

# **White Settlement Independent School District**

## **Brewer High School**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

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

## Vision

Empowering all students to be life-long learners.

## Value Statement

We Believe

Students are our top priority.

Every student has value and purpose.

Our students deserve a passionate teacher in every classroom everyday.

A safe, secure and enriched environment enhances learning.

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

Continuous professional growth is essential for student success.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
Science & Social Studies Performance .....	7
Academic Growth (2024–2025) .....	7
School Processes & Programs .....	9
Curriculum & Instruction .....	9
Professional Development .....	9
Leadership & Decision-Making .....	9
Communication .....	9
Organization, Context & Scheduling .....	9
Support Services .....	9
Extracurricular & Cocurricular Opportunities .....	10
Technology Integration & Planning .....	10
Perceptions .....	11
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking/questioning, creativity, collaboration, high quality instructional strategies and innovative teaching. ....	17
Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members. ....	25
Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management. ....	32
Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results. ....	33
Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel. ....	37
RDA Strategies .....	39
Targeted Support Strategies .....	40
Additional Targeted Support Strategies .....	41
State Compensatory .....	42
Budget for Brewer High School .....	42
Personnel for Brewer High School .....	42
Title I Personnel .....	44
Campus Funding Summary .....	45
Addendums .....	46

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Brewer High School, home of the Fightin' Brewer Bears, offers a hometown, community atmosphere with all the benefits of city living. BHS has a 59.9% economically disadvantaged and 14% English Learners student populations. 53% of our students are considered at risk. We are conveniently located west of downtown Fort Worth and just minutes from Lockheed Martin and the Naval Air Station Joint Reserve Base. Located in the Dallas/Fort Worth metroplex, we are just minutes from two popular shopping malls, and we're surrounded by numerous department stores, restaurants and entertainment venues. Fort Worth's Cultural Arts District offers a science and history museum, two world-renowned art museums, and numerous performing arts facilities.

### Demographics Strengths

Brewer High School is diverse in population and demographics which houses 12% African American, 49% Hispanic, 31% White, 6% Middle Eastern/North African, 2% Hawaiian/Indian/Asian.

Our diversity benefits the campus in the following ways:

- **Broader Perspectives** – Students are exposed to different cultures, languages, and worldviews, which helps them develop empathy, critical thinking, and global awareness.
- **Preparation for the Real World** – A diverse school setting mirrors the workforce and society students will enter after graduation, giving them practice in collaborating with people from varied backgrounds.
- **Stronger Problem-Solving Skills** – Diversity encourages multiple approaches to challenges, leading to more creative and inclusive solutions.
- **Cultural Competence** – Students learn to value and respect differences, which strengthens social skills and reduces prejudice.
- **Richer School Culture** – Celebrations, traditions, and student-led initiatives from different groups make the school environment more vibrant and engaging.
- **Equity and Opportunity** – A commitment to diversity often goes hand-in-hand with equity initiatives, ensuring all students have access to high-quality opportunities and support.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** African American and Hispanic students are consistently underperforming on STAAR compared to other groups, indicating an ongoing equity gap.

**Root Cause:** Opportunity Gaps - Students may have less access to advanced coursework, experienced teachers, or enrichment opportunities compared to peers due to transience within the African American subgroup on campus.

**Problem Statement 2:** African American and Hispanic students are consistently underperforming on STAAR compared to other groups, indicating an ongoing equity gap.

**Root Cause:** Socioeconomic Barriers - Higher rates of poverty can impact access to resources such as tutoring, technology, nutrition, and stable housing, which all affect academic performance.

# Student Learning

## Student Learning Summary

										DOMAIN I- SCHOOL ACHIEVEMENT						
				Overall 2023		Overall 2024		Overall 2025		Student Achievement 2023		Student Achievement 2024		Ac		
District/Campus Name				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 H S				D	68	C	73	C	76	D	65	C	71	C	72	
			Reading/ELA				Mathematics								Science	
2025		Total Students	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters		
All Students		Grades 3-12	4,255	73%	50%	18%	3,565	65%	33%	12%	1,502	77%	41%	12%		
Brewer High School		2113	3,113	66%	46%	9%	667	64%	20%	5%	566	92%	56%	13%		

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
Algebra Percentage	59	22	10	41
BHS	52	15	5	48
STAAR Alternate - Algebra Standard	Satisfactory	Satisfactory	Accomplished	Developing
Algebra	100	100	60	0
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
English I Percentage	62	44	11	38
STAAR Alternate - RLA Standard	Satisfactory	Satisfactory	Accomplished	Developing
English I	100	100	50	0
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
English II Percentage	67	50	7	33

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
STAAR Alternate - RLA Standard	Satisfactory	Satisfactory	Accomplished	Developing
English II	89	89	44	11
STAAR - Science Standard	Approaches	Meets	Masters	Did Not Meet
Biology Percentage	90	57	13	10
STAAR Alternate - Science Standard	Satisfactory	Satisfactory	Accomplished	Developing
Biology	100	100	44	0
STAAR - Social Studies Standard	Approaches	Meets	Masters	Did Not Meet
US History Percentage	93	61	32	7
STAAR Alternate - Social Studies Standard	Satisfactory	Satisfactory	Accomplished	Developing
US History Percentage	100	100	60	0

### Student Learning Strengths

### Science & Social Studies Performance

- **Biology:** 90% Approaches, 57% Meets, 13% Masters — strong foundational understanding.
- **U.S. History:** 93% Approaches, 61% Meets, 32% Masters — excellent mastery and retention of content.
- **STAAR Alternate:** 100% Satisfactory in all subjects — strong support for students in specialized programs.

### Academic Growth (2024–2025)

- Brewer High School improved from a **D (60)** in Academic Growth (2023) to **C (75)** in 2025 — a notable gain.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Special Education students are underperforming in ELA, Math, and graduation rates compared to campus averages, highlighting a need for targeted support.

**Root Cause:** The campus must expand targeted small group instruction to address and bridge persistent academic gaps among underperforming student groups, particularly those in Special Education.

**Problem Statement 2 (Prioritized):** Students are entering Algebra I without mastery of key foundational math skills, and inconsistent implementation of instructional support structures has limited their ability to make necessary progress.

**Root Cause:** A lack of fidelity in implementation of current instructional support structures. As a result, Algebra I scores remain below expectations, and achievement gaps persist, requiring targeted interventions to build numeracy and strengthen instructional consistency.

**Problem Statement 3 (Prioritized):** Brewer High School, Reading Language Arts (RLA) scores are below district and state expectations.

**Root Cause:** Students are not demonstrating the level of growth necessary to meet grade-level standards, requiring intentional focus on literacy instruction, intervention, and alignment across classrooms.



# School Processes & Programs

## School Processes & Programs Summary

### Curriculum & Instruction

- Offers a wide range of core and elective courses, including **Math Ready Writing**, **Science**, and **American Sign Language**
- Dual Credit Academy allows students to earn **college credit hours** while in high school
- Career and Technical Education (CTE) pathways include **Cosmetology**, **Audio/Video Production**, **Construction**, and **Photography & Graphic Design**

### Professional Development

- Teachers participate in ongoing PD aligned with district goals (WSISD), including instructional strategies and student engagement
- Emphasis on inclusive practices and support for underperforming populations

### Leadership & Decision-Making

- Campus leadership uses data to guide instructional priorities and resource allocation
- Site-based decision-making structures support collaborative planning

### Communication

- Active use of school website and newsletters to engage families
- Student organizations like **HOPE Squad** and **PALs** promote peer leadership and outreach

### Organization, Context & Scheduling

- Academic Guide outlines structured course offerings and pathways for all grade levels
- Scheduling includes access to Tech Park programs and intervention supports

### Support Services

- Special Education services and accommodations
- Counseling and career guidance through dedicated staff
- Health Advisory Board promotes wellness and advocacy

## Extracurricular & Cocurricular Opportunities

- Extensive list of clubs and activities including **Anime Club**, **DECA**, **FFA**, **Gaming Club**, **Student Council**, and **TAFE**
- Competitive UIL teams in **Debate**, **Journalism**, and **Literary Criticism**
- Strong performing arts presence with **Choir**, **Theater**, and **Band**

## Technology Integration & Planning

- Integration of digital tools in instruction and assessment
- Support for blended learning and career tech applications

## School Processes & Programs Strengths

Brewer High School demonstrates a strong foundation of academic and student support programs that reflect its commitment to inclusive excellence and college and career readiness. The campus offers a robust Career and Technical Education (CTE) program with diverse pathways such as Cosmetology, Audio/Video Production, Engineering, and Law Enforcement, alongside a Dual Credit Academy that enables students to earn college credits while still in high school. Instruction is supported by ongoing professional development focused on inclusive practices and data-driven strategies, while leadership teams use performance data to guide campus priorities. Students benefit from a wide range of extracurricular and cocurricular opportunities, including competitive UIL teams, performing arts, and clubs like DECA, FFA, and HOPE Squad, which promote leadership and mental health awareness. Brewer also provides comprehensive support services, including counseling, health advocacy, and Special Education accommodations, all embedded within a structured schedule that maximizes instructional time. Technology is integrated into instruction and assessment, preparing students for modern learning environments. Communication with families is active and inclusive, and decision-making processes are collaborative and responsive to student needs. These strengths position Brewer High School as a campus equipped to meet diverse learner needs while fostering academic growth, engagement, and postsecondary success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations.

**Root Cause:** These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

# Perceptions

## Perceptions Summary

Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations.

These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

Stakeholder feedback from students, parents, staff, and community members reflects both areas of strength and opportunities for growth at Brewer High School.

Overall, Brewer High School is viewed as a strong and caring community with dedicated staff and a culture of pride. Stakeholders would like to see greater consistency in instructional rigor, communication, and student engagement to ensure all students are academically challenged, supported, and prepared for postsecondary success.

## Perceptions Strengths

### Strengths Identified:

- **School Pride & Spirit:** Students and families express pride in being part of the Brewer Bear community, highlighting extracurricular activities, athletics, and fine arts as strong unifying elements.
- **Relationships:** Staff members are recognized for showing care for students and building positive connections that foster a sense of belonging.

**Diversity & Inclusion:** Stakeholders value the diverse student body and recognize it as a strength that prepares students for real-world interactions and experiences.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness.

**Root Cause:** Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

**Problem Statement 2 (Prioritized):** To support a safe and secure learning environment, Brewer High School will require all faculty, staff, and students to wear a visible school ID

while on campus.

**Root Cause:** Increased school safety concerns across the state and nation.

# Priority Problem Statements

**Problem Statement 1:** Students are entering Algebra I without mastery of key foundational math skills, and inconsistent implementation of instructional support structures has limited their ability to make necessary progress.

**Root Cause 1:** A lack of fidelity in implementation of current instructional support structures. As a result, Algebra I scores remain below expectations, and achievement gaps persist, requiring targeted interventions to build numeracy and strengthen instructional consistency.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Brewer High School, Reading Language Arts (RLA) scores are below district and state expectations.

**Root Cause 2:** Students are not demonstrating the level of growth necessary to meet grade-level standards, requiring intentional focus on literacy instruction, intervention, and alignment across classrooms.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations.

**Root Cause 3:** These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

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

**Problem Statement 4:** Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness.

**Root Cause 4:** Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** African American and Hispanic students are consistently underperforming on STAAR compared to other groups, indicating an ongoing equity gap.

**Root Cause 5:** Opportunity Gaps - Students may have less access to advanced coursework, experienced teachers, or enrichment opportunities compared to peers due to transience within the African American subgroup on campus.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Special Education students are underperforming in ELA, Math, and graduation rates compared to campus averages, highlighting a need for targeted support.

**Root Cause 6:** The campus must expand targeted small group instruction to address and bridge persistent academic gaps among underperforming student groups, particularly those in Special Education.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** To support a safe and secure learning environment, Brewer High School will require all faculty, staff, and students to wear a visible school ID while on campus.

**Root Cause 7:** Increased school safety concerns across the state and nation.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

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

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

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

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



# Goals





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

**Performance Objective 1:** Brewer High School will strive to increase EOC scores to at least 61% of students meeting grade level expectations in English I.

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continually focus on improving student outcomes/closing the learning gaps through high-quality Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships. <b>Strategy's Expected Result/Impact:</b> Continual growth in specified areas <b>Staff Responsible for Monitoring:</b> Administration/Instructional Coaches/Department Heads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1 <b>Funding Sources:</b> Capturing Kids Hearts Training/Tier 1 Instruction/Closing the Gaps - Title I Funds - \$15,000	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction. <b>Strategy's Expected Result/Impact:</b> Emphasis on continued growth for teachers, increasing student growth <b>Staff Responsible for Monitoring:</b> Administration/Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 1		Formative			Summative
		Oct	Dec	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> African American and Hispanic students are consistently underperforming on STAAR compared to other groups, indicating an ongoing equity gap. <b>Root Cause:</b> Opportunity Gaps - Students may have less access to advanced coursework, experienced teachers, or enrichment opportunities compared to peers due to transience within the African American subgroup on campus.
Student Learning
<b>Problem Statement 1:</b> Special Education students are underperforming in ELA, Math, and graduation rates compared to campus averages, highlighting a need for targeted support. <b>Root Cause:</b> The campus must expand targeted small group instruction to address and bridge persistent academic gaps among underperforming student groups, particularly those in Special Education.  <b>Problem Statement 2:</b> Students are entering Algebra I without mastery of key foundational math skills, and inconsistent implementation of instructional support structures has limited their ability to make necessary progress. <b>Root Cause:</b> A lack of fidelity in implementation of current instructional support structures. As a result, Algebra I scores remain below expectations, and achievement gaps persist, requiring targeted interventions to build numeracy and strengthen instructional consistency.  <b>Problem Statement 3:</b> Brewer High School, Reading Language Arts (RLA) scores are below district and state expectations. <b>Root Cause:</b> Students are not demonstrating the level of growth necessary to meet grade-level standards, requiring intentional focus on literacy instruction, intervention, and alignment across classrooms.
Perceptions
<b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

**Performance Objective 2:** Brewer High School will strive to increase EOC scores to at least 46% of students meeting grade level expectations in English II.

**High Priority**

**HB3 Goal**

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships. <b>Strategy's Expected Result/Impact:</b> Continual growth in specified areas <b>Staff Responsible for Monitoring:</b> Administration/Instructional Coaches/Department Heads/PLC Leads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	Apr
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction. <b>Strategy's Expected Result/Impact:</b> Emphasis on continued growth for teachers, increasing student growth <b>Staff Responsible for Monitoring:</b> Administration/Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:****Demographics**

**Problem Statement 1:** African American and Hispanic students are consistently underperforming on STAAR compared to other groups, indicating an ongoing equity gap. **Root Cause:** Opportunity Gaps - Students may have less access to advanced coursework, experienced teachers, or enrichment opportunities compared to peers due to transience within the African American subgroup on campus.

**Student Learning**

**Problem Statement 1:** Special Education students are underperforming in ELA, Math, and graduation rates compared to campus averages, highlighting a need for targeted support. **Root Cause:** The campus must expand targeted small group instruction to address and bridge persistent academic gaps among underperforming student groups, particularly those in Special Education.

**Problem Statement 3:** Brewer High School, Reading Language Arts (RLA) scores are below district and state expectations. **Root Cause:** Students are not demonstrating the level of growth necessary to meet grade-level standards, requiring intentional focus on literacy instruction, intervention, and alignment across classrooms.

**School Processes & Programs**

**Problem Statement 1:** Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. **Root Cause:** These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

**Perceptions**

**Problem Statement 1:** Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. **Root Cause:** Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

**Performance Objective 3:** Brewer High School will strive to increase EOC scores to at least 38% of students meeting grade level expectations in Algebra 1.

**High Priority**

**HB3 Goal**

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships. <b>Strategy's Expected Result/Impact:</b> Continual growth in specified areas <b>Staff Responsible for Monitoring:</b> Administration/ Department Heads/Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	Apr
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction. <b>Strategy's Expected Result/Impact:</b> Emphasis on continued growth for teachers, increasing student growth <b>Staff Responsible for Monitoring:</b> Administration/Instructional coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:****Demographics**

**Problem Statement 1:** African American and Hispanic students are consistently underperforming on STAAR compared to other groups, indicating an ongoing equity gap. **Root Cause:** Opportunity Gaps - Students may have less access to advanced coursework, experienced teachers, or enrichment opportunities compared to peers due to transience within the African American subgroup on campus.

**Student Learning**

**Problem Statement 1:** Special Education students are underperforming in ELA, Math, and graduation rates compared to campus averages, highlighting a need for targeted support. **Root Cause:** The campus must expand targeted small group instruction to address and bridge persistent academic gaps among underperforming student groups, particularly those in Special Education.

**Problem Statement 2:** Students are entering Algebra I without mastery of key foundational math skills, and inconsistent implementation of instructional support structures has limited their ability to make necessary progress. **Root Cause:** A lack of fidelity in implementation of current instructional support structures. As a result, Algebra I scores remain below expectations, and achievement gaps persist, requiring targeted interventions to build numeracy and strengthen instructional consistency.

**School Processes & Programs**

**Problem Statement 1:** Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. **Root Cause:** These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

**Perceptions**

**Problem Statement 1:** Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. **Root Cause:** Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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





**Performance Objective 4:** Brewer High School will strive to have 82% of the class of 2026 seniors receiving their CCMR point and 20% of seniors being TSI compliant in both Reading and Math.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI testing reports, CCMR certifications, military enlistment records, college acceptance notifications, graduation pathway reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BHS counselors and academic advisors will conduct individualized student conferences informing them of CTE/Pathway options in order to ensure that students are on track to meet CCMR requirements. <b>Strategy's Expected Result/Impact:</b> Increased number of students that receive a CCMR point and reach completer status. <b>Staff Responsible for Monitoring:</b> Counselors/Academic Advisor/Administration/CTE Director  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The TCU College Go Center will serve as a dedicated space to support students in key areas of postsecondary achievement. Its focus will include college application guidance, planning meetings, and other resources to help students prepare for life after high school. <b>Strategy's Expected Result/Impact:</b> Increase percentage of students planning and applying to college. <b>Staff Responsible for Monitoring:</b> TCU Advisor/CCMR Coordinator/Counseling Staff  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Regular TSI testing, throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase percentage of students TSI compliant in both math and English, demonstrating college readiness. <b>Staff Responsible for Monitoring:</b> CCMR Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. <b>Root Cause:</b> These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.



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

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

**Evaluation Data Sources:** Admin at front door checking and providing all IDs.  
Teachers will be conducting ID checks during 2nd period.  
Staff will be visible in the hallways to remind students to have their ID's on.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To promote campus safety and accountability, Brewer High School will implement a multi-tiered approach to ensure all students wear their school-issued ID throughout the day. Administrators will monitor building entrances to verify ID compliance upon arrival. Teachers will conduct daily ID checks during 2nd period. Staff will maintain hallway visibility to remind and reinforce ID expectations  <b>Strategy's Expected Result/Impact:</b> Students will understand the importance of wearing their ID at all times while on campus. <b>Staff Responsible for Monitoring:</b> All campus staff  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 2	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:**

Perceptions
<b>Problem Statement 2:</b> To support a safe and secure learning environment, Brewer High School will require all faculty, staff, and students to wear a visible school ID while on campus. <b>Root Cause:</b> Increased school safety concerns across the state and nation.

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

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

**Evaluation Data Sources:** Weekly communication data from Smore, Parent Square, and Social Media Platforms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly Parent Newsletter <b>Strategy's Expected Result/Impact:</b> Increase in knowledge and participation at Brewer High School <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide information and strategies to parents, students, and families during campus and community events and activities, including Fish Camp, Meet the Teacher Night, FAFSA Night, Title 1 Parent Meeting, etc. <b>Strategy's Expected Result/Impact:</b> Improve high school readiness and increase parental knowledge and involvement. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - Title I Funds - \$2,050	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. **Root Cause:** Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

**Performance Objective 3:** Brewer High School comply with the Texas State law restricting the use of personal communication devices during the instructional day.

**High Priority**  
**HB3 Goal**

**Evaluation Data Sources:** Student Conductor, Skyward, Cell phone pickup email, Binder in AP office tracking cell phone pickups.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize our campus discipline matrix for the use of personal communication devices. <b>Strategy's Expected Result/Impact:</b> Increase compliance campus and state personal communication law. <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 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 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

**Performance Objective 4:** Create opportunities for collaboration and feedback among all stakeholders.

**Evaluation Data Sources:** Principal Leadership Team  
Student Management Committee  
Department Head Meetings  
Faculty Meetings  
PLC Meetings  
Coffee talk w/ Mr. Neal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	Apr
<p><b>Strategy 1:</b> To foster a culture of shared leadership and continuous improvement, Brewer High School will create structured opportunities for collaboration and feedback among all stakeholders. This will be achieved through a variety of intentional forums, including: Principal Leadership Team, Student Management Committee, Department Head Meetings, Faculty Meetings, PLC Meetings, and Coffee Talk with Mr. Neal</p> <p><b>Strategy's Expected Result/Impact:</b> Continuous campus improvement through targeted feedback from a variety of stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Teachers/Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 4 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.</p>

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

**Performance Objective 5:** Brewer High School will maintain an average student attendance rate of 93% for the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** Skyward attendance reports, Attendance review committee agenda.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance celebration every 9 weeks for students with 95% or higher attendance. <b>Strategy's Expected Result/Impact:</b> Increase average daily attendance rate <b>Staff Responsible for Monitoring:</b> Administrative team  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Weekly attendance meetings will be held to review concerns and identify current trends related to student attendance. Home visits will be scheduled as needed to provide additional support. Our Attendance Review Committee will maintain consistent communication with parents on a weekly basis to address ongoing attendance issues and promote student engagement. <b>Strategy's Expected Result/Impact:</b> Improved attendance to meet our goal of 93%. <b>Staff Responsible for Monitoring:</b> Administration/Teachers/Counselors/Attendance Committee/District Truancy Officer  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. <b>Root Cause:</b> These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.
Perceptions
<b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

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

**Evaluation Data Sources:** Completed Budget  
All purchases aligned to campus goals  
Budget Transparency

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with department heads, instructional coaches, directors, and administrators to customize a budget aligns with campus and district goals. <b>Strategy's Expected Result/Impact:</b> Balance a budget that is focused on district and campus priorities. <b>Staff Responsible for Monitoring:</b> Teachers/Admin/Comptroller/IC's  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 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 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. <b>Root Cause:</b> These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.
Perceptions
<b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.



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

**Performance Objective 1:** Professional Development, including Bite-Sized PD sessions, is guided by identified needs that emerge from data analysis, PLC discussions, and insights gathered during learning walks. These targeted opportunities are designed to support continuous growth and address specific instructional priorities.

**Evaluation Data Sources:** Increase student performance  
Teacher feedback

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Brewer High School will implement targeted professional development opportunities--such as Bite-Sized PD sessions--based on identified needs from data analysis, PLC discussions, and learning walk observations. This strategy ensures that professional learning is responsive, focused on instructional priorities, and supports continuous growth for all educators.  <b>Strategy's Expected Result/Impact:</b> Improved Instructional Quality Increased Teacher Engagement Stronger PLC Collaboration: Growth in Student Achievement Culture of Continuous Learning <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, District C&I Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - 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 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Special Education students are underperforming in ELA, Math, and graduation rates compared to campus averages, highlighting a need for targeted support. <b>Root Cause:</b> The campus must expand targeted small group instruction to address and bridge persistent academic gaps among underperforming student groups, particularly those in Special Education.

### Student Learning

**Problem Statement 2:** Students are entering Algebra I without mastery of key foundational math skills, and inconsistent implementation of instructional support structures has limited their ability to make necessary progress. **Root Cause:** A lack of fidelity in implementation of current instructional support structures. As a result, Algebra I scores remain below expectations, and achievement gaps persist, requiring targeted interventions to build numeracy and strengthen instructional consistency.

**Problem Statement 3:** Brewer High School, Reading Language Arts (RLA) scores are below district and state expectations. **Root Cause:** Students are not demonstrating the level of growth necessary to meet grade-level standards, requiring intentional focus on literacy instruction, intervention, and alignment across classrooms.

### School Processes & Programs

**Problem Statement 1:** Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. **Root Cause:** These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

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

**Performance Objective 2:** Incorporate opportunities for teacher feedback, counselor-led presentations, and practical technology tips into staff meetings to foster collaboration, support professional growth, and enhance instructional practices.

**Evaluation Data Sources:** Learning Walks  
Teacher feedback and well-being

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Brewer High School will use staff meetings to build collaboration and support teacher growth by including: time for teacher feedback, presentations from counselors, quick, useful technology tips  These additions will help improve communication, support professional development, and enhance classroom practices. <b>Strategy's Expected Result/Impact:</b> Increase staff engagement Strengthen collaboration Support professional growth Improve instructional practices Foster a positive school culture <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Technology, Teachers, Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 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:**

School Processes & Programs
<b>Problem Statement 1:</b> Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. <b>Root Cause:</b> These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.

## Perceptions

**Problem Statement 1:** Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. **Root Cause:** Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

**Performance Objective 1:** BHS will recruit and retain highly qualified faculty members.

**Evaluation Data Sources:** Certification Reports  
Retention Statistics.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BHS is committed to fostering an inclusive environment where every individual feels valued and supported. Our culture will be grounded in high expectations and shared accountability, ensuring that excellence is pursued in all aspects of our school community. <b>Strategy's Expected Result/Impact:</b> Improved teacher retention <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> 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:**

School Processes & Programs
<b>Problem Statement 1:</b> Despite Brewer High School's strong academic offerings, inclusive extracurricular programs, and comprehensive support services, achievement gaps persist among underperforming student populations. <b>Root Cause:</b> These gaps present a need to strengthen the alignment between instructional practices, targeted interventions, and progress monitoring systems to ensure equitable academic growth and postsecondary readiness for all students.
Perceptions
<b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

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

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

**Evaluation Data Sources:** SBEC certification records and proof of industry experience for DOI (CTE)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Brewer High School will implement a targeted recruitment, support, and monitoring plan to ensure that all teachers meet the qualifications required for their subject areas. This strategy includes: Strategic Hiring Practices, Credential Monitoring, Professional Development Support, Collaboration with HR and Certification Offices, and Retention of Qualified Staff. <b>Strategy's Expected Result/Impact:</b> This strategy ensures that every classroom is led by a teacher who is fully equipped to deliver high-quality instruction aligned with state standards. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 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:**

Perceptions
<b>Problem Statement 1:</b> Despite strong school pride and positive relationships, Brewer High School stakeholders report inconsistent rigor, limited student engagement, and uneven communication and discipline practices, contributing to gaps in student achievement and preparedness. <b>Root Cause:</b> Students at Brewer High are not consistently challenged or supported due to variability in instructional practices, engagement strategies, and communication, resulting in uneven academic outcomes and gaps in preparedness.

## RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Continually focus on improving student outcomes/closing the learning gaps through high-quality Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
1	1	2	More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.
1	2	1	Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
1	2	2	More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.
1	3	1	Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
2	1	1	To promote campus safety and accountability, Brewer High School will implement a multi-tiered approach to ensure all students wear their school-issued ID throughout the day. Administrators will monitor building entrances to verify ID compliance upon arrival. Teachers will conduct daily ID checks during 2nd period. Staff will maintain hallway visibility to remind and reinforce ID expectations
2	2	1	Weekly Parent Newsletter
2	2	2	Provide information and strategies to parents, students, and families during campus and community events and activities, including Fish Camp, Meet the Teacher Night, FAFSA Night, Title 1 Parent Meeting, etc.
3	1	1	Work with department heads, instructional coaches, directors, and administrators to customize a budget aligns with campus and district goals.
5	1	1	BHS is committed to fostering an inclusive environment where every individual feels valued and supported. Our culture will be grounded in high expectations and shared accountability, ensuring that excellence is pursued in all aspects of our school community.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continually focus on improving student outcomes/closing the learning gaps through high-quality Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
1	1	2	More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.
1	2	1	Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
1	2	2	More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.
1	3	1	Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
2	1	1	To promote campus safety and accountability, Brewer High School will implement a multi-tiered approach to ensure all students wear their school-issued ID throughout the day. Administrators will monitor building entrances to verify ID compliance upon arrival. Teachers will conduct daily ID checks during 2nd period. Staff will maintain hallway visibility to remind and reinforce ID expectations
2	2	1	Weekly Parent Newsletter
2	2	2	Provide information and strategies to parents, students, and families during campus and community events and activities, including Fish Camp, Meet the Teacher Night, FAFSA Night, Title 1 Parent Meeting, etc.
3	1	1	Work with department heads, instructional coaches, directors, and administrators to customize a budget aligns with campus and district goals.
5	1	1	BHS is committed to fostering an inclusive environment where every individual feels valued and supported. Our culture will be grounded in high expectations and shared accountability, ensuring that excellence is pursued in all aspects of our school community.



## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continually focus on improving student outcomes/closing the learning gaps through high-quality Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
1	1	2	More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.
1	2	1	Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
1	2	2	More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.
1	3	1	Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on backwards-design and improving class management/relationships.
2	1	1	To promote campus safety and accountability, Brewer High School will implement a multi-tiered approach to ensure all students wear their school-issued ID throughout the day. Administrators will monitor building entrances to verify ID compliance upon arrival. Teachers will conduct daily ID checks during 2nd period. Staff will maintain hallway visibility to remind and reinforce ID expectations
2	2	1	Weekly Parent Newsletter
2	2	2	Provide information and strategies to parents, students, and families during campus and community events and activities, including Fish Camp, Meet the Teacher Night, FAFSA Night, Title 1 Parent Meeting, etc.
3	1	1	Work with department heads, instructional coaches, directors, and administrators to customize a budget aligns with campus and district goals.
5	1	1	BHS is committed to fostering an inclusive environment where every individual feels valued and supported. Our culture will be grounded in high expectations and shared accountability, ensuring that excellence is pursued in all aspects of our school community.

# State Compensatory

## Budget for Brewer High School

**Total SCE Funds:** \$1,320,772.00

**Total FTEs Funded by SCE:** 18.25

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

--

## Personnel for Brewer High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Carrigan	Teacher	0.17
Andrew Keeble	Teacher	0.33
Arthur Senato	Teacher	0.17
Carolyn Riley	Paraprofessional	1
Charles Etheridge	Principal	1
Cheri Whisker	Teacher	1
Clifton Watkins	Paraprofessional	0.33
Daniel Foster	Teacher	0.33
Dawn Collins	Instructional Coach	0.5
John Glaze	Teacher	1
Joshua Ferguson	Assistant Principal	0.5
Joshua Walker	Paraprofessional	0.5
Julia Gray	Teacher	1
Katrina Diaz	Instructional Coach	0.5
Kristi Gonzales	Assistant Principal	0.25
Kyle Kelly	Teacher	0.33
Laura Morris	Teacher	0.5
Lauren Wallis	Instructional Coach	0.5

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Layla Arzanipour	Teacher	1
Lloyd Ekpo	Paraprofessional	1
Martha Chanona	Teacher	1
Michael Dickinson	Assistant Principal	0.25
Paul Danielson	Teacher	0.17
Ronald Mendoza	Teacher	0.5
Rowdy Myers	Assistant Principal	0.25
Russ Welch	Teacher	1
Sarah Ross	Teacher	0.17
Shirley Burnett-Moore	Teacher	1
Steven Ganninger	Teacher	1
Zena Anthony	Paraprofessional	1

# Title I Personnel

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

# Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Capturing Kids Hearts Training/Tier 1 Instruction/Closing the Gaps		\$15,000.00
2	2	2			\$2,050.00
				Sub-Total	\$17,050.00

# 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.