

White Settlement Independent School District

Fine Arts Academy at Tannahill

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Think Big...Bears Do

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

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

Demographics

Demographics Summary

Fine Arts Academy at Tannahill serves 435 students who reside in the City of White Settlement and a western portion of the City of Fort Worth. Our school is made up of (demographic information). We serve a diverse population across the district and our demographics reflect our community. Our faculty has diverse teaching backgrounds and experience.

Demographics Strengths

Fine Arts Academy at Tannahill is experiencing consistent growth in student population and demographics which creates opportunities for expanded programs, staffing, and resources. A more diverse student body enriches the school culture by bringing a variety of perspectives, languages, and experiences. This supports inclusivity and prepares students to thrive in a global society.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As the campus continues to grow in size and diversity, teachers report needing additional support, training, and resources to effectively meet the needs of emerging bilingual learners and students from a variety of socio-economic backgrounds.

Root Cause: Emerging bilingual learners and students from varied levels of socio-economic backgrounds often require differentiated academic, behavioral, and social-emotional support.

Student Learning

Student Learning Summary

Although the primary instrument for determining student achievement is STAAR, WSISD and Fine Arts Academy utilize other instruments, including the Diagnostic Reading Assessment (DRA), Star Reading and Math Renaissance Assessments, CBAs, Unit Tests, STAAR aligned benchmarks, STAAR field testing and TELPAS. In addition, special education students are evaluated using a variety of assessment instruments based on individual needs (IEP). Fine Arts Academy received an A accountability rating for the 2024-2025 school year.

							DOMAIN I- SCHOOL ACHIEVEMENT				
							Student Achievement 2023		Student Achievement 2024		Student Achievement 2025
		Overall 2023		Overall 2024		Overall 2025					
District/Campus Name		Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score
WHITE SETTLEMENT ISD		C	72	C	72	C	73	C	71	C	72
FINE ARTS ACADEMY		B	87	B	85	A	91	A	91	B	88

2025														
	Reading/ELA					Mathematics					Science			
	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%	
Fine Arts Academy at Tannahill	178	177	93%	75%	37%	176	86%	59%	26%	42	95%	48%	26%	

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	62	37	15	38
FAA	83	55	23	17
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	64	44	23	36
FAA	81	63	37	19
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	35	15	35
FAA	95	59	24	5
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	73	49	19	27
FAA	94	79	36	6
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	78	47	18	22
FAA	93	58	21	7
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	74	53	23	26
FAA	93	79	50	7
STAAR - Science	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	25	9	35
FAA	95	48	26	5

Student Learning Strengths

RLA STAAR scores and overall reading performance continue to be a strength at Fine Arts Academy.

As a campus, 75% of our students met grade level requirements on the Reading STAAR test in 2025 which was a 4% increase from the previous school year.

Fine Arts Academy at Tannahill has a strong literacy culture with many opportunities for students to interact with a variety of texts as a whole campus, in small groups, and/or individually.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our campus is enrolling an increasing number of students who demonstrate significant deficits in foundational reading skills. Many students require substantial reading intervention in order to develop grade-level literacy proficiency. Without targeted and systematic supports, these gaps risk widening and impacting long-term academic achievement across content areas.

Root Cause: The root cause of these deficits is that many incoming students have limited access to early literacy experiences and high-quality, systematic reading instruction prior to enrolling in our school.

Problem Statement 2: While student performance in reading on state assessments has shown consistent growth, math scores remain significantly lower. This gap indicates that students are not achieving at the same level of success in mathematics as they are in literacy.

Root Cause: Students lack a strong foundation in number sense and early exposure to numeracy skills, which limits their ability to apply mathematical concepts, problem-solve, and demonstrate proficiency on state assessments.

School Processes & Programs

School Processes & Programs Summary

The Fine Arts Academy staff believe that the consistent implementation of an aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. We continually strive to improve organization, systems and processes with clear expectations and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another.

School Processes & Programs Strengths

The professional abilities of the FAA teachers and their desire to continue to learn the most effective teaching strategies is a strength. We utilize High Quality Instructional Materials (HQMI) such as HMH and StemScopes, as well as a wide variety of supplemental research-based resources to support student academic needs. The campus Instructional Coach is a valuable resource for classroom teachers. Teachers are trained in utilizing district initiatives and feel equipped to implement these practices.

Teachers also analyze formative data, weekly in PLC, to determine student needs immediately. Through the PLC process, this data drives Tier 2 intervention planning and implementation. A set time is built into the master schedule for both interventions and extensions. In addition, dedicated time is built into the master schedule for Tier 3 intervention for both reading and math, without interfering with Tier 1 instruction.

Our master schedule includes: common planning time for grade level teachers, daily physical education and fine arts class with certified music, drama, band, PE and dance teachers, built in Tier 2 and Tier 3 intervention time, and additional teacher planning time to prepare for intervention and extensions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As the student population continues to grow, there is an increasing need for improved systems to support Tier 2 and Tier 3 interventions. While systems of support are in place, they must be adapted to meet the needs of additional students.

Root Cause: The increase in student enrollment has led to a higher number of students requiring targeted interventions.

Perceptions

Perceptions Summary

Historically, parents at Fine Arts Academy are highly involved with the programs offered at our school. They serve in a variety of ways including Campus Planning Committee, PTO and a Parent Advisory Committee. They also assist with school-wide activities including Games with Grandparents, Book Fair, Valentines Dance, Read Across America Week, Trunk or Treat, and Fine Arts Showcase.

The Fine Arts Academy staff believes that positive relationships, a healthy school climate and collaborative culture are essential components of an effective school. The faculty feels Fine Arts Academy is a positive place to work. High expectations for student achievement and school pride are valued. All teachers have high expectations for all students so they can reach their full potential. The parent survey indicated that the majority of parents are pleased with experiences at school.

Perceptions Strengths

Fine Arts Academy at Tannahill has highly involved parents/staff and a strong relationship with our PTO. We communicate with parents in a variety of ways including weekly and monthly newsletters, ParentSquare and social media outlets such as Facebook and Instagram. Parents have the opportunity to volunteer at school events and collaborate with staff to support literacy and art initiatives at FAA.

Staff agrees that FAA is a warm and inviting environment with high student expectations. We have a student-centered staff that believes that quality instruction and relationships are key to increasing student achievement. We have multiple forms of parent communication such as daily folders, Facebook, ParentSquare, Skyward, Canvas, parent newsletters and positive parent phone calls. Additional student incentives such as B.E.A.R.S. Student Spotlight, Student of the Month, and PBIS rewards have increased student motivation. FAA staff will continue to be more consistent with behavior expectations, procedures and discipline through PBIS systems. FAA will continue to adhere to current behavior expectations through a variety of consistent and effective discipline procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While parents at Fine Arts Academy are highly engaged in school programs and events, survey data indicates there are still opportunities to strengthen partnerships between families and staff to further support student learning and achievement.

Root Cause: Parent engagement has historically centered on committees and school-wide events, with fewer opportunities designed to connect families directly to student learning and academic growth.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus 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





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: Establish and maintain a robust accountability system by consistently implementing TTESS walkthroughs and evaluations, conducting monthly instructional rounds, and utilizing PLC meetings to monitor and support high-quality instruction.

Evaluation Data Sources: TTESS feedback, instructional round pattern data, PLC agendas





Strategy 1 Details	Reviews			
Strategy 1: Create and utilize systems of evaluation and feedback to improve instructional strategies. Strategy's Expected Result/Impact: Increased student engagement and performance. Staff Responsible for Monitoring: Administration and instructional coach Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 2 Details	Reviews			
Strategy 2: Effectively use PLC time to chart progress and goals so this data can be used to plan effective interventions and extensions. Keep track of student progress student by student, not just by approaches, meets and masters numbers. Strategy's Expected Result/Impact: Increase in student scores on weekly formative assessments as well as district and state assessments. Staff Responsible for Monitoring: Administration, classroom teachers Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 100% of students in 1st-2nd grade will show one year's growth on the district diagnostic assessments in both math and reading.





Evaluation Data Sources: diagnostic assessments including DRA and iReady

Strategy 1 Details	Reviews			
Strategy 1: All students reading below grade level will receive daily small group reading instruction. In addition, students significantly below grade level will receive additional tier 3 intervention. Strategy's Expected Result/Impact: We expect all students to make at least one year's growth in reading. Staff Responsible for Monitoring: Administration, teachers, intervention support staff Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: All classrooms will implement campus initiatives and programs that improve literacy and numeracy skills and offer opportunities for students to engage in these skills as a school community.

Evaluation Data Sources: STAAR results in RLA and Math, diagnostic assessments including DRA, Math Running Record, and iReady





Strategy 1 Details	Reviews			
Strategy 1: Using instructional strategies learned during staff development, teachers will promote productive struggle and develop numeracy skills in math. Strategy's Expected Result/Impact: Students will show at least one year's worth of progress in the area of math. Staff Responsible for Monitoring: teachers, instructional coach, administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Family Math Night Resources - Curriculum Guides - Title I Funds	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Staff members will promote and celebrate literacy through a variety of school-wide programs and initiatives including FAA Reads, One School One Book, Birthday books, Classroom Book A Day, read alouds, Reading Challenges, Book Talks, etc. Strategy's Expected Result/Impact: Students will show at least one year's growth in reading. Staff Responsible for Monitoring: teachers, instructional coach, administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: 100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading and Math by 2%.

High Priority

Evaluation Data Sources: STAAR results in RLA and Math





Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will ensure Tier 1, 2, and 3 instructional strategies are aligned with district best practices by providing professional development and monitoring through instructional rounds. Strategy's Expected Result/Impact: Two percent increase in reading and math STAAR scores. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: School Organization 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Teachers teams will meet in Professional Learning Communities (PLCs) in order to ensure Tier 1 instruction and tasks are aligned to learning targets. Strategy's Expected Result/Impact: Tier 1 instruction will be aligned with district best practices and expectations. Staff Responsible for Monitoring: administrators, instructional coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The Fine Arts Academy Staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

Evaluation Data Sources: Parent and staff survey and discipline referral data





Strategy 1 Details	Reviews			
Strategy 1: Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc. Teach and model for students the BEARS characteristics (Be Trustworthy, Empathetic, Accountable, Respectful, and Safe). Strategy's Expected Result/Impact: Students following behavior expectations in the common areas. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Students will be recognized in a variety of ways to increase positive school culture: -B.E.A.R.S. Spotlight Students -Student's of the Month -Use of PBIS rewards point systems and school/classroom point stores -Student Leadership Committee Strategy's Expected Result/Impact: Increase number of students being recognized at FAA, increase positive communication with parents which will have a positive impact on parent/teacher/staff relationships. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Rewards - Campus General Fund - \$500	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: The master schedule allows for 30 minutes each day for FAA reads (silent sustained reading). In addition, 1st grade will implement "Classroom Book a Day." All students will participate in school-wide reading challenges throughout the school year with opportunities to respond to their reading.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in reading, positively impact campus culture by focus on campus literacy, increased involvement by parents in our campus literacy focus, increase in number of students reading above grade level.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 2: Organize opportunities for parent and family involvement using Title 1 Parent Engagement funds and increased communication to parents.





High Priority

Strategy 1 Details	Reviews			
Strategy 1: Intentionally plan activities that will engage parents and grandparents, providing them with more information about their children both academically and socially and collaborate together as a school family with parents. Strategy's Expected Result/Impact: Increased family involvement and working together as school community should result in improved academic success of students. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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.





Evaluation Data Sources: Staff and parent surveys, safety audit

Strategy 1 Details	Reviews			
Strategy 1: Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs. Strategy's Expected Result/Impact: Staff survey; student achievement Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Use weekly PLC meetings to monitor data, plan interventions and extensions for Tier 2 intervention. Strategy's Expected Result/Impact: effective use of WIN time (Tier 2); increased student achievement Staff Responsible for Monitoring: Administration, Instructional Coach Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 the FAA campus plan, campus problem of practice and district goals.

Evaluation Data Sources: Staff survey, T-TESS, Instructional Rounds, Classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. They will also be used for PD opportunities for teachers. Strategy's Expected Result/Impact: PLC discussion; T-TESS observations show evidence of district initiatives being implemented effectively and consistently; student achievement Staff Responsible for Monitoring: Instructional coach and administration Additional Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Utilize staff strengths to lead professional development on campus. Strategy's Expected Result/Impact: Teacher feedback; student achievement Staff Responsible for Monitoring: Administration, Instructional Coach Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
Strategy 1: Utilize the eschools system as well as a teacher panel to identify qualified applicants. Strategy's Expected Result/Impact: 100% of FAA teachers are highly qualified and ESL certified. Staff Responsible for Monitoring: Administration Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Dec	Feb	Apr
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs.
3	1	2	Use weekly PLC meetings to monitor data, plan interventions and extensions for Tier 2 intervention.
4	1	1	Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. They will also be used for PD opportunities for teachers.

State Compensatory

Budget for Fine Arts Academy at Tannahill

Total SCE Funds: \$265,582.00

Total FTEs Funded by SCE: 5.14

Brief Description of SCE Services and/or Programs

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Personnel for Fine Arts Academy at Tannahill

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Polvado	Teacher	0.13
Angela Pearre	Teacher	0.13
Ashlee Hamilton	Teacher	0.4
Bonnie McNiel	Teacher	0.13
Caitlin Goodin	Teacher	0.13
Casandra Duran	Teacher	0.13
Celeste Johnson	Teacher	0.25
Colleen Snyder	Teacher	0.5
Courtney Lasater	Teacher	0.5
Dara Miller	Teacher	0.13
Elizabeth Ingram	Teacher	0.13
Elizabeth Krueger	Teacher	0.13
Gisselle Montes	Teacher	0.13
Haley Belew	Teacher	0.13
Jennifer Rollins	Teacher	0.13
Jessica Pupalaikis	Teacher	0.13
Katelyn Hadley	Teacher	0.13
Kelli McCoy	Instructional Coach	0.5

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Brannon	Teacher	0.13
Lisa Collett	Teacher	0.13
Macey Wicks	Teacher	0.13
Melissa Koehnlein	Teacher	0.13
Michelle Moore	Teacher	0.13
Mollie Molinar	Teacher	0.13
Morgan Livingston	Teacher	0.13
Rebecca Hardin	Teacher	0.13
Tiffany Harris	Teacher	0.13
Tiffany Wester	Teacher	0.13

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Rewards		\$500.00
Sub-Total					\$500.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Family Math Night Resources - Curriculum Guides		\$0.00
Sub-Total					\$0.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	HR Director	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent of C & I; Communication Director; Child Nutrition Director	The school will follow Board Policies: FFA and EHAA. Document located on WSISD website.
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Assistant Superintendent of C & I; Director of Student Services	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 <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent of C & I	The school will follow Board Policies: BQA, BQB and BQ (local).
5. Dropout Prevention	TEC 11.252	Assistant Superintendent of C & I	The school will follow Board Policies: BQA and BQB.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Programs	The school will follow Board Policies: EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and EL Programs	<p>The school is in partnership with Region XI Instructional Services Division for migrant education program. Migrant plan is located on the Region XI website.</p> <p>www.esc11.net/Page/1249</p>
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Homebound Coordinator	The school will follow Board Policies: FNE (legal) and FNE (local).
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4)	Director of Secondary Education	The school will follow Board Policies: EHAC (legal) and EHA (legal).

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(3)(G)		College Prep and Advanced Academics page located on the Brewer High School website.
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	HR Director	The school will follow Board Policy AE (legal).
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	HR Director	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Communications Director; Social Worker	The school will follow Board Policies: FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	HR Director	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE.
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Student Services; Director of Special Programs	The school will follow Board Policies: DMA (Legal).

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



**WHITE SETTLEMENT
INDEPENDENT
SCHOOL DISTRICT**

**White Settlement Independent School District
Title I, Part A
Elementary and 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* _____



2021-2022 Parent and Family Engagement Policy
Revised 9.23.21

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 training to staff 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 one 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, 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 Coordinator.
- 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 Coordinator 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 that foster this 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:

- The district will provide in person family engagement opportunities that support WSISD's COVID-19 protocols. This includes but is not limited to sponsoring outdoor events, drive-thru, and evening events, etc. when necessary.
- Develop virtual opportunities that ensure family engagement during the COVID-19 pandemic, if/when necessary.
- Utilize the District Planning Committee to provide advice on all matters related to parental 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 the 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. The schools will have at least one parental meeting annually that educates families regarding the assessment process.
- 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 parental 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 develop a partnership with other pre-school programs within the district's boundaries. Family engagement strategies will be coordinated to assist the transition from pre-school to elementary school.

WSISD will assess the needs of families and children in the community using a variety of tools including results from end-of-year campus parent surveys and an annual evaluation by the Parent and Family Engagement Committee. 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 (95 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:			\$948,571
Required 1% Reservation:	\$ 9,500	Actual:	\$11,700
95% of the 1% Reservation:	\$ 9,025	Actual:	\$11,200

White Settlement ISD Coordinated School Health Program

Updated November 2021

Events/programs in blue are cancelled/postponed due to COVID-19; however, they will be reevaluated to restart in the future.

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

Districtwide

- All WSISD schools are **Common Sense Media Campuses**, and WSISD is a **Common Sense Media District**. The schools are tasked with ensuring that students become safe, responsible technology users. Teachers received 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. Messages include cyberbullying, digital footprints, media balance and well-being, and more.

Elementary Schools

- All fourth graders view the **Growing Up** film in the spring, which discusses puberty and the changes students experience, anatomy, etc.

Intermediate Schools

- **Character Education Classes**
Tannahill Intermediate - 5th and 6th graders learn the 6 Pillars of Character, leadership qualities/skills and community service.
- All 5th graders view the **Growing Up film** in the spring, which discusses puberty and the changes students experience, anatomy, etc.

Middle School

- **Health Class**
Eighth graders can take a health class for high school credit.

- **First Aid** and **CPR** are taught in all health classes.
- **Health Fair** - Students create displays to illustrate what they've learned about the human body.

High School

- **Health Class:** Students must earn a ½ credit to fulfill graduation requirements.
- Seniors who take the Practicum class can become a **Certified Clinical Medical Assistant**. They can take the state certification exam up to 30 days prior to graduation; and if they pass, they graduate with their certification.

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.

Districtwide:

- Districtwide participation in **Special Olympics**
- Annual **Bear Tracks Meet** for special needs students (adapted PE and life skills)
- Brewer Athletic Department offers variety of summer camps to students of all ages
- Brewer Athletic Department offers **Summer Pride strength and conditioning** throughout summer
- Districtwide participation in Fitness Gram for all students in Physical Education

Elementary Schools:

- All elementary schools participated in **Little Dribblers** basketball program, enabling students to learn basketball skills and perform during a high school basketball game. (2018-20)
- **21-Day Healthy Snack Challenge:** for 21 days the kids focus on eating healthy snacks trying new fruits and veggies.
- **WSISD PE Requirements:** Kindergarten through grade 5: 30 minutes daily or 135 minutes weekly
- **After-School Running Clubs**
Blue Haze Elementary, Liberty Elementary, West Elementary, Tannahill Intermediate, North Elementary,

Fine Arts Academy & Virtual Academy

- **Participation in Cowtown Calf 5-K (Virtual this year with possible meet in district in the spring)**
Fine Arts Academy, Blue Haze Elementary, Liberty Elementary, West Elementary and North Elementary
- Through the **Running Bears** program, students keep track of the miles they run once a week, and they are recognized each time they achieve 5 miles.
- **Kid's Heart Challenge-American Heart Association**
North Elementary, West Elementary, Fine Arts Academy, Liberty Elementary, Blue Haze Elementary, Virtual Academy
- **Go Noodle** online program
Fine Arts Academy, Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary
- **Early Morning PE:** Students can participate in free fitness play from 7-7:30 a.m. daily.
North Elementary, West Elementary, Fine Arts Academy
- **Boosterthon Fun Run**
Blue Haze Elementary, Fine Arts Academy
- **School Athletic Clubs:** Students pick athletic clubs (yoga, soccer, basketball, etc.) to participate in on Fridays.
North Elementary, Fine Arts Academy
- **Color Run Fun Run**
North Elementary, Blue Haze Elementary, Liberty Elementary & Fine Arts Academy

Intermediate Level

- **After-School Intramurals (Football, Basketball, Volleyball, Soccer)**
Tannahill Intermediate
- **Participation in Cowtown Calf 5-K**
Tannahill Intermediate, Virtual Academy
- **After-School Running Clubs**
Tannahill Intermediate, Virtual Academy

- **Go Noodle** online program
Fine Arts Academy, Tannahill Intermediate
- **Fun Fridays** - Every week, students who meet the criteria earn free time with an option to participate in physical activities.
Tannahill Intermediate
- **School-wide Dodgeball Tournament** to raise funds for the WSISD Paw Pantry

Middle School

- **WSISD PE Requirements:** Grades 6-8: 30 minutes daily or 225 minutes over a two-week period
- **Bear Time Tutoring** is available for students during a designated tutorial period called Bear Time. Students who are not pulled for tutoring can use this time to get caught up on their classwork, complete digital citizenship assignments, or participate in clubs such as Hope Squad, NJHS, Peer Mediators or Academic UIL.
- **School-wide Volleyball Tournament** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball and Soccer**
- **Fine Arts program offers Color Guard, Dance and Introduction to Marching Band**
- Brewer Athletic Department offers **six-week workout program, concentrating on strength and conditioning**, to all middle school students

High School

- **WSISD PE Requirements:** Grades 9-12: 1 credit to fulfill graduation requirements
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball, Powerlifting, Soccer, Wrestling, Golf, Softball, Baseball and Powerlifting**
- **Fine Arts program offers Color Guard, Dance, Drill Team and Marching Band**
- **Outdoor Education Class** is an alternative to PE for students interested in outdoor activities such as archery, fishing, camping, hunter safety and boater education

- The Brewer Athletic Department offers a **six-week workout program, concentrating on strength and conditioning**, to all high school students.

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

Districtwide:

- WSISD is among 13 Texas school districts recognized as a **Project ADAM Heart Safe School District**, and every school earned the designation. Districts must successfully implement a quality sudden cardiac arrest program that consists of awareness, training and an emergency plan of action in the event of a sudden cardiac arrest.
- **Tarrant County Health Department Immunization Collaboration Clinic**
- Participation in **Tarrant County Back to School Roundup** which provides qualifying students with free school supplies, free health/vision/dental screening, immunizations and haircuts (2009-Present)
- Lead nurse attends monthly Tarrant County Medical Society and Cook Children's School Nurse Advisory Council meetings.
- All district nurses are CPR instructors and teach courses to district staff.
- Each campus has a **CPR/AED team** of staff members who are certified.
- Monthly nurses meetings
- Partnership with Grace Baptist Church to provide **Back to School Bash** that offers community resources, free haircuts, food, backpacks, etc.

Elementary Schools:

- **Healthy Smiles Dental Program**
All Elementary Campuses
- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams
- WSISD nurses conduct annual **hearing screenings** for pre-kindergarten, kindergarten, first, third, fifth and seventh grade students in the fall.

- WSISD nurses conduct annual **vision screenings** for pre-kindergarten, kindergarten, first, third, fifth and seventh grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for first, third, fifth and seventh grade students each fall.
- The counselor and nurse speak with all students about the importance of having good hygiene.
Liberty Elementary, West Elementary
- P.S. It's My Body! Presentations to all classrooms by Alliance for Children (**personal safety/abuse prevention**)
Blue Haze Elementary, Liberty Elementary, North Elementary, Fine Arts Academy

Tannahill Intermediate:

- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams
- WSISD nurses conduct annual **hearing screenings** for fifth grade students in the fall.
- WSISD nurses conduct annual **vision screenings** for fifth grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** fifth grade students each fall.
- WSISD nurses conduct annual **scoliosis screenings** for sixth grade students.

Middle School:

- **Low cost Athletic Physicals** offered to athletes annually
- WSISD nurses conduct annual **hearing screenings** for seventh grade students in the fall.
- WSISD nurses conduct annual **vision screenings** for seventh grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for seventh grade students..
- An athletic trainer is at the middle school athletic events to enhance student safety.

- WSISD nurses conduct annual scoliosis screenings for seventh grade girls and eighth grade boys.

High School:

- Brewer High School is the recipient of the **National Athletic Trainers' Association (NATA) Safe Sports School Award** for its Sports Medicine for its Sports Medicine Department. The award champions safety and recognizes secondary schools that have met the recommended standards to improve safety in sports. The award reinforces the importance of providing the best level of care, injury prevention, and treatment.
- **Low cost Athletic Physicals** offered to athletes annually
- All band, drill team, cheer and athletes and must complete an athletic physical annually.
- WSISD nurses conduct annual **scoliosis screenings** for ninth grade students.
- **Athletic Performance and Rehabilitation** is 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.

Districtwide

- To support families impacted financially during the COVID-19 pandemic and ensure that all children have access to nutritious food, WSISD is providing **free breakfast and lunch for all students** during the 2021-22 school year. The program is funded by the US Department of Agriculture.
- The WSISD Paw Pantry provides a monthly **drive-thru food distribution**.
- WSISD partners with local churches and organizations to promote food distributions that benefit WSISD families.
- The WSISD Child Nutrition Department received an **excellent audit from the Texas Department of Agriculture**. Districts are audited every three years for compliance of Texas Department of Agriculture and USDA regulations.

- **Tarrant Area Food Bank In School Snack Program** that provides counselors with **healthy snack** items for students during school day
Brewer High School & Liberty Elementary; Blue Haze Elementary & West Elementary
Fine Arts Academy, Tannahill Intermediate, Brewer Alternative Campus, Brewer Middle School, North Elementary
- **Child Nutrition Website** provides links to healthy recipes and wellness sites.
- **School Breakfast and Lunch Week Celebrated**
- 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.
- **Posters promoting nutrition** are displayed in all cafeterias
- **Two social workers** provide assistance with food and other necessities when needed.
- All students who attend **summer school** receive **free breakfast**.
- **Collection of height and weight data by PE teachers and office nurses**
- The District adheres to the **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.
- The Child Nutrition Department encourages students to eat breakfast in the cafeteria during **National School Breakfast Week** by holding drawings in which students who ate breakfast could win a variety of balls (i.e. football, soccer, etc.), tennis rackets, jump ropes, etc.
- Families with pre-k through 6th grade students receive monthly menus

Elementary Schools:

- **21 Day Healthy Snack Challenge:** For 21 days, the kids focus on eating healthy snacks trying new fruits and veggies.

- All third and fourth grade students receive a **free, healthy breakfast on STAAR test days.**
Liberty Elementary, North Elementary
- Partnerships with local churches and organizations to provide **snack packs** for low-economic students

Intermediate:

- **21 Day Healthy Snack Challenge:** For 21 days, the kids focus on eating healthy snacks trying new fruits and veggies.
- All fifth and sixth grade students receive a **free, healthy breakfast on STAAR testing days.**
Fine Arts Academy
- Extra fruits and milk are provided in the cafe.

Middle School:

- All students receive a **free snack and water on STAAR test days.**

Brewer High

- Brewer High offers a **Free Supper Program** for students attending After School Tutorials or the Athletic Performance and Rehabilitation program. (Implemented 2018-19)
- The Child Nutrition Department provides a **Seamless Summer Program** in June and July in which students can receive free breakfast and lunch.

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

Districtwide Social & Emotional Learning:

- District counselors and behavior team members will receive the **Cognitive Behavior Therapy Training** by The Excel Centers, which addresses student anxiety in a post COVID environment, suicidal ideation and offers an actual real time discussion of challenges that team members face daily when working with students.
- The district has a **Memorandum of Understanding with MHMR** that enables MHMR to provide counseling and other services to students who are uninsured or covered by Medicaid/CHIPS.

- The district promotes [monthly themes](#) that focus on various subjects including Drug, Alcohol and Tobacco Awareness, Suicide Prevention, Self Care and more. WSISD and the schools will provide messages to students, staff and families as well as hands on activities to educate students and families.
- District social workers provided a series of **virtual, Parenting Bears sessions** that address topics such as healthy coping skills, managing stress and anxiety, tools for successful virtual learning, etc.
- Every WSISD counselor and the district social workers have a [virtual counseling office](#) that includes books, videos and more that address stress relief, setting goals, anxiety, diversity, character traits and more.
- **Two district social workers/mental health counselors** serve students at every campus and provide support for campus counselors and provide outside referrals to families as well as household necessities/toiletries, etc. for families in financial need, facing catastrophic circumstances, etc.
- Mental Health Counselor completed certification to become a **Clinical Anxiety Treatment Professional** to better serve students with anxiety-related issues
- [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.
- Quarterly **counselor meetings**
- **Online Suicide Prevention Training** (Question Persuade Refer - QPR) for all teachers and instructional staff. **Annual QPR Gatekeeper training session for all new instructional staff** held in August.
- WSISD provided **breakout sessions for any staff member to be trained in QPR Suicide Prevention Training in June 2021 and August 2021.**
- **HOPE Squad/QPR suicide prevention training** offered to HOPE Squad members and their families (October 2021)
- **QPR Team/Gatekeepers:** Designated staff on each campus trained to serve as “gatekeepers” who assist students in crisis or who are having suicidal thoughts. (Implemented 2016-17 school year)
- School officials work with community agencies, attending open houses, meetings, conferences, etc. to ensure that the district has partnerships with a variety of resources within the community and Tarrant County.

- Districtwide implementation of [HOPE Squad Program](#) in 2017-18: The Suicide Prevention program changes campus culture to create Hope. HOPE Squads are comprised of students who are trained to watch for at-risk students and provide friendship, identify warning signs, and seek help from adults. Adult Hope Squad advisors train students who have been identified by their classmates as trustworthy peers to serve as Hope Squad members.
- Nearly 50 staff members were initially trained as HOPE Squad advisors in August 2017. Additional advisors are trained annually.
- District-wide implementation of a **suicide protocol** that provides guidance for school counselors to assess a student in crisis, determine a preliminary risk level, and advise parents of means to recommended resources (Implemented 2017-18)
- **Social media messages** regarding suicide prevention and awareness, mental health awareness, anxiety, coping skills, etc.
- District-wide emails to parents with suicide prevention and mental health awareness information (Fall 2019)
- **Suicide Prevention and Mental Health Awareness section** on WSISD website
- The district participates in a **t-shirt fundraiser** benefiting the HOPE Squad program, and shirts are worn on the district's monthly HOPE Day.
- District social workers participate in annual **School Social Workers Conference**
- **Monthly Hope Squad Newsletter** emailed to families and teachers via Skylert and posted on WSISD social media and website.

Elementary Schools:

- The elementary counselors provide an evening **Connect with the Counselors parent meeting** to address test anxiety, bullying, anticipating puberty and other topics.
- **LLC Comfort Dog** program visits every other week to assist and support select students.
North Elementary (Implemented 2015)
- **Reading dog** comes twice a week to allow struggling reading students to read to the dog.
Liberty Elementary, Blue Haze Elementary (1x week)
- **Small group counseling** for anger management, grief, social skills, etc.

- **Testing Anxiety Counseling** for all third and fourth grade students before STAAR test.
Liberty Elementary, Fine Arts Academy, West Elementary, Blue Haze Elementary
- **Lunch Bunch:** Counselor eats with a small group of kids every day during lunch away from the lunchroom.
Fine Arts Academy, Blue Haze Elementary, and West Elementary
- **Classroom Guidance Counseling**
Bi-Weekly guidance lessons - North Elementary
Monthly guidance lessons - West Elementary and Blue Haze Elementary
- **Morning Club** Discussions with select students
North Elementary
- **Cool Cats De-escalating/Cooling Therapy System**
North Elementary
- **Play It Safe “Safe Touch” Presentation** in grades kindergarten through 4
Liberty Elementary

Intermediate School:

- **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. (Implemented 2016-2017)
- **Safe Haven PALS program:** Safe Haven presents its PALS program to all fifth grade students. Peer Abuse Learning SafeHaven covers bullying, decision making, refusal skills, anger management styles, communication, support systems, and the role of a bystander.
- **Brewer High School PALS program** visits weekly to mentor students.
Tannahill, Fine Arts Academy

Middle School:

- **Small group counseling** - variety of issues
- Crisis Text Line on student ID badges

High School:

- **Recovery Resource Council** 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.

Districtwide:

- To prevent the spread of COVID-19, WSISD implemented numerous [health and safety protocols](#) in 2021-22 including, fogging of school facilities nightly, utilizing hospital grade sanitation supplies, touchless hand sanitizer dispensers in every room and common areas, etc.
- WSISD, in partnership with Texas Diagnostic Laboratories, provides a **drive thru COVID-19 testing site**. Testing is available for students, staff, parents, and community members. The site will be available as long as there is a demand for COVID-19 testing.
- WSISD opened a **rapid COVID testing site for employees** who have had close contact with a COVID positive individuals. The district added a Registered Nurse and Nursing Assistant to staff the location and provide additional services needed for COVID-19 issues.
- WSISD enhanced the **HVAC and air filtration systems** throughout the district to reduce airborne pathogens and odor causing VOC's and allergen control, leaving indoor air cleaner.
- **School facilities are continually updated** to ensure student safety and to increase school pride among students.
- White Settlement ISD offers a **TipLine** to report bullying, threats, alcohol, tobacco or drug use or possession, suspicious behavior, thoughts of suicide or self-harm, weapons and more.
- WSISD implemented the **Guardian Program** to enhance school safety and protect students from an active shooter. Educators are trained and evaluated to carry concealed firearms on school facilities.
- Every campus and department in WSISD is equipped with a **doorbell intercom system** with both audio and visual capability. This ensures that all campuses are fully secured during the school day, while still allowing visitors to WSISD to be greeted

promptly and courteously.

- Brewer High School has 1 entrance during the school day that is monitored by security personnel so visitors to the campus are vetted.
- WSISD has a district-wide **crisis team** comprised staff from every school and department. These individuals receive annual training and are available to assist other schools in the event of an crisis situation.
- WSISD's safety program includes the **Standard Response Protocol (SRP)**. The SRP is based on four actions: Hold, Secure, Lockdown, Evacuate and Shelter. SRP provides a common language for both schools and local law enforcement agencies. [Click here for more details](#). Drills are conducted regularly to prepare students and staff in the event of an emergency situation.
- WSISD is among only 13 Texas school districts to be recognized as a **Project ADAM School District**. Every WSISD school was named a **Project ADAM Safe School**. Schools deemed a Project ADAM Heart Safe School must successfully implement a quality sudden cardiac arrest program that consists of awareness, training and an emergency plan of action in the event of a sudden cardiac arrest.
- All instructional staff received training in the **Capturing Kids' Hearts** curriculum, which equips educators with transformational processes that focuses on the social-emotional well-being of our students, a relationship-driven culture, and student connectedness.
- White Settlement ISD partners with **GermBlast®**, a service that kills microorganisms in the environment that cause illness and infections such as the flu, stomach bug, staph infection, strep throat and much more.
- WSISD provides **comfort dogs** in our schools.
- **Drug detection dog searches** are performed in the secondary schools.
- Districtwide annual **Red Ribbon Week Campaign** promoting education regarding the dangers of drug and alcohol use
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually
- **Hope Messages** throughout schools
- WSISD implemented a districtwide, **Growth Mindset/GRIT initiative** that will (2015-Present) to improve both the students' and staff members' motivation and achievement by teaching them a growth mindset. All instructional and administrative personnel were trained in Growth Mindset in August 2015.

- **School-wide incentive programs promoting good citizenship, attendance, academics, etc.** and rewarding students with an End of Year Celebration at a local water park
- District-wide implementation of an **online bullying reporting system** that enables students to report bullying anonymously.
- Section on WSISD website that provides information about bullying prevention.
- **HOPE Week/Month Activities**

Districtwide

- Dress Up Days
- Daily Messages on Social Media & Via Email

Brewer High

- Daily announcements - Hope quotes and kindness tasks/challenges
- Posters around school - encouraging messages
- Hold doors open each morning of Hope Week
- Chain the Hope Pledge: Students will sign yellow strips of paper to pledge to create safe space at BHS for hurting students. We will make yellow chain to hang in C hall
- Compliments Wall - Kindness challenge will be to take a compliment sticky note from the Compliment wall and give it to a peer or someone that could use a smile.
- Semicolon face painting and sharpie tattoos during lunch "Your story is not over"
- Balloon representation of teenagers lost to suicide in art atrium or school entrance

Fine Arts Academy

- Hang Posters Throughout School
- Open Car Doors
- Daily announcements
- Pass our hearts to each student-Each student will write what they love about FAA and we will hang on wall.
- Chalk to sidewalk with affirmations
- Kindness Bingo
- HOPE Squad reads books in classrooms and passes out snack coupons to teachers
- Kindness Event- Each hour a Remind notification was sent out to teachers and HOPE Squad members passed out 2 candy bars to each classroom and the teacher passed out candy to those who they feel have been kind that hour

Liberty Elementary

- Morning Hope Kindness announcements linked to the Kindness daily challenges

- Kindness video for the campus
- Kindness Assembly during lunch -. Students will perform and announce messages during lunch
- Kindness Poster Contest
- Hope Squads helping with carpool
- Pass out candy- jolly ranchers, to help kids feel "jolly and happy" rather than gloomy and sad.
- Read to younger kids-kinder and 1st graders
- Hope/Kindness Pledge Wall-Hope Squads kids will go to classrooms, read the pledge to the classrooms and have them sign pledge on a sticky label for our wall.
- Kindness Station at lunch time-Students will be able to go to the blue room where Hope Squad kids will guide them into writing kindness notes.

North Elementary

- Videos of how to be a good friend, being nice, etc.
- Record HOPE SQUAD dance for school to watch.
- Flash dance with HOPE SQUAD dance
- Posters/signage
- Passed out note cards with lifesavers
- Kindness quotes during announcements
- Sidewalk chalk with positive quotes and words of encouragement

Blue Haze

- Open car doors in a.m.
- Chalk sidewalks and playground with words of affirmation
- Classroom door decoration contest (Theme: Hope/choose kind) 1st place gets a donut party. Winner will be revealed on Friday.
- Campus wide chain link activity: Yellow strips of paper (write someone's name who gives you hope). The link will start at the main doors of the school.
- Make hearts for students. They will write something they love about BHE (will post in café)
- Semi-colons at lunch to represent "our story isn't over; we have lots of life to live."
- Teacher appreciation notes
- Read with younger grades (Kinder and first grade)

Brewer Middle

- Posters and other messages of hope throughout the cafe and commons area - this is our center of hope for the week
- Stairs of Hope - displayed in cafe stairs
- Announcements
- Hope Bombs given out to teachers
- Commit to Kindness - wall to pledge and sign
- Lunch - chain link activity table - fill out a name of something or someone who gives you
- Hope is ...wall/pictures at lunch with dry erase boards
- Meet the Hope Squad wall
- Hope Day activity - greeting students when they come in with signs and lanyards
- Bus Driver Appreciation signs and gifts for Bus Driver Appreciation Day 10/23

Tannahill Intermediate

- Inspirational messages/quotes on morning announcements delivered by Hope Squad Members
- HS members served as greeters to welcome students and staff
- HS students made posters to invite staff and students to the Rally and to advertise district dress up days
- HS sponsored school-wide door decorating contest, "Messages of Hope."
- HS greeters handed out candy one day next week to the staff and students

West Elementary

- Morning Announcements Daily: Words of Hope
- Hearts of Hope (drawn on hands-washable marker-during lunch)
- Chalk sidewalks and playground with words of affirmation
- Teacher appreciation notes
- Semi-colon "tattoos" at lunch (washable marker)
- Read with younger grades (Kinder and first grade)

Red Ribbon Week Activities (2021-22)

Districtwide

- Social media posts
- Districtwide special dress days

Brewer High School

- Posted on STUCO Instagram
- Posters with the dress up days/themes in hallway
- Handed out Red Ribbon Week goodies during Every Monday Matters
- Handed out water bottles with anti-drug facts at pep rally
- Handed out Halloween bags on Friday morning while welcoming students to school

Virtual Academy

- Daily Lessons about Healthy Choices & dangers of Drugs, Alcohol and tobacco in PE
- Physical activities based on healthy choices in PE
- Red Ribbon Week Art Contest

Tannahill Intermediate

- Red Ribbon Week posters hung in hallways
- Daily announcements about Dress up Days and the meanings
- ART and STUCO made posters and Red Ribbons to hang up around the school
- STUCO passed out keychains, lanyards, etc. to students

Liberty Elementary

- Red Ribbon daily announcements
- Red Ribbon Healthy Choices Contest – 1 winner per grade level. Students participated in a writing/message about how to live a healthy life. Students were able to do this activity at home with the help of parents.
- Posters with messages

Fine Arts Academy

- Morning announcements
- Poster Contest

Blue Haze Elementary

- Morning meetings focused on making healthy choices, dress up days, and informative announcements
- Hope Squad created Red Ribbon/Drug Free posters.
- We Put the I in Kind Banner Be Drug Free! Treat your body kind.

Elementary Schools:

- Inspired by training at the Ron Clark Academy, the **House System** is designed to unify ALL students and staff members. All students and staff members are divided into four houses of GRIT (Gumption, 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. The system inspires teachers and students to be involved in school events, instills school pride, gives kids a reason to come to school, and motivates the entire campus to make good decisions and attend school every day.
- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS train junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
Blue Haze Elementary, Fine Arts Academy, Liberty Elementary, North Elementary, West Elementary
- **Hope Week & Random Acts of Kindness Activities:** See districtwide activities.
- **Red Ribbon Week Activities:** See districtwide activities.

Intermediate Schools:

- All TIS instructional staff received **Capturing Kids' Hearts training**, which shows them how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. All other team members will be trained in January. (2019-20)
- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
- **Red Ribbon Week Activities:** See districtwide activities.
- **2021-22 Hope Week Activities**

Middle School

- **Restorative Discipline:** a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior. 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.

- **Red Ribbon Week Activities:** See districtwide activities.
- **Hope Week Activities**
- **Sunshine Club**
Brewer Middle School
- **Bear Time Tutoring** is available for students during a designated tutorial period called Bear Time. Students are pulled for tutoring based off current class progress in each of their core classes. Students who are not pulled for tutoring can use this time to get caught up on their classwork, complete digital citizenship assignments, or participate in clubs such as Hope Squad, NJHS, Peer Mediators or Academic UIL.
- **Peer Mediation Program** (Implemented fall 2016)

High School

- **Restorative Discipline:** a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior. 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. (implemented 2016-17)
- **Red Ribbon Week Activities:** See districtwide activities.
- **HOPE/Choose Kind Week Activities:** See districtwide activities
- **Random Drug Testing Program for Student Athletes**
- **Drug Education Class for High School students who test positive for random drug testing**
- **PAL (Peer Assistance and Leadership) Mentoring Program** that trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.

- **Center for Transition Services:** The district provides a Transition Center for seniors with a 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.

- Staff participated in a **June Breakout Academy** with a variety of 45-minute sessions that provided tools to support students and families, opportunities for self-care, and relationship building among staff.
- All instructional staff attended the "Social Emotional Learning: How to Respond in the Classroom and Relationship Building" training, presented by the WSISD social workers. (August 2020)
- 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. (Implemented December 2019)
- Annual **flu shot clinic** provided for staff.
- **Cowtown 5K** Faculty Group Run 5K
Brewer Middle School

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

District-wide:

- WSISD staff members had the opportunity to attend breakout sessions that address **Drug Trends, Experiencing Homelessness, Abuse and Regret, Behavior Management** in the classroom and **How to Cyber Snoop on Your Child** during

the June 2021 and August 2021 Staff Development Academies.

- 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.
- 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. (December 2019-May 2021)
- The district's **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 WSISD students and individuals under age 25 who desire to compete in the annual Special Olympics Meet.
- **District-wide Pink Out Day** to promote breast cancer awareness
- District-wide **Childhood Cancer Awareness Day**
- **District-wide Cancer Awareness Day** to promote awareness of various cancers
- 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.
- Lead nurse attends monthly **Tarrant County Medical Society** and **Cook Children's School Nurse Advisory Council meetings**.
- **Opening Day**: a community-wide celebration to kick off the softball and baseball seasons. To increase participation at the elementary level, three contests are held in which students in grades 2 through 4 competed (Throwing, Timed Base Running and Hitting).
- 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 sports and youth organizations such as the White Settlement Youth Association and White Settlement Recreation Center, local businesses and local churches. (Implemented 2016)

- The **Winter Sports Rally** includes Brewer High School's winter sports teams as well as the drill team and cheer, which is designed to promote community interest in all athletics as well as create excitement among the lower grade levels. The event involves activities/competitions that include the high school athletes and the younger students.
- The Educational Foundation sponsors a **Football Challenge**, in which two students from every elementary school had an opportunity to compete in a Punt, Pass Kick Challenge at a home football game.
- The Educational Foundation sponsors a **Basketball Shootout** and **Soccer Kick**, in which six students from every elementary through middle school campus have an opportunity to compete in contests during the community-wide Winter Sports Rally.
- **Transition Fair**

Elementary Schools:

- 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.
Blue Haze Elementary, Liberty Elementary
- **Participation in Cowtown Calf 5-K (Plans to hold in district in the spring in partnership with Cowtown)**
Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary, Tannahill Intermediate & Fine Arts Academy
- **Walk for the Cure**
West Elementary
- **Career Day:** Several professionals from the WS and FW area visited our school and talked to classrooms about different types of careers, their preparation it took to reach their careers, and the importance of commitment to future goals.
West Elementary, North Elementary (implemented 2016-17), Blue Haze Elementary (virtual 2020)
- **Jingle Bell Run**
Liberty Elementary
- **Color Fun Run**
North Elementary, Fine Arts Academy
- **Watch DOGS**
North Elementary, Liberty Elementary, Fine Arts Academy, Blue Haze Elementary, Tannahill Intermediate

- **Parent Academy:** Parents learn effective strategies for improved discipline and communication, Latino literacy, and health and fitness (exercise and leading healthier lifestyles)
West Elementary

Intermediate Schools:

- Cowtown Calf Run
- Participation in Benbrook Run
- Participation in Warrior Run
- **Cultural Night** - A night to bring our community together in unity and celebration
- 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.
Tannahill Intermediate

Middle School:

- **Career Day**
- **Spanish Information Night:** All school information is presented in Spanish.

Funding Sources for WSISD – Fine Arts Academy 2021-2022

Program	Purpose	Budgeted
Special Education (Program Code 23)	Address the needs of students with disabilities, includes Federal money	\$ 202,940
State Compensatory Education (Program code 24 & 28)	Enhance & improve the regular education program to increase the academic achievement & to reduce the dropout rate of identified students in at risk situations. Supplements local funds.	\$ 44,238
Title I, Part A	Enable schools to provide opportunities for children served to acquire the knowledge & skills contained in both the challenging state content & performance standards that all children are expected to meet, includes stimulus money	\$ 49,871
Gifted & Talented (Program code 21)	Provide services for students identified as gifted/talented	\$ 64,010
Early Education Allotment (Program Code 36)	To provide staff, resources, and training to support district full day PK program, as well as students in grades K-3.	\$ 244,420
Dyslexia (Program Code 37)	To Provide supplemental structured instruction and phonics-based training to staff and interventions for students identified with having the disability of Dyslexia.	\$ 64,120

CNA/CIP

List of Stakeholders



LEA: White Settlement ISD **Campus:** Fine Arts Academy **Year:** 2024-2025

Type the information for each committee member below.

Name:	Role:	Contact Information:
<i>Example: John Doe</i>	Campus administrators or principals, parents, community members, teachers, paraprofessionals, other school leaders, specialized instructional support staff, business members, and other district representatives, etc.	<i>Email address or cell number</i>
Brooke Mielinski	Principal	bmielinski@wsisd.net
Amanda Doll	Assistant Principal	adoll@wsisd.net
Jaclyn Morris	Parent	(817)734-5824
Erica Martinez	Parent	(817)291-8605
Kristy Hollis	Community Member	(817)715-5715
Kayla Boelter	Community Member	(858) 395-4962
Tiffany Wester	Business Member	(817)319-1476
Tammy Porostovsky	Business Member	(817)542-1200
Haley Belew	Teacher	hbelew@wsisd.net
Brooke Sullivan	Teacher	Brooke.sullivan@wsisd.net
Rebecca Hardin	Teacher	Rebecca.hardin@wsisd.net
Tiffany Harris	Teacher	tharris@wsisd.net
Elizabeth Ingram	Teacher	Elizabeth.ingram@wsisd.net
Lisa Brannon	Teacher	lbrannon@wsisd.net
Mollie Molinar	Teacher	Mollie.molinar@wsisd.net
Angela Pearre	Teacher	Angela.pearre@wsisd.net
Bonnie McNiel	Teacher	Bonnie.mcniel@wsisd.net
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Jennifer Rollins	Teacher	Jennifer.rollins@wsisd.net
Amy Polvado	Teacher	Amy.polvado@wsisd.net
Jennifer Horn	Paraprofessional	jhorn@wsisd.net
Kelly Ferguson	Paraprofessional	Kelly.ferguson@wsisd.net
Jessica Lowry	Counselor (school leader)	jlowry@wsisd.net
Courtney Lasater	AP Intern (school leader)	Courtney.Lasater@wsisd.net
Colleen Snyder	SPED Teacher (specialized)	colleen.snyder@wsisd.net
Celeste Johnson	Dyslexia Teacher (specialized)	cnjohnson@wsisd.net
Lynette Alexander	Diagnostician (District Rep)	Lynette.alexander@wsisd.net
Tiffany Kelley	SLT (District Rep)	tiffany.kelley@wsisd.net

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

Campus staff members cannot serve as parents on the committee.