

White Settlement Independent School District

Blue Haze Elementary

2025-2026 Campus Improvement Plan



BLUE HAZE
ELEMENTARY

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

Situated in a suburban neighborhood combined with new housing developments and several apartment complexes, Blue Haze Elementary serves approximately 750 students who reside in the city of Fort Worth, West of Loop 820.

The demographic make-up of Blue Haze is: White - 51%, Hispanic - 30%, African American 9%, Two or More Races - 7%, Asian Pacific Islander 2%, American Indian 1%. At Blue Haze, 15% of our students are being served by Special Education programs including push-in support, speech therapy, and a Behavior Intervention Class. Approximately 9% of our students are English Language Learners and receive content-based support. Our Economically Disadvantaged population is 57%. Our overall attendance average is 95.48%.

Demographics Strengths

Blue Haze Elementary continues to grow and become more diverse, and works hard to involve all of our great families. Students have the opportunity to learn to work closely with people who are different from them. We work hard to develop programs that allow us to differentiate and meet the needs of all students on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Changing student populations have seen an increase in students with Social-Emotional, Academic, and Behavior Needs.

Root Cause: There is a lack of frequent and clear communication of expectations as students and families join the campus community

Student Learning

Student Learning Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, including SOI (Structure of Intellect), the Diagnostic Reading Assessment (DRA), CBAs, Unit Tests, selected textbook publisher assessments, and TELPAS. In addition, special education students are evaluated using a variety of assessment instruments based on individual needs (IEP). Blue Haze Elementary has not received a rating yet using TEA's 2024 Accountability Rating System.

						DOMAIN I- SCHOOL ACHIEVEMENT				
		Overall 2023		Overall 2024	Overall 2025		Student Achievement 2023	Student Achievement 2024		S
District/Campus Name		Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating
WHITE SETTLEMENT ISD		C	72	C	72	C	73	C	71	C
BLUE HAZE Elementary		C	73	C	73	D	69	C	75	C

2025														
	Reading/ELA					Mathematics				Science				
	Total Students	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	Total Tests
All Students	Grades 3-12	4,255	73%	50%	18%	3,565	65%	33%	12%	1,502	77%	41%	12%	978
Blue Haze Elementary	475	445	71%	46%	16%	443	65%	37%	17%	150	63%	23%	7%	

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	62	37	15	38
BHE	62	36	15	38
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	64	44	23	36
BHE	61	39	20	39
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	35	15	35
BHE	69	36	13	31
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	73	49	19	27
BHE	68	42	14	32
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	78	47	18	22
BHE	72	44	15	28
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	74	53	23	26
BHE	71	49	17	29
STAAR - Science	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	25	9	35
BHE	62	23	6	38

Student Learning Strengths

Blue Hazd had a few areas of improvement over our 2024 scores. By improving our Tier 1 Instruction, we were able to see improvement in all academic areas. The committment to "Flex Time" and PLCs helped contribute to these increases. We've also closely monitored "student growth" over the previous year's assessment and that had a very positive impact on our overall performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a significant gap in where "all" students are achieving and where each sub-population (White, Special Ed, African American, Two or More Races, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.

Root Cause: There is not an explicit expectation set for school procedures, routines, and consequences

Problem Statement 2 (Prioritized): Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.

Root Cause: There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Problem Statement 3 (Prioritized): The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.

Root Cause: There is a lack of explicit supports for students that are achieving higher.

School Processes & Programs

School Processes & Programs Summary

BHE teachers have received an increased amount of professional development throughout the last year, particularly in engagement strategies, classroom management, and Tier 1 Instruction. Several teachers have dramatically increased student engagement as a result of the PD, and we have also implemented daily Morning Meetings to support social-emotional learning.

Blue Haze is a large school, but works hard to build community amongst students and teachers through support of each other and taking care of one another. Staff meetings, luncheons, and working together to earn Bear Bucks helps to build a positive campus culture. An emphasis on Growth has changed the conversation with both students and teachers as we all work to become better than we were yesterday. Most staff and parents feel that Blue Haze is a safe, engaging learning environment.

Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

WSISD provides lots of opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, and other professional development opportunities allow us to develop our young teachers.

BHE is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Grade level PLC's are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom, during small group sessions and in tutorials. MTSS Meetings are attended by grade level and administration each nine weeks to discuss needed interventions for students. Tutors will be hired to assist with the small group instruction on a daily basis.

BHE has created an instructional schedule that allows for better utilization of personnel. It also has a built in Intervention time that is dedicated to grouping our students based on their current needs so the instruction can be intentional and specific. Before and after school tutorials are provided each week by grade level teacher, and students that need extra intervention are invited to stay for the added instructional time. Campus and Grade Level PLC meetings occur weekly to discuss student needs and progress. This information is the driving force behind our daily instructional practices.

Blue Haze Elementary has a strong parental support system. We have a strong volunteer program. The volunteers assist in the classroom, copy needed materials, and make instructional materials. Creating awareness about the variety of programs and opportunities available at BHE and at the district level allows parents and families to be involved in student learning and success. We host evening events throughout the school year including Family Reading Night and Open House. The PTA is an integral part of our school and provides services, activities and monetary funds for the campus.

School Processes & Programs Strengths

There are several initiatives that are strengths of Blue Haze processes and programs:

- Teacher/Employee of the Month Program to recognize Staff excellence
- Teachers communicate daily with parents via take-home folders/behavior calendars.
- Teachers meet once weekly during conference for grade level PLCs.
- Teachers meet at least once weekly during conference for Team Lesson Collaboration.
- Teachers recognize students who demonstrate GRIT or exceptional positive behavior by rewarding them with "points" through the PBIS Rewards App.
- Administration sends out weekly newsletter to staff each week
- House Parties, Bear Cave Time are awarded to individuals and groups of students
- District Instructional Walks are scheduled to monitor classroom instruction and provide feedback
- Grade levels send out electronic weekly newsletters to parents.
- A renewed emphasis on common behavior expectations allows for consistency. Student behaviors are documented through the PBIS Rewards App.

Blue Haze has a strong PTA that organizes volunteers that help make "magic" happen at BHE. PTA also sponsors several events that help Blue Haze staff promote family involvement in their child's learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students continue to under-achieve academically despite strong school processes and programs.

Root Cause: There is a lack of consistent communication to implement processes and programs for all stakeholders.

Perceptions

Perceptions Summary

The Blue Haze staff is committed to loving kids, being passionate about learning, and to taking care of one another. We believe taking care of each other extends to our students, their families, and the community. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

Students at Blue Haze focus on having GRIT. GRIT stands for Gumption, Resilience, Integrity, and Tenacity.

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved.

Perceptions Strengths

We are becoming more collaborative and feeling safe in regards to transparency in teaching, strategies, sharing data, inviting visitors into classrooms. We are focusing on being successful and productive teams and not just existing as groups.

We placed a new emphasis on Community Partnerships and have started a program called Blue Haze HEROs. This year 4 local businesses donated \$4,000 to our school which allowed us to purchase Dismissal Tags and House Shirts for all of our students.

We are sharing our successes with parents and community on social media, increasing our transparency.

Teachers send home weekly newsletters and strategies.

Administration emails home weekly to make families aware of upcoming events and address any issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.

Root Cause: There is a lack of simplified check ins with the parents to address what parents and students need outside of school.

Priority Problem Statements

Problem Statement 1: Students continue to under-achieve academically despite strong school processes and programs.

Root Cause 1: There is a lack of consistent communication to implement processes and programs for all stakeholders.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.

Root Cause 2: There is a lack of simplified check ins with the parents to address what parents and students need outside of school.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Changing student populations have seen an increase in students with Social-Emotional, Academic, and Behavior Needs.

Root Cause 3: There is a lack of frequent and clear communication of expectations as students and families join the campus community

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a significant gap in where "all" students are achieving and where each sub-population (White, Special Ed, African American, Two or More Races, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.

Root Cause 4: There is not an explicit expectation set for school procedures, routines, and consequences

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.

Root Cause 5: There is a lack of repetition, reinforcement, and opportunity to build comprehension.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.

Root Cause 6: There is a lack of explicit supports for students that are achieving higher.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

Performance Objective 1: Teachers will utilize strategies and techniques acquired through research based trainings during classroom instruction. The strategies will be documented in lesson plans and discussed during PLC Meetings weekly. Fidelity will be monitored through lesson plan review, school and district walk-throughs, assessment data, and leadership team members participation at PLC Meetings.

High Priority

Evaluation Data Sources: TTESS, walkthroughs, Assessment scores, student progress data

Strategy 1 Details	Reviews			
Strategy 1: Review PLC Agendas and check for lesson internalization weekly Strategy's Expected Result/Impact: PLC Agendas will reflect strategies and techniques learned through research-based trainings. Lesson internalization and presentation will include strategies we've discussed during PLC Meetings Staff Responsible for Monitoring: Classroom teachers Campus administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 2 Funding Sources: General fund - WSISD General Fund	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun. Root Cause: There is a lack of repetition, reinforcement, and opportunity to build comprehension.

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: Improve "Closing the Gaps" performance for all students, but especially in each sub-population (African American, Hispanic, Economically Disadvantaged Two or More Races and White students. We will improve our "Closing the Gaps" percentage for each sub-population by 4% in each applicable group.

High Priority

Evaluation Data Sources: Benchmarks, CBAs, STAAR Scores, DRA

Strategy 1 Details	Reviews			
Strategy 1: Targeted instruction through Flex Grouping and specific progress measuring for sub populations. Strategy's Expected Result/Impact: Student's will perform better on STAAR and achieve growth measure specifically targeting areas of "Meets" and "Masters". Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources to help students catch up and fill in gaps. Students will use these resources throughout the year to improve their comprehension of skills and provide additional practice for certain skills. Strategy's Expected Result/Impact: Student's will perform better on STAAR and achieve growth measure, specifically in the areas of "meets" and "masters". Staff Responsible for Monitoring: Teachers Administrators - Additional Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: - WSISD General Fund	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details		Reviews			
Strategy 3: Teachers will utilize guided reading groups daily during literacy block to target and monitor reading instruction in all ELA classrooms with a focus on moving kids from one level to another. This will be measured through Campus and District Instructional Walk-throughs. Strategy's Expected Result/Impact: iReady scores will reflect one year's growth for every student in reading for 1st - 2nd grade and students in 3rd - 5th grade will score in the "meets" and "masters" range on STAAR. Staff Responsible for Monitoring: Classroom Teachers Administrators Interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun. Root Cause: There is a lack of repetition, reinforcement, and opportunity to build comprehension.
Problem Statement 3: The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas. Root Cause: There is a lack of explicit supports for students that are achieving higher.
School Processes & Programs
Problem Statement 1: Students continue to under-achieve academically despite strong school processes and programs. Root Cause: There is a lack of consistent communication to implement processes and programs for all stakeholders.

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

Performance Objective 3: 100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading & Math by4%.

Evaluation Data Sources: Benchmarks, CBAs, STAAR Scores, DRA

Strategy 1 Details	Reviews			
Strategy 1: Student goal-setting and performance tracking. Students will be invested in their own growth by tracking their performance and setting goals before assessments. Strategy's Expected Result/Impact: We will see at least a 4% increase across all student groups in Reading and Math Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Student Learning 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:

Student Learning
Problem Statement 1: There is a significant gap in where "all" students are achieving and where each sub-population (White, Special Ed, African American, Two or More Races, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations. Root Cause: There is not an explicit expectation set for school procedures, routines, and consequences

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

Performance Objective 1: Implement campus activities that encourage parent involvement and improve Literacy skills amongst our students. We will see a 15% increase of parents who attend our literacy event in the Spring.

- High Priority**
- Evaluation Data Sources:** Attendance sign in sheets
- Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Host campus events to inform and involve parents *Meet the Teacher Night *Late Night at the Book Fair & Title 1 Meeting *Math Night *Family Reading Night *PTA meetings *Parent Conferences *Grade Level Performances * Lunch Visitors Strategy's Expected Result/Impact: Authentic family engagement will increase. Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: 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:

Perceptions

Problem Statement 1: Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home. **Root Cause:** There is a lack of simplified check ins with the parents to address what parents and students need outside of school.

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

Performance Objective 2: Build and sustain a safe and healthy learning environment for students and staff. We will maintain a 95% agree/strongly agree Spring Survey result for questions related to a safe and healthy learning environment.

Evaluation Data Sources: Record of students who receive Kid with Grit awards and decrease in discipline referrals, Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Daily Announcements, Student Awards, Believe Awards for Teachers, Campus Walks, Character Cave Lessons, Improve PBIS across the campus - utilize the PBIS Rewards App. Strategy's Expected Result/Impact: Increase number of students who are recognized for Positive Behavior, Improved Discipline Data, Positive Staff and Parent Surveys Staff Responsible for Monitoring: Teachers Counselor Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Changing student populations have seen an increase in students with Social-Emotional, Academic, and Behavior Needs. Root Cause: There is a lack of frequent and clear communication of expectations as students and families join the campus community


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


Performance Objective 1: Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.


High Priority


Evaluation Data Sources: Record of students with perfect attendance and decrease in student tardies

Strategy 1 Details	Reviews			
Strategy 1: Display signs, posts on social media, send parent letters and send ParentSquare messages that communicate the importance of being at school on time every day Strategy's Expected Result/Impact: *PEIMS data regarding number of absences and tardies *Number of students with perfect attendance Staff Responsible for Monitoring: Teachers Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - WSISD General Fund	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home. Root Cause: There is a lack of simplified check ins with the parents to address what parents and students need outside of school.





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

Performance Objective 1: Teachers will participate in research-based training both within and outside district and apply learning to classroom instruction. Teachers will document at least 2 trainings they have attended during the school year into their T-TESS goal-setting self-reflection.

High Priority

Evaluation Data Sources: TTESS, Walk-throughs observations, Instructional Rounds, Student data/progress, Alignment Walks

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in Grade Level PLC meetings every week to review student data, alignment and best practices and participate in other research-based trainings. Strategy's Expected Result/Impact: *Assessment results that show mastery of concepts *Proficient or exemplary walk through documentation Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a significant gap in where "all" students are achieving and where each sub-population (White, Special Ed, African American, Two or More Races, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations. Root Cause: There is not an explicit expectation set for school procedures, routines, and consequences
Problem Statement 2: Students are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun. Root Cause: There is a lack of repetition, reinforcement, and opportunity to build comprehension.
Problem Statement 3: The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas. Root Cause: There is a lack of explicit supports for students that are achieving higher.

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

Performance Objective 1: 100% of BHE teachers are highly qualified and ESL certified.

High Priority

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Hiring system to identify qualified applicants. Strategy's Expected Result/Impact: 100% of BHE teachers are highly qualified and ESL certified. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: - WSISD General Fund	Formative			Summative
	Oct	Dec	Feb	Apr
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Changing student populations have seen an increase in students with Social-Emotional, Academic, and Behavior Needs. Root Cause: There is a lack of frequent and clear communication of expectations as students and families join the campus community

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

Performance Objective 2: Maintain a positive working climate and recognize staff members for achievement. Two staff members will be recognized every Month by Administration and three staff members will be recognized every month by their peers.

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives, encouraging notes and public recognition for achievements to maintain a positive working environment. Strategy's Expected Result/Impact: Positive notes Staff survey Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: - WSISD General Fund	Formative			Summative
	Oct	Dec	Feb	Apr
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Changing student populations have seen an increase in students with Social-Emotional, Academic, and Behavior Needs. Root Cause: There is a lack of frequent and clear communication of expectations as students and families join the campus community
Perceptions
Problem Statement 1: Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home. Root Cause: There is a lack of simplified check ins with the parents to address what parents and students need outside of school.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Teachers will utilize guided reading groups daily during literacy block to target and monitor reading instruction in all ELA classrooms with a focus on moving kids from one level to another. This will be measured through Campus and District Instructional Walk-throughs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Review PLC Agendas and check for lesson internalization weekly
1	2	2	Utilize resources to help students catch up and fill in gaps. Students will use these resources throughout the year to improve their comprehension of skills and provide additional practice for certain skills.

State Compensatory

Budget for Blue Haze Elementary

Total SCE Funds: \$517,258.00

Total FTEs Funded by SCE: 9.11

Brief Description of SCE Services and/or Programs

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Personnel for Blue Haze Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandra Wiegman	Teacher	0.13
Alyssa Clark	Teacher	0.13
Amber Winkelman	Teacher	0.13
Ashlee Hamilton	Teacher	0.6
Aundria Hinton	Teacher	0.13
Bethany Bailey	Teacher	0.13
Billye Davis	Teacher	0.13
Carolyn Smith	Teacher	0.13
Denise Frankis	Teacher	0.13
Diana Cruz	Teacher	0.13
Emily Rainey	Teacher	0.13
Emily Williams	Teacher	0.13
Jacqueline Denny	Teacher	0.13
Jenifer Crawford	Teacher	0.13
Jennifer Partain	Teacher	0.13
Jennifer Veale	Teacher	0.13
Kaitlyn Ridgley	Teacher	0.13
Katrina Leonard	Teacher	0.13

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kelley Sanders	Teacher	0.13
Kelli Alexander	Teaching Assistant	1
Kurstin Draper	Teacher	0.13
Landry Rogers	Teacher	0.13
Lindsey Vinson	Teacher	0.13
Lorena Rosales	Teaching Assistant	1
Marisela Perez	Teacher	0.13
Melissa Tynes	Teacher	0.13
Nicole Pelton	Teaching Assistant	1
Rachel Melton	Teacher	0.13
Rosio Ramirez	Teaching Assistant	1
Shane Cutshall	Teacher	0.13
Shannon Lofton	Teacher	0.13
Vanessa Lester	Teacher	0.13
Yessenia Sanchez	Teaching Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Buchanan	Instructional Coach	Title I	1.0

Campus Leadership Team

Committee Role	Name	Position
Administrator	Drew Farr	Principal
Assistant Principal	Rachel Seidler	Assistant Principal
Assistant Principal	Lauren Ball	Assistant Principal
Teacher	Caitlin Goodin	Teacher
Teacher	Marisela Perez	Teacher
Paraprofessional	Amanda Bryan	Librarian
Paraprofessional	Marissa Perez	Art
Instructional Support	Rebecca Buchanan	Instructional Coach
Instructional Support	Heather Szymanski	Counselor
Parent	Regina Munk	Parent
Parent	Shannon Oglesby	Parent
Community Member	Cayla Halliday	Community Member
Community Member	Jacob Halliday	Community Member
Business Member	John Seidler	Business Member
Business Member	Chrissy Bornman	Business Member

Campus Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General fund		\$0.00
1	2	2			\$0.00
3	1	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00

Addendums



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

PARENT COMPACT

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

AS A PARENT/GUARDIAN I PLEDGE TO:

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

Parent's/Guardian's Signature _____ Date _____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:

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

Teacher's Signature _____ Date _____

AS A STUDENT I PLEDGE TO:

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

Student's Signature _____ Date _____



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

2024-2025 Parent and Family Engagement Policy

8/28/24

Statement of Purpose

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

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

Develop the Policy with Families

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

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

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

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

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

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

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

Provide Coordination and Assistance to Schools

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

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

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

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

Build Capacity of Schools and Parents

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

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

WSISD will:

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

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

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

Coordination of Programs

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

Annual Evaluation of Effectiveness of Parent Engagement Policy

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

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

Reservation of Funds

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

Reservation

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



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.