

White Settlement Independent School District

Liberty Elementary

2025-2026 Campus Improvement Plan



LIBERTY
ELEMENTARY

Mission Statement

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

Vision

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

Motto:

Think Big Bears Do!!!

Value Statement

We believe:

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

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Comprehensive Needs Assessment

Revised/Approved: August 27, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

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

Demographics

Demographics Summary

Liberty Elementary is an established campus in an older neighborhood in West Fort Worth that serves just over 550 students. Liberty Elementary has a nice balance of ethnic distribution. The student population is comprised of approximately 19% White, 66% percent Hispanic, 8% African American, 5% multiracial and >1% Asian/Pacific Islander and Native American combined. As of August 2024, approximately 83% of Liberty elementary students were eligible for free or reduced-price lunch with a 25% mobility rate.

Demographics Strengths

Liberty is culturally diverse which allows for cultural celebrations throughout the year. We continue to involve our families in any way we can.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics.

Root Cause: The increase of community growth is effecting the percent of our economically disadvantage population.

Student Learning

Student Learning Summary

The primary instrument used to measure accountability is STAAR, however there are tools we used to measure achievement throughout the year. Liberty uses the Diagnostic Reading Assessment (DRA), Universal Screening in math and reading utilizing the Renaissance program, CBAs, Unit Assessments, Benchmarks, and TELPAS.

Liberty Elementary Accountability Ratings for 2023-2024:

2023-2024 STAAR Results:

Subject	Approaches	Meets	Masters
3rd Math	43%	27%	6%
3rd Reading	55%	17%	7%
4th Math	50%	29%	11%
4th Reading	75%	37%	13%

STARR Spanish Results

Subject	Approaches	Meets	Masters
3rd Math	57%	23%	3%
3rd Reading	55%	17%	7%
4th Math	85%	44%	19%
4th Reading	64%	17%	0%

			DOMAIN I- SCHOOL ACHIEVEMENT		
			Student Achievement 2023	Student Achievement 2024	Student Achievement 2025
	Overall 2023	Overall 2024			

							DOMAIN I- SCHOOL ACHIEVE				
District/Campus Name	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating
WHITE SETTLEMENT ISD	C	72	C	72	C	73	C	71	C	72	C
LIBERTY EL	C	73	D	69	D	67	C	71	D	60	F

2025	Total Students	Reading/ELA				Mathematics				Science			
		Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters
		Grades 3-12											
All Students		4,255	73%	50%	18%	3,565	65%	33%	12%	1,502	77%	41%	12%
Liberty Elementary	413	383	70%	41%	16%	381	49%	24%	9%	117	48%	11%	7%

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	62	37	15	38
Liberty	49	24	8	51
STAAR Spanish - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	55	19	0	45
Liberty	47	16	0	53
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	64	44	23	36
Liberty	41	22	11	59
STAAR Spanish - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	77	30	13	23

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
Liberty	81	26	11	19
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	35	15	35
Liberty	45	21	8	55
STAAR Spanish - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	81	43	19	19
Liberty	75	38	25	25
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	73	49	19	27
Liberty	49	24	8	51
STAAR Spanish - RLA Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	64	34	9	36
Liberty	47	16	0	53
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	78	47	18	22
Liberty	41	22	11	59
STAAR Spanish - RLA Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	74	43	15	26
Liberty	81	26	11	19
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	74	53	23	26
Liberty	45	21	8	55
STAAR Spanish - RLA Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	91	64	27	9
Liberty	75	38	25	25
STAAR - Science	Approaches	Meets	Masters	Did Not Meet

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	25	9	35
Liberty	45	9	5	55
STAAR Spanish - Science	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	68	23	9	32
Liberty	56	33	22	44

Student Learning Strengths

Comparing STAAR 2022 to STAAR 2023 student learning strengths are as follows:

3rd Grade:

Math (Spanish) increased in Meets by 10% and Masters by 3%.

Reading (SpEd) increased in Approaches by 14% and Meets by 4%

4th Grade:

Math (Spanish) Approaches increased by 8%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More than 50% of our students in grades 2-4 are entering the 2025-2026 school year below grade level in reading.

Root Cause: Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.

Problem Statement 2 (Prioritized): Students continue to underperform in math and reading.

Root Cause: Teachers do not provide direct/intentional interventions for students.

Problem Statement 3 (Prioritized): Teachers struggle with creating enrichment tasks for students who have already mastered the content.

Root Cause: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Problem Statement 4 (Prioritized): Student attendance continues to stay below the district's 93% threshold expectation.

Root Cause: Teachers and administrators have not put attendance at the forefront of academic growth.

School Processes & Programs

School Processes & Programs Summary

Liberty utilizes the district-created curriculum that is aligned with state-mandated TEKS. Teachers will collaborate and use a variety of materials and strategies. Teachers meet weekly in PLCs to review student data, structured planning periods, student progress, and use the data to drive instruction. Liberty has two Instructional Coaches who help facilitate PLCs.

Liberty has a master schedule which includes two different times for targeted instruction (interventions and extensions) with Liberty Reads (reading enrichment) and Tier 3 times. The interventions and extensions used during those times are standards-based and are meant to fill gaps for those students who are approaching or below grade level, and enrichment for students who are at the "master's level."

All Liberty teachers are highly qualified and vary in age and experience.

WSISD provides ample opportunities for professional development for staff. Campus PLCs, planning periods, weekly faculty meetings, and other professional development opportunities allow us to grow our teachers, no matter their years of service.

Liberty is continuously building partnerships with parents. We have several opportunities for parents to add to our educational community. We strive to get as many parent volunteers through PTA and other volunteer opportunities.

School Processes & Programs Strengths

- Teachers meet weekly during PLCs to evaluate data
- Teachers meet once a week for team planning
- Teachers recognize students utilizing Positive Office Referrals and Super Hero Capes
- Liberty uses a campus-wide reward system for students to earn rewards and prizes
- Teachers communicate with students via newsletter, email, phone calls, and Parent Square
- Teachers meet face-to-face with parents within the first nine weeks of school
- Teachers are recognized weekly in our newsletter
- Administration sends a weekly newsletter out on Friday afternoons

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs.

Root Cause: Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

Perceptions

Perceptions Summary

The Liberty staff is committed to loving kids, being passionate about learning, and taking care of one another. Our administration works to be more visible and efficient and to always communicate effectively with our stakeholders.

All students can earn points by exhibiting good behavior and use those points to get prizes at our PBIS store. In addition, students can earn "Super Hero Capes" as a class for group incentives like a popcorn party, popsicle party, or pajama day. Students can also earn positive office referrals and are recognized each morning on the announcements.

Our teachers collaborate in PLCs (Professional Learning Communities) to identify best practices, determine interventions, and create extensions to meet the needs of every student.

We believe that it takes teachers, students, staff, and the community working together to help our students succeed now and in the future. We are committed to this collaborative effort to meet the needs of our students and staff members.

Perceptions Strengths

At Liberty we are working hard to be as transparent as we can be with our stakeholders. We host several community nights in order for our parents to be involved in our school, and we also have several volunteer opportunities for parents. We are committed to being transparent with our data as well as teaching strategies and areas of improvement. Weekly newsletters are sent home by teachers and administrators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Fewer parents/community support for student events.

Root Cause: Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

Problem Statement 2 (Prioritized): Parents do not feel equipped to help support their student's learning at home.

Root Cause: We have not equipped parents with the appropriate information or resources to support at home learning.

Priority Problem Statements

Problem Statement 1: Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics.

Root Cause 1: The increase of community growth is effecting the percent of our economically disadvantage population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students continue to underperform in math and reading.

Root Cause 2: Teachers do not provide direct/intentional interventions for students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers struggle with creating enrichment tasks for students who have already mastered the content.

Root Cause 3: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs.

Root Cause 4: Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Fewer parents/community support for student events.

Root Cause 5: Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parents do not feel equipped to help support their student's learning at home.

Root Cause 6: We have not equipped parents with the appropriate information or resources to support at home learning.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Student attendance continues to stay below the district's 93% threshold expectation.

Root Cause 7: Teachers and administrators have not put attendance at the forefront of academic growth.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: For the Reading STAAR, Liberty Elementary will increase the Approaches percentile by 10%, Meets percentile by 10%, and Masters percentile by 10%, in the area of "All Tests." For Math STAAR, Liberty Elementary will increase the Approaches percentile by 10%, Meets percentile by 10%, and Masters percentile by 10% in the area of "All Tests."

High Priority
Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Targeted blocks of time in the master schedule for T2 and T3 interventions. Strategy's Expected Result/Impact: Increase student achievement in low performing standards. Staff Responsible for Monitoring: Campus Administration Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: - Title I Funds	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan/utilize guided reading and skills groups daily to target and monitor reading instruction in all ELA classrooms with a focus of student growth. Strategy's Expected Result/Impact: Increase DRA scores in all grade levels. Staff Responsible for Monitoring: Classroom Administration Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
Strategy 3: Utilize data from research based strategies, STAAR results, DRA, and CBAs to identify interventions for students who are below grade level, and enrichment for students who are on or above grade level. Strategy's Expected Result/Impact: Increased % for Meets and Masters on CBAs, and STAAR. Increased % of students on grade level. Increased % of students making a year's worth of growth. Data discussions at grade level PLCs. Staff Responsible for Monitoring: Campus Administrators. Classroom Teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize the new curriculum to further support standards in order to better understand the depth to which the standard needs to be taught. Strategy's Expected Result/Impact: Stronger Tier1 instruction Higher % of student achievement in both daily work and assessments Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students continue to underperform in math and reading. Root Cause: Teachers do not provide direct/intentional interventions for students. Problem Statement 3: Teachers struggle with creating enrichment tasks for students who have already mastered the content. Root Cause: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

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

Performance Objective 2: 85% of students reading below level will make a least one year's worth of growth reflected in their EOY data.

Evaluation Data Sources: District Developed Benchmark Reading Assessments, iReady, supports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate with administrators, Instructional Coach, and interventionists to design targeted instruction to ensure a year's worth of growth. Strategy's Expected Result/Impact: 85% of students will make a year's worth of growth Staff Responsible for Monitoring: Classroom teacher Instructional Coach Administrators Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: HMH Into Reading Decodables - Title I Funds - \$4,800	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students continue to underperform in math and reading. Root Cause: Teachers do not provide direct/intentional interventions for students. Problem Statement 3: Teachers struggle with creating enrichment tasks for students who have already mastered the content. Root Cause: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

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

Performance Objective 3: Liberty will sustain a 95% attendance rate throughout the year.

High Priority
Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details		Reviews			
Strategy 1: Liberty Elementary will participate in a school-wide attendance incentive program. Strategy's Expected Result/Impact: 95% sustained attendance rate Staff Responsible for Monitoring: Campus Administrators and teachers Problem Statements: Student Learning 4 - Perceptions 1, 2		Formative			Summative
		Oct	Dec	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Student attendance continues to stay below the district's 93% threshold expectation. Root Cause: Teachers and administrators have not put attendance at the forefront of academic growth.
Perceptions
Problem Statement 1: Fewer parents/community support for student events. Root Cause: Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.
Problem Statement 2: Parents do not feel equipped to help support their student's learning at home. Root Cause: We have not equipped parents with the appropriate information or resources to support at home learning.

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

Performance Objective 1: Liberty Elementary Staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

High Priority

Evaluation Data Sources: Parent and Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Increase opportunities for parental involvement through PTA and other volunteer opportunities. Strategy's Expected Result/Impact: Increase number of parents joining the PTA by 25% Increase % of parents who volunteer Increase % of events held in the evening Staff Responsible for Monitoring: Campus Administrators Classroom Teachers PTA TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Utilize campus-wide Rewards, Positive Behavior Referrals, Super Hero Capes, Student of the Week and Month, and Staff Spotlight to maintain a positive campus culture. And reinforce by providing frequent communication between the school and community via weekly newsletters, Parent Square messages, maintain website, and social media pages. Strategy's Expected Result/Impact: Number of office referrals will decrease Student attendance will increase Student achievement will increase Positive staff and parent surveys Staff Responsible for Monitoring: Campus administrators Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Dec	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics. **Root Cause:** The increase of community growth is effecting the percent of our economically disadvantage population.

Perceptions

Problem Statement 1: Fewer parents/community support for student events. **Root Cause:** Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

Problem Statement 2: Parents do not feel equipped to help support their student's learning at home. **Root Cause:** We have not equipped parents with the appropriate information or resources to support at home learning.

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

Performance Objective 1: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2025-2026 school year budget.

Evaluation Data Sources: Staff surveys
Parent surveys
Safety audit

Strategy 1 Details	Reviews			
Strategy 1: Continue to use innovative scheduling to effectively utilize personnel in order to meet the needs of all students. Strategy's Expected Result/Impact: Increase in student success through standardized test results and increases in % of students making progress on STAAR standards (math and reading) and iReady progress. Staff Responsible for Monitoring: Administration IC's Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Support recruitment/retention of teachers by continuing to provide training in all content areas and collaborative planning meetings. Strategy's Expected Result/Impact: Increase in academic success by students throughout the content areas. Staff Responsible for Monitoring: School Administration Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs. Root Cause: Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

Perceptions

Problem Statement 1: Fewer parents/community support for student events. **Root Cause:** Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

Problem Statement 2: Parents do not feel equipped to help support their student's learning at home. **Root Cause:** We have not equipped parents with the appropriate information or resources to support at home learning.

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

Performance Objective 1: 100% of staff development will be linked to Liberty Elementary's campus plan, campus needs assessment and district goals.

High Priority

Evaluation Data Sources: T-TESS, Walkthroughs, Student data/progress

Strategy 1 Details	Reviews			
Strategy 1: Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress. Strategy's Expected Result/Impact: Progress Measure data to show growth Staff Responsible for Monitoring: Campus Administrators Teachers Interventionists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students continue to underperform in math and reading. Root Cause: Teachers do not provide direct/intentional interventions for students.

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

Performance Objective 1: 100% of Liberty staff will be highly qualified and ESL certified.

Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Reviews			
Strategy 1: Utilize the PowerSchool system to identify qualified applicants. Strategy's Expected Result/Impact: 100% of Liberty teachers will be highly qualified and ESL certified. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Fewer parents/community support for student events. Root Cause: Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted blocks of time in the master schedule for T2 and T3 interventions.
1	1	2	Teachers will plan/utilize guided reading and skills groups daily to target and monitor reading instruction in all ELA classrooms with a focus of student growth.
1	1	3	Utilize data from research based strategies, STAAR results, DRA, and CBAs to identify interventions for students who are below grade level, and enrichment for students who are on or above grade level.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted blocks of time in the master schedule for T2 and T3 interventions.
1	1	2	Teachers will plan/utilize guided reading and skills groups daily to target and monitor reading instruction in all ELA classrooms with a focus of student growth.
1	1	3	Utilize data from research based strategies, STAAR results, DRA, and CBAs to identify interventions for students who are below grade level, and enrichment for students who are on or above grade level.
1	1	4	Teachers will utilize the new curriculum to further support standards in order to better understand the depth to which the standard needs to be taught.
4	1	1	Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted blocks of time in the master schedule for T2 and T3 interventions.
1	1	2	Teachers will plan/utilize guided reading and skills groups daily to target and monitor reading instruction in all ELA classrooms with a focus of student growth.
1	1	3	Utilize data from research based strategies, STAAR results, DRA, and CBAs to identify interventions for students who are below grade level, and enrichment for students who are on or above grade level.

State Compensatory

Budget for Liberty Elementary

Total SCE Funds: \$592,628.00

Total FTEs Funded by SCE: 6.827

Brief Description of SCE Services and/or Programs

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Personnel for Liberty Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abigail Williams	Teacher	0.13
Alena Burnett	Teacher	0.13
Andrea Gomez	Teacher	0.13
Aubrey Long	Teacher	0.13
Barbara Denham	Teacher	0.13
Carmen Castillo	Teacher	0.13
Celina Gonzalez	Teacher	0.13
Chessa Exum	Teacher	0.067
Christan Torres	Teacher	0.13
Christina Barnett	Teacher	0.13
Claudia Oestreicher	Teacher	0.13
Debora Rodriguez	Teacher	0.13
Ingrid Watson	Teacher	0.13
Ivana Ropa	Teacher	0.13
Ivana Ropa	Teacher	0.13
Jennifer Carr	Teacher	0.13
Jordan Areno	Teacher	0.13
Kaitlin Wilson	Teacher	0.13

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kamryn Doolittle	Teacher	0.13
Kathy Sharlow	Teacher	0.13
Lauren Lowry	Teacher	0.13
Lisa Smith	Teacher	0.13
Marines Ortiz	Teacher	0.13
Megan Strode	Teacher	0.13
Melissa Gastelum	Paraprofessional	1
Nadia Stone	Teacher	0.13
Nestor Muro	Teacher	0.13
Ofelia Chavez	Teacher	0.13
Sabian Barrett	Paraprofessional	1
Shairalys Sotomayor-Caban	Teacher	0.13
Shannon Finder	Teacher	0.13
Stephany Pruitt	Teacher	0.13
Susan Fitzgerald	Teacher	0.13
Yamilet Ramos	Paraprofessional	0.33
Zugelly Espinosa	Teacher	0.13
Zuhail Rosado	Teacher	0.4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amelia Barcenas	Teaching Assistant	Title I	1.0
Chessa Exum	Teacher	Title I	.9
Maria Hannah	Instructional Coach	Title I	0.5

Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1	HMH Into Reading Decodables		\$4,800.00
Sub-Total					\$4,800.00

Addendums



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

PARENT COMPACT

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

AS A PARENT/GUARDIAN I PLEDGE TO:

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

Parent's/Guardian's Signature _____ Date _____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:

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

Teacher's Signature _____ Date _____

AS A STUDENT I PLEDGE TO:

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

Student's Signature _____ Date _____



WHITE SETTLEMENT INDEPENDENT SCHOOL DISTRICT

2024-2025 Parent and Family Engagement Policy

8/28/24

Statement of Purpose

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

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

Develop the Policy with Families

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

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

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

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

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

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

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

Provide Coordination and Assistance to Schools

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

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

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

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

Build Capacity of Schools and Parents

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

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

WSISD will:

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

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

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

Coordination of Programs

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

Annual Evaluation of Effectiveness of Parent Engagement Policy

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

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

Reservation of Funds

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

Reservation

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

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
- Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: - Higher education admissions and financial aid, including sources of information - TEXAS grant program - Teach for Texas grant programs - The need to make informed curriculum choices for beyond high school - Sources of information on higher education admissions and financial aid - Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(3)(G)		College Prep and Advanced Academics page located on the Brewer High School website.
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals - Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements - Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers - Ensuring that teachers are receiving high-quality professional development - Attracting and retaining certified, highly effective teachers	ESSA	HR Director	The school will follow Board Policy AE (legal).
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	HR Director	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

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

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



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.

Liberty Elementary Stakeholders

LEA: White Settlement ISD

Campus Name: Liberty Elementary



Type the member's name, role, and contact info, and have them sign at each meeting.

Name	Role	Contact Info
Sarah Williams	Principal	Sarah.Williams@wsisd.net
Brian Lane	Assistant Principal	Brian.Lane@wsisd.net
Gloria Espinoza	Assistant Principal	gespinoza@wsisd.net
Marilyn Harris	Counselor	mharris@wsisd.net
Samantha White	Rotation Team Lead	sawhite@wsisd.net
Gisselle Montes	Second DL Team Lead	Gisselle.Montes@wsisd.net
Chessa Exum	First Grade Team Lead	cexum@wsisd.net
Maria Hannah	Instructional Coach	mhannah@wsisd.net
Jada Gehring	Instructional Coach	jgehring@wsisd.net
Yevon Molina	Paraprofessionals Rep	ymolina@wsisd.net
Fabiola Islas	Special Education Rep	fislas@wsisd.net
Constance Wall	Second Grade Lead	Constance.Wall@wsisd.net
Cristina Barnett	Fourth Grade DL Lead	cbarnett@wsisd.net
Zuhail Rodriguez	Special Education Rep	zrodriguezrosado@wsisd.net
Steven Dexter	Sped Lead	sdexter@wsisd.net
Jennifer Carr	Third Grade Lead	Jennifer.Carr@wsisd.net
Kaitlin Keller	Fourth Grade Lead	Kaitlin.Keller@wsisd.net
Anna Dickey	Parent Rep	avc5441@gmail.com
Gypsy Pike	Parent Rep	gypsyann122112@gmail.com
Amy Griffin	Community Member	amygriffin1069@gmail.com
Familicia Alberto	Community Member	familicia@gmail.com
Griffin Transport LLC	Business	RGriffinsport@gmail.com
Doug Procter	Business	doug@bigkahunafun.com

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

School employees cannot serve as parents or community members on the campus for which they are employed.