1 planning has not met the rigor of the grade level standards.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students under achieve in attendance, academically, and behaviorally with the processes in place.

Root Cause 5: Strong systems and procedures are not followed with fidelity for accountability.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand.

Root Cause 6: Lack of streamlined communication with staff and families.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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

Employee Data

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

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

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: Through high quality Tier 1 instruction, the meets category across STAAR tested subjects will grow by a minimum of 5%.





High Priority

Evaluation Data Sources: Benchmarks, CFA's, & STARR Scores

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue to evaluate current assessment data (CFA, Benchmarks, STAAR, universal screeners) to analyse student needs. Data will be analyzed in weekly PLC meetings to refine whole group instruction and identify individual intervention needs.</p> <p>Strategy's Expected Result/Impact: Increase in results on C.F.A., district benchmarks, universal screeners, & STAAR scores Decrease in failures Earlier identification of struggling learners Streamline process for SPED referrals</p> <p>Staff Responsible for Monitoring: BMS Administration Instructional Coaches PLC/Department Heads Teachers (RTI documents will provide evidence)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p> <p>Funding Sources: Training over Supplemental ESL strategies and substitutes to cover classes while teachers take the ESL exam. - WSISD General Fund</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide quality Tier 1 instruction through a 7 period schedule. Provide Tier 2 & 3 interventions in all core subject areas in all grade levels, using proven instructional strategies during homeroom, LAB, pullout services, teacher push in support, and Homework Club. Tutorials will be provided by highly qualified certified staff or personnel that are currently part of education collegiate programs. Provide parents with literature and resources so they can support their student with positive study habits and get them "middle school ready."</p> <p>Strategy's Expected Result/Impact: Nine Weeks Failure Report C.F.A., Benchmark & STAAR data Tutorial log I.E.P Progress Reports Growth in low performing SE's/TEKS</p> <p>Staff Responsible for Monitoring: BMS Administration, Instructional Coaches, Writing, Reading, Math, Science, and History Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Tutoring - Title I Funds</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Increase special education and 504 inclusion help by providing support in all core subjects, as well as continue to train and improve the inclusion support.</p> <p>*Monitoring failure reports, System Safeguards, walk-throughs, lesson plans, student performance data, *Accommodations provided to individual teachers through case managers *Accommodation trackers to be completed by each teacher at the beginning of the year</p> <p>Strategy's Expected Result/Impact: Increase in percentage of student' year growth in all tested subjects.</p> <p>Staff Responsible for Monitoring: SPED Coordinator, BMS Administration, SPED Teachers, Teachers, Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: - Special Education Funds</p> | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Provide additional support and opportunities for students to advance to Masters or demonstrate a year's plus growth on state assessments. *Advanced Math classes allow students to test up. (Example: Algebra I) *Honors classes provide instruction for students that may be in between Masters and Meets but still learn at an accelerated pace. *Lab intervention groups designed to improve student's who received did not meet state standards on the STAAR assessments. *Provide necessary supplies for Science to implement labs that are aligned with new TEKS and curriculum. Strategy's Expected Result/Impact: A higher level of Masters's level performance as well as an increase in students showing a year's growth. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Students will keep data/goal sheets and track their progress. Strategy's Expected Result/Impact: Purposeful reflection that helps drive improved test scores. Students become driven to see what the data states and become more aware of their own capabilities. Tutoring and homework club to help close gaps on TEKS that each individual student is still showing deficiencies. Staff Responsible for Monitoring: Math and ELAR teachers, administrators, instructional coaches. Problem Statements: Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Intentional master scheduling paired with strategic and proactive student scheduling that ensures student academic growth. Strategy's Expected Result/Impact: Enables teachers to provide rigorous instruction for all students' success. Staff Responsible for Monitoring: Principal, Assistance Principals, Instructional Coaches, Counselor Problem Statements: Demographics 1, 2 - Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
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| Strategy 7 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 7: Utilize IReady, a computer aided instructional software to monitor progress and intervene in reading and math standards. Strategy's Expected Result/Impact: STAAR scores, interim data, benchmark data, and unit assessments Staff Responsible for Monitoring: Core teachers, RTI coordinator, administrators, instructional coaches Problem Statements: Demographics 1, 2 - Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations. Root Cause: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate. Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on state assessments. Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. |
| Student Learning |
| Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards. Problem Statement 2: STAAR data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards. |

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: Students will have access to beginning level CTE classes in 7th and 8th grade in order to advance to BHS and be eligible for internships their 11th and 12th grade year.

Evaluation Data Sources: Student attendance in CTE courses
Student continuance in related CTE course at BHS





| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Through the master schedule 100% of students at Brewer Middle School will take a CTE class earning at least one credit for high school. Strategy's Expected Result/Impact: Increased funding for CTE classes including staff. If 8th graders take beginning principles classes at the middle school level, this will allow them the opportunity at internships both their junior and senior year. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Problem Statements: School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Dec | Feb | Apr |
| | | | | | |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div> | | | | | |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |

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: Brewer Middle School faculty and students will maintain an attendance rate of 94% each month during the school year.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Student attendance will be closely monitored and communicated with parents. Additionally, students will receive incentives for perfect attendance weekly, monthly, and grading period. Strategy's Expected Result/Impact: Improved attendance across campus which will ultimately aide in student success. Staff Responsible for Monitoring: RTI Coordinator, Administration, Attendance Clerk Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |





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

Performance Objective 1: BMS will send out a newsletter to parents on a bi-weekly schedule.

Evaluation Data Sources: Parent survey

Parent Square

Parent attendance

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Brewer Middle School send a weekly SMORE newsletter to parents to stay updated on the latest activities, events, and great things happening at BMS. The bi-weekly weekly newsletter is shared via Parent Square and social media. Strategy's Expected Result/Impact: Parents will be more involved and up to date. Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Literature for parents on PFE informational nights will be created to provide strategies to parents and students on how to navigate middle school for academic success. Strategy's Expected Result/Impact: Parents and students will have strategies available for success in middle school. Staff Responsible for Monitoring: BMS administration Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Paper for handouts. - Title I Funds - \$2,050 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on state assessments. Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. |
| School Processes & Programs |
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |

| |
|---|
| Perceptions |
| Problem Statement 1: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of streamlined communication with staff and families. |

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

Performance Objective 2: All students and staff will wear school/district issued IDs at all times.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: The school will issue every student an ID and lanyard and check each morning when they enter the building and entering each class to ensure students are wearing their ID. Strategy's Expected Result/Impact: The ability to properly identify every individual on campus. Staff Responsible for Monitoring: Administrators, teachers, and staff. Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |

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

Performance Objective 3: BMS will implement the electronic device policy with fidelity to minimize distractions in classroom and improve student engagement.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Communicate cell phone policy to students and parents at Meet the Teacher night and through Smore newsletter. Strategy's Expected Result/Impact: Increased classroom engagement Staff Responsible for Monitoring: All BMS staff. Problem Statements: School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |
| Perceptions |
| Problem Statement 1: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of streamlined communication with staff and families. |

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

Performance Objective 1: 100% of organizational strategies will align to the campus needs assessment.

Evaluation Data Sources: Staff Surveys
Parent Surveys

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Maintain written processes for key systems and events in our staff and student handbooks and share with staff and parents on our website and through class by end of the first nine weeks. Tardy Documentation Data Folders Digital Citizenship Completion Parent Square for all communication with parents. Weekly PLCs to maintain cohesion between departments and instructional coaches. Updated avenues for information: social media, student and teacher Canvas page. Strategy's Expected Result/Impact: Improved attendance and academic results and consistency on staff. Staff Responsible for Monitoring: BMS Administration, TEAM(RTI teachers), Counselors, Department Heads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | | Formative | | | Summative |
| | | Oct | Dec | Feb | Apr |
| | | | | | |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div> | | | | | |





Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 panning has not met the rigor of the grade level standards. |
| School Processes & Programs |
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |

| |
|---|
| Perceptions |
| Problem Statement 1: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of streamlined communication with staff and families. |

Goal 4: Meet district requirements pertaining to professional development in order to develop and improve effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: 100% of staff professional development will align to campus and district needs.

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Provide training and follow up feedback gathered from learning walks on the campus. Strategy's Expected Result/Impact: Increased rigor and relevance in the classroom that will ultimately increase the student scores on state assessments. Staff Responsible for Monitoring: Administrators, instructional coaches, teachers Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 | | Formative | | | Summative |
| | | Oct | Dec | Feb | Apr |
| | | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations. Root Cause: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate. |
| Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on state assessments. Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. |
| Student Learning |
| Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 planning has not met the rigor of the grade level standards. |
| Problem Statement 2: STAAR data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 planning has not met the rigor of the grade level standards. |
| School Processes & Programs |
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |
| Perceptions |
| Problem Statement 1: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of streamlined communication with staff and families. |

Goal 4: Meet district requirements pertaining to professional development in order to develop and improve effective teaching practices, instructional leadership, and improved student results.

Performance Objective 2: Staff meetings will be held each Wednesday.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Material covered at staff meetings will be purposeful and strategic based on campus and staff needs. Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of streamlined communication with staff and families. |





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

Performance Objective 1: BMS will identify, grow and retain qualified staff to build capacity at all levels. 100% of all staff will be highly qualified.

Evaluation Data Sources: Semester and periodic staff surveys
End of year retention rate

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Maintain an effective teacher leader and mentor system in order to assist in the retention of highly qualified staff members. Strategy's Expected Result/Impact: Lower turnover due to teachers feeling connected and supported Positive feedback on the staff survey Staff Responsible for Monitoring: Brewer Middle Administration, Department Heads TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide opportunities for all campus employees to participate in the decision-making process. Communicate effectively with teachers and staff including the "why" behind decisions. Strategy's Expected Result/Impact: Evident in CLC feedback, campus survey Staff Responsible for Monitoring: BMS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | Apr |
| | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 3: Provide teacher affirmations during staff meetings, weekly slides and Teacher/Employee of the Month/Year. *Continue Sunshine Club to recognize birthdays, hospital stays, and honor staff appreciation days. Strategy's Expected Result/Impact: Weekly Slides, notes of praise, awards/plaques, Grade Level Involvement Staff Responsible for Monitoring: BMS Administration, Student Council, Communication Director, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Refreshments served at all faculty meetings - Activity Account Funds | | Formative | | | Summative |
| | | Oct | Dec | Feb | Apr |
| | | | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Student groups identified with special needs and/or disabilities have increased every year for the last five years in all sub-populations. Root Cause: Early diagnosis, scientific data, and more accessible information for all stakeholders is the root cause behind the growth in our Special populations growing at a more rapid rate. Problem Statement 2: State assessment results show that Brewer Middle School students are scoring low on state assessments. Root Cause: More students that are learning a second language, served with IEP's, 504 plans, and identified as low socioeconomic status are growing rapidly and often need additional support. |
| Student Learning |
| Problem Statement 1: Tier 1 instruction is currently not meeting the needs of all students. Root Cause: The quality of Tier 1 planning has not met the rigor of the grade level standards. Problem Statement 2: STAAR data shows a large percentage of students are performing below grade level in math and reading. Root Cause: The quality of Tier 1 planning has not met the rigor of the grade level standards. |
| School Processes & Programs |
| Problem Statement 1: Students under achieve in attendance, academically, and behaviorally with the processes in place. Root Cause: Strong systems and procedures are not followed with fidelity for accountability. |
| Perceptions |
| Problem Statement 1: Per the 24-25 school year parent and staff surveys, communication is not regularly given or easy to understand. Root Cause: Lack of streamlined communication with staff and families. |

Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Continue to evaluate current assessment data (CFA, Benchmarks, STAAR, universal screeners) to analyse student needs. Data will be analyzed in weekly PLC meetings to refine whole group instruction and identify individual intervention needs. |
| 1 | 1 | 2 | Provide quality Tier 1 instruction through a 7 period schedule. Provide Tier 2 & 3 interventions in all core subject areas in all grade levels, using proven instructional strategies during homeroom, LAB, pullout services, teacher push in support, and Homework Club. Tutorials will be provided by highly qualified certified staff or personnel that are currently part of education collegiate programs. Provide parents with literature and resources so they can support their student with positive study habits and get them "middle school ready." |
| 1 | 1 | 3 | Increase special education and 504 inclusion help by providing support in all core subjects, as well as continue to train and improve the inclusion support. *Monitoring failure reports, System Safeguards, walk-throughs, lesson plans, student performance data, *Accommodations provided to individual teachers through case managers *Accommodation trackers to be completed by each teacher at the beginning of the year |

State Compensatory

Budget for Brewer Middle School

Total SCE Funds: \$706,847.00

Total FTEs Funded by SCE: 8.747

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Brewer Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|---------------------|------------|
| Abigail Solis | Teacher | 0.17 |
| Alexis Cernigliaro | Teacher | 0.17 |
| Allison Reyes | Teacher | 0.17 |
| Allison Simpson | Teacher | 0.17 |
| Amanda Maitlen | Teacher | 0.067 |
| Amy Scott | Teacher | 0.17 |
| Anahy Castillo | Teacher | 0.17 |
| Christopher Snyder | Teacher | 0.17 |
| Danielle Wharram | Teacher | 0.17 |
| Dawn Collins | Instructional Coach | 0.5 |
| Dawn Young | Teacher | 0.33 |
| Elizabeth Winslow | Teacher | 0.17 |
| Erin Sierra | Instructional Coach | 1 |
| Joseph Carroll | Teacher | 0.17 |
| Kayla Swinford | Paraprofessional | 1 |
| Kristi Donica | Teacher | 1 |
| Lauren Wood | Teacher | 0.33 |
| Leslie Simpson | Teacher | 0.17 |

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|---------------------|------------|
| Maria Vega | Assistant Principal | 0.15 |
| Monique Peressim | Teacher | 0.33 |
| Myranda Meece | Teacher | 1 |
| Noemy Sarmiento | Teacher | 1 |
| Rebecca Bickett | Teacher | 0.17 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|---------------------|----------------|------------|
| Amanda Maitlen | MTSS | Title 1 | .9 |
| Denise Benton | Instructional Coach | Title I | .5 |
| Isabel Caceres | FOCUS TA | Title 1 | 1.0 |
| Joseph Gonzalez | ISS TA | Title 1 | 1.0 |

Campus Funding Summary

| WSISD General Fund | | | | | |
|-------------------------|-----------|----------|--|--------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Training over Supplemental ESL strategies and substitutes to cover classes while teachers take the ESL exam. | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title I Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Tutoring | | \$0.00 |
| 2 | 1 | 2 | Paper for handouts. | | \$2,050.00 |
| Sub-Total | | | | | \$2,050.00 |
| Special Education Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Activity Account Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 3 | Refreshments served at all faculty meetings | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

2024-2025 Parent and Family Engagement Policy

8/28/24

Statement of Purpose

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

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

Develop the Policy with Families

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

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

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

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

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

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

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

Provide Coordination and Assistance to Schools

WSISD will provide the coordination, technical assistance and other support necessary to assist our participating schools with planning and implementing effective family engagement activities to improve student academic achievement and school performance. The coordination, assistance and support includes:

- Designation of a District Parent and Family Engagement Liaison.
- Including Title I Parents in their school's Campus Planning Committee so that specific matters related to Title I students can be presented and acknowledged.
- Allocating district resources to parent engagement activities.
- Designation of a Title I Parent and Family Engagement Liaison at each Title I school.

WSISD will also provide training to enhance the skills of teachers, principals and other necessary staff in the following areas:

- The value and usefulness of parent contributions.
- How to reach out to, communicate with and work with parents as equal partners.
- Implementing and coordinating parent programs.
- Building ties between parents and schools.

Build Capacity of Schools and Parents

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

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

WSISD will:

- Provide in-person, family engagement opportunities that promote student academic achievement, school/home relationships, and student involvement in extra-curricular activities.
- Utilize the District Planning Committee to provide advice on all matters related to family engagement in programs supported under this section.
- Support the schools in providing timely communication to families, ensuring that families are engaged and informed. The district will utilize a variety of communication methods including but not limited to: Skylert Messaging System; SchoolStatus; paper flyers and letters; social media; and district website. The schools will also utilize the Canvas Learning Management System and Gradebook/Skyward to communicate educational objectives and expectations with families.
- Provide assistance to parents in how to monitor a child's progress and how to understand state standards and assessments.
- Provide education to help parents work with their children to improve their children's achievement, such as literacy and technology. Avenues include the Canvas Learning Management System,

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

- Provide education and communication to teachers and school personnel to help them with assisting parents, valuing the contributions of parents, working with parents as partners, and building ties between parents and the school.
- Develop appropriate roles for community-based organizations and businesses in parental engagement activities. Community organizations and businesses will be encouraged to participate in district-wide events. Various district and campus committees will include business and community representatives such as the School Health Advisory Council and the District Planning Committee. The district will also utilize the WSISD Education Foundation.
- Provide life-long learning opportunities for families as well as parent/family classes/workshops through the Family Resource Center.
- To the extent feasible, coordinate and integrate family engagement strategies under other programs.
- Provide information to parents in a uniform and understandable format and, to the extent practicable, in a language parents can understand.
- May arrange school meetings at a variety of times or conduct home visits.
- May adopt and implement model approaches to improving family engagement.

Coordination of Programs

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

Annual Evaluation of Effectiveness of Parent Engagement Policy

The parent and family engagement program will implement effective family engagement activities to improve student academic achievement and school performance.

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

Reservation of Funds

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

Reservation

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



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

PARENT COMPACT

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

AS A PARENT/GUARDIAN I PLEDGE TO:

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

Parent's/Guardian's Signature _____ Date _____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:

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

Teacher's Signature _____ Date _____

AS A STUDENT I PLEDGE TO:

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

Student's Signature _____ Date _____



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

Coordinated School Health Program

Updated October 2023

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

- Board approved adoption of Goodheart Willcox Publishing for secondary health curriculum
- All kindergarten through sixth grade PE teachers adhere to scope and sequence for Texas PE standards
- **7 Mindsets curriculum** in kindergarten through 12th grades teaches growth mindset, resilience, empathy, relationship building, responsible decision making, etc., supports district's Monthly Character Spotlight , and targets TEA required character traits
- All schools are **Common Sense Media Campuses**, and WSISD is a **Common Sense Media District** to ensure that students become safe, responsible technology users. Teachers receive professional development in [digital citizenship](#), and students participate in a variety of lesson modules including communication, privacy, cyberbullying, internet searches, citing internet sources and more. Schools and the district must fulfill requirements annually.
 - WSISD provides daily tips/messages for parents during [Digital Citizenship Week](#) through Skylert and social media which include cyberbullying, digital footprints, media balance and well-being.
- Tannahill Intermediate fifth and sixth graders learn 6 Pillars of Character, leadership qualities/skills and community service in **Character Education Classes**
- **Health class** offered to eighth graders for high school credit
- **First Aid** and **CPR** taught in all health classes
- High school students must earn ½ Health credit to fulfill graduation requirements
- All fourth and fifth graders view **Growing Up** film in spring, which discusses puberty and changes students experience, anatomy, etc.

Physical Education: A planned K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills.

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

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

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

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

- All band, drill team, cheerleaders and athletes must complete annual athletic physical
- **Athletic Performance and Rehabilitation** available to any BHS athlete to provide strength and conditioning programs, injury treatment and rehab protocols, and nutritional counseling.

Nutrition Services: Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity.

- Participates in US Department of Agriculture **free breakfast and lunch program for qualifying students**
- WSISD Paw Pantry provides monthly **drive-thru food distribution**
- Partnerships with local churches and organizations to promote food distributions that benefit WSISD families
- Child Nutrition Department received **excellent audit from Texas Department of Agriculture**. (Districts are audited every **five** years for compliance of Texas Department of Agriculture and USDA regulations.)
- [Child Nutrition Website](#) provides links to healthy recipes and wellness sites.
- In accordance with the State's Nutritional Standards, **WSISD's fundraising guidelines** only allows each school to have up to 6 exempt days in which a campus can sell food items that do not meet the state's nutritional standards during the school day.

District adheres to **state's nutrition guidelines** regarding food fundraising and distribution of snacks and meals to students throughout the school day. WSISD has restricted the sale of all sodas (diet and regular) as an allowable beverage fundraiser. Also, No Specially Exempted Fundraiser for foods or beverages may be sold in competition with school meals in the food service area during the meal service.

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

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

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

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

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

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

be prompted by issues with cutting, alcohol, or drugs. In these groups, students will also learn life skills that will help them deal with stress, relationships, challenges, school and more.

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

Healthy School Environment: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.

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

Trainings have included:

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

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

- **Restorative Discipline**, a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior, used at Brewer Middle and Brewer High School. When implementing restorative practices, a shift in practice occurs that results in a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.
- **Center for Transition Services** for seniors with significant cognitive disability or a disability that affects their ability to function in daily life socially or independently. Seniors who have completed their high school academic requirements participate in the center's PRIDE program, which enables these students to transition from high school to higher education, employment, community involvement and independent living. PRIDE offers six areas of transition that focus on: social skills; independent living; self-advocacy such as asking questions, speaking up for yourself, knowing your strengths and weaknesses; career exploration and vocational training; community access; recreation and leisure.
- **Center for Transition Services DREAM program:** DREAM serves 18- to 21-year-old adults with severe cognitive disabilities. It focuses on developing students' independence in self-care skills, basic daily living skills, and developing transition options for adulthood.

Health Promotion for Staff: Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities.

- WSISD participates in the **American Heart Association's Go Red District Heart Challenge**. The initiative includes monthly messages to staff, community and students that promote healthy eating, exercise, and more.
- Annual Flu Shot Clinic offered for staff

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

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

- WSISD partnered with the Moncrief Institute to provide a **Mobile Breast Cancer Screening Unit** for under-insured individuals.
- The WSISD PE Departments sponsor a **Jingle Bell Jog** in December to promote healthy lifestyles in all students and their families.
- **WSISD provides [Civilian Response to Active Shooter Events \(CRASE\)](#) and [Stop the Bleed Training](#).** Click the [link](#) for details about CRASE. Stop the Bleed enables participants to recognize life-threatening bleeding and act quickly and effectively to control bleeding by learning three quick techniques.
- WSISD participated in the White Settlement Police Department's **National Night Out** event.
- The community-wide **Back to School Kick Off Rally** includes the fall Brewer High School athletic teams as well as the drill team and cheerleaders, which promotes participation in extra-curricular activities and generates interest among the younger grade levels. The event also included participation by the local organizations, businesses and churches that provide community resources.
- **March Madness** is a community-wide celebration that promotes the Brewer winter and spring sports.
- WSISD staff members had the opportunity to attend **Human Trafficking Training** presented by Unbound. The training addresses: factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment; warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment; procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment; and reducing a child's risk for sexual abuse, trafficking, or other maltreatment.
- **Partnership with American Heart Association:** Beginning in January, employees will have access to AHA student portal allowing them to learn hands-only CPR and have access to the AHA's wellness information
- **School Health Advisory Council** comprised of parents, citizens, business members and school officials meets at least four times a year to discuss annual goals and initiatives that provide health and wellness education to WSISD students and families
- Annual **Districtwide Thanksgiving Food Drive**
- **White Settlement Jets Team** for students and individuals under age 25 who desire to compete in the annual Special Olympics Meet
- Through district-wide implementation of **Creating a Culture of Achievement/5 Critical Pillars**, all students, families and community members will feel welcome and safe to visit a child's campus and communicate with teachers, staff and administration, which is crucial to the student's success and to ensuring that families are involved in the student's education.
- Health Services Coordinator attends monthly **Tarrant County Medical Society** and **Cook Children's School Nurse Advisory Council** meetings.

- Education Foundation sponsors a **Punt, Pass, Kick Challenge**, in which two students from every elementary school have opportunity to compete in Punt, Pass Kick Challenge at home football game
- Texas Department of Transportation's **Walk.Bike.Safe. campaign**, which aims to address pedestrian and bicyclist safety through an outreach and educational campaign for all road users. The goal is to increase awareness of pedestrian and bicyclist vulnerability, educate individuals on traffic laws, and motivate all users to replace reckless behaviors with safe behaviors.
- Moncrief Institute provided mobile breast cancer screenings for under-insured individuals and staff in March 2023
- Civilian Response to Active Shooter Events (CRASE) and Stop the Bleed Training offered to staff. Click the [link](#) for details about CRASE. Stop the Bleed enables participants to recognize life-threatening bleeding and act quickly and effectively to control bleeding by learning three quick techniques. Click the [link](#) for more details.

CNA/CIP

List of Stakeholders



LEA: White Settlement ISD Campus: BMS/TIS Year: 2024-2025

Type the information for each committee member below.

| Name: | Role: | Contact Information: |
|--------------------------|---|------------------------------|
| <i>Example: John Doe</i> | Campus administrators or principals, parents, community members, teachers, paraprofessionals, other school leaders, specialized instructional support staff, business members, and other district representatives, etc. | Email address or cell number |
| Randy Summerhill | Principal | rsummerhill@wsisd.net |
| Jocanie Shields | AP | jshields@wsisd.net |
| Rickie Hartman | Counselor | rickie.hartman@wsisd.net |
| Katie Baum | Counselor | kathryn.baum@wsisd.net |
| Kristin Cunningham | Teacher | kristin.cunningham@wsisd.net |
| Amanda Mattien | RTI/Teacher | amattien@wsisd.net |
| Myranda Meece | RTI/Teacher | mmeece@wsisd.net |
| Brianne Buschbaum | Paraprofessional | brianne.buschbaum@wsisd.net |
| Kerry Cooper | District Representative | kcooper@wsisd.net |
| Heather Crow | District Representative | hcrow@wsisd.net |
| Denise Benton | Instructional Coach | dbenton@wsisd.net |
| Dawn Collins | Instructional Coach | dcollins@wsisd.net |
| Christy Summerhill | Business Owner | 682.472.6457 |
| Darcee Maddy | Community member/Parent | 806.584.9054 |
| Britt Hagood | Community member/Parent | 854.485.9712 |
| Allison Reyes | Parent | 817.437.7789 |
| Matt Mattien | Parent/Business Owner | 214.636.5604 |
| | | |
| | | |
| | | |

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 | <p>The school will follow Board Policies: FFA and EHAA.</p> <p>Document located on WSISD website.</p> |
| 3. DAEP Requirements <ul style="list-style-type: none"> 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 | <p>The school will follow Board Policy AIB (legal).</p> <p>DAEP Handbook located on WSISD website.</p> |

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|-------------------------------|---------------------------------------|---|
| | | | |
| 4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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 | <p>The school is in partnership with Region XI Instructional Services Division for migrant education program. Migrant plan is located on the Region XI website.</p> <p>www.esc11.net/Page/1249</p> |
| 8. Pregnancy Related Services <ul style="list-style-type: none"> 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) |
|---|---------------------------------|------------------------|---|
| <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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). |