

White Settlement Independent School District

North Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Mission Statement

Mission

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

Vision

Vision

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

Value Statement

Beliefs

We believe:

- All students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.

- A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Revised/Approved: September 19, 2018

Demographics

Demographics Summary

We currently have an enrollment figure of 728 at North Elementary. This number is projected to continue to grow as surrounding neighborhoods are developed and more families move in. Our current numbers in each grade level are as follows: Pre-Kindergarten: 45; Kindergarten: 135; 1st grade: 152; 2nd grade: 128; 3rd grade: 125; 4th grade: 142.

Of our 728 students, we serve the following number of students in these special programs: 504: 85 students (12%); Dyslexia: 63 students (9%); GT: 58 (8%) students; Special Education: 66 Total Sped with 32 being speech only students (9%); ELL: 158 (22%) students. We also have 12 Homeless students; 436 Economically Disadvantaged (60%) students; 137 RtI (19%) students, and 291 At-risk (39%) students.

Our ethnicity breakdown is: 316 (43%) White, 44 (6%) African American, 332 (45%) Hispanic, 10 Asian (1%), 6 American Indian, and 29 (4%) 2 or more.

Our mobility Rate is 21%.

Our average attendance was 95.88%

Demographics Strengths

North Elementary has a diverse population. We provide several programs to differentiate and meet the needs of all learners on our campus. Our children come from wonderful families that want the best education and future for their children.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to our high Hispanic/LEP population, our parents and students need most things translated into Spanish and often need access to a Spanish speaking staff member.

Problem Statement 2: Our ELL students need more assistance and intervention to help close language barriers in learning.

Problem Statement 3: Our economically disadvantaged students have other needs to be considered to support their academic achievement. These include food, clothing, transportation, and medical care.

Student Achievement

Student Achievement Summary

STAAR Data: English and Spanish Combined STAAR at Approaches

3rd Grade: RDG 91%, MTH 89%

4th Grade: RDG 88%, MTH 93%, WRT 78%

STAAR Data: Spanish STAAR

3rd Grade: RDG 79%, MTH 79%

4th Grade: RDG 76%, MTH 86%, WRT 71%

Overall 3rd and 4th Grade Students Meeting at Approaches= 88%

Overall Accountability Rating= 81- Met Standard

Domain 1 Student Achievement= 82

Domain 2 School Progress= 84

Domain 3 Closing the Gaps- 74

****Earned Post Secondary Readiness Distinction**

1st and 2nd grade reading and math data is also showing improvements.

Our white student population did not meet the state target in reading or math.

Our student growth measure shows decline in 4th grade.

Student Achievement Strengths

Through numerous changes in scheduling, improvements in instructional strategies and professional development, and improved and increased tutorial programs, North Elementary made overall gains this year in all grades DRA levels and 3rd and 4th grade STAAR reading, math, and writing assessments.

Our overall Approaches levels went from 80% in 2016-17 to 88% in 2017-18.

Gains were also made in most areas for Meets and Masters levels.

We were also awarded an academic distinction award for Postsecondary Readiness.

4th grade STAAR writing essays scoring at a 4+ showed a 13% gain.

K-2nd is showing gains and doing well in the areas of DRA, ISIP, MobyMax, and EOY Benchmarks. This shows that a firm foundation is in place.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 4th grade progress measure data in math showed a 14% decline for student growth.

Problem Statement 2: 3rd grade Spanish reading and math showed a 12% and 7% decline, respectively.

Problem Statement 3: 3rd and 4th grade special education data has improved, but is still below the state recommended level of 60% for system safeguards.

Problem Statement 4: There is a gap between the academic achievement of our "all" students group and our "special education" student group in reading and math.

Problem Statement 5: There is a decline in most areas of spanish Meets and Masters levels of performance.

Problem Statement 6: Our white student group did not meet the state target in reading or math.

School Culture and Climate

School Culture and Climate Summary

North Elementary has a wonderful family and community feel for a large campus. The staff is close and participates in many activities to bring us together. We have weekly faculty meetings, monthly luncheons, a secret pal program year-round, staff parties, and several incentives programs for teachers. Some of our incentives this year include #BeARunner Award Shoes, staff perfect attendance gift cart, Thirsty Thursday Sonic Drink Day, staff members of the month, Fantastic Faculty Friday, notes of appreciation, etc. Everyone works hard to take care of each other and pitch in where needed.

Every staff member has been put in a leadership role on a committee to empower everyone to learn, grow, and lead in some area on the campus.

Parent are welcomed on our campus. They are invited to several activities throughout the year and eat lunch with their students often. We also have a VIP and WATCH DOG parent involved plan on our campus.

The introduction of GRIT and Growth Mindset, Ron Clark, and Culturize this year has led to increased positivity and morale on campus.

We restructured and re-implemented our campus PBIS program last year and introduced Friday Fun Clubs and it has greatly increased student and staff morale and the daily functioning of our campus. We have also incorporated a house system for staff and students to enhance relationships and mindset for success and accomplishment.

Students that are doing well are recognized in many ways. There are awards and acknowledgements for student of the month, GRIT awards, writing excellence, perfect attendance, good citizenship, and A-B honor roll, as well as many great behavior awards.

The counselor has a character trait of the month program in which she teaches guidance lessons in small groups and on daily announcements. She also rewards students with great character luncheons each six weeks. We have also brought in a comfort dog therapy organization to support our neediest students.

This year, North will be transitioning into becoming a STEAM campus. We are participating in many professional development events and bringing many new organizations onto our campus for this. Some of these include several trainings through the FWMSH, ESC XI Trainings, TCEA, TIA, Perot Museum events, STEAM curriculum materials, Club and Camp Invention, etc.

School Culture and Climate Strengths

Our strengths include improved campus communication by utilizing our marquee, alert now system, Remind, Facebook, emails, and newsletters. Our staff, parents, and students are much more aware of what is going on on our campus this year. We also ensure that secretaries, teaching assistants, cafeteria workers, and custodians are involved in our programs on campus.

Additional staff development for communication and relationship building amongst the staff was facilitated to enhance relationships. This included social styles and love language training.

We have many different committees on campus, so everyone that wants to be involved can. Allowing staff input from every area is valued at all times.

Our PTO has become stronger than it has been in years. Our school will continue to have PTO programs that involve students and bring in families. We also hope to be able to allow students to attend a field-trip again this year.

Overall, there are many new and improved programs at North this year. We have an organized system of recognizing students and teachers, alike. Pencils, toys, certificates, stickers, food, parties, bulletin boards, announcements, marquee postings, drawings for perfect attendance prizes, Facebook acknowledgement, #bearrunner shoe awards, etc. are just a few of the ways we recognize great staff members and students. Staff and students are enjoying the implementation of our house system.

Students that are doing well in school are allowed to attend art, PE, or library in the morning before school if they choose to.

We have added a makerspace class and Friday Fun Clubs to encourage relationship building, critical thinking and inspire creativity. We hope to add a Family STEAM Night and Multicultural Program to our campus calendar this year.

We also have lower class sizes this year that has helped improved morale. Most classes are under 20 students.

Many areas of our campus were improved with decorating. This includes the multi-purpose room, reading nooks, teacher's lounge, stage area, cafeteria, and office area.

Custodial services were asked to provide a cleaner building.

Staff feels safe and secure. Parents are proud of our campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We will continue to find ways to recognize accomplishments of staff and students.

Problem Statement 2: We will continue to involve families in our campus activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at North are highly qualified.

All, but one, teachers are now ESL certified.

We had a low teacher turnover this year. We have five new teachers on campus, but only one is a first year teacher.

We have many professional development opportunities to continue to build their capacity and be successful on campus. Flex days throughout the summer and Just in Time trainings during the year are definitely serving to improve instructional methods in the district.

By November, all K-4 and certified staff will have participated at least once, if not twice, in a three day Soution Tree PLC and/or RTI Institute. Half of our teachers have also participated in additional STEAM/Technology training through TCEA, TIA, and/or the FWMSH. These excellent professional development opportunities provide benefits to our entire campus as we continue to build the capacity of our educators.

Staff Quality, Recruitment, and Retention Strengths

Our district has many strengths in staff quality, recruitment, and retention. We have a central office staff in place for instructional improvement. This includes an Assistant Superintendent of Instruction, three directors of instruction, several instructional coaches, and an instructional technology staff that has implemented a strategic, systematic, ongoing program of professional development for all WSISD employees. We receive support in research based best instructional practices and also in instructional technology programs. The immediate support and training we have access to is phenomenal. We also have a highly qualified staff and a mentoring program for new teachers.

Being able to take teachers to the PLC, TCEA, TIA, RTI, LEP, Dyslexia, and guided reading trainings have built the capacity of our teachers to be instructional leaders.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: To improve the academic achievement of our students, we must continue to develop the capacity of our teachers. Our goal is to train every teacher through the PLC/RTI conference participation.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district implemented an improved common district-developed curriculum that is online for all teachers to access. District curriculum writers were utilized and the curriculum is aligned with the state standards (TEKS).

Across the district, the curriculum and resources are aligned. Common assessments are given on every campus to ensure to learning is consistent at all grade levels.

Instructional specialists are available to meet our teacher's needs and professional development occurs for all instructional strategies.

PLCs and faculty meetings are held weekly to ensure appropriate training, communication and implementation is occurring.

Curriculum, Instruction, and Assessment Strengths

Our beginning of the year DRA, Istation, MobyMax, and CBAs allow us to monitor growth and plan effective instruction from early on.

Our staff development program and PLCs have improved productivity. Flex Day trainings and Just in Time trainings are valuable to our staff.

Several types of tutoring programs have been put into place before, after, and during the school day to reach targeted students.

Improving our RtI process and training of staff has been helpful to promote closing of the gaps and early intervention.

Incorporating more Spanish support has also helped closed a gap in need.

Implementing and improving our guided reading training has equipped our teachers to reach our students more effectively.

District implementation of instructional focus walks has helped improved alignment and quality of instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There was a 14% decline in 4th Grade Math Student Progress Measure. There continues to be a need in strengthening the process of monitoring our progress measure for each student during our PLC team meetings.

Problem Statement 2: Overall, we are seeing improvements in our K-4 reading and math data, but there is still a great need to further develop the PLC process to focus on the growth of every student in the area of rigor and relevance, as well as implement STEAM training to further increase rigor and relevance in the classroom.

Problem Statement 3: Our RTI system will place additional focus on our upper level students' growth and continue to monitor the growth of every student..

Problem Statement 4: Our RTI system will place additional focus on our students with behavior needs.

Problem Statement 5: We will continue to offer Spanish RTI to support our ELL learners.

Problem Statement 6: Additional support and materials will be made available to our gifted and talented students to ensure high levels of learning for all students.

Parent and Community Engagement

Parent and Community Engagement Summary

In everything we do, we foster and communicate the importance of our school/parent partnerships. We reach out to families by improving our communication systems. Our marquee, newsletters, Remind, Facebook, memos, alertnows, fliers, parent contact, etc. have more more frequent and detailed information.

More parent involvement activities have been planned through our Fall Academic Family Night, Fall Festival, Academic Parent Nights and/or conferences, and our monthly PTO meetings that include student and family centered activities. We also have numerous events during the school day in which parents are invited to. These include poetry day, writing celebrations, character luncheons, awards programs, field days, etc.

Our PTO membership has increased this year.

Parent and Community Engagement Strengths

Our strengths include our multiple forms of communication, increased parent involvement, and community outreach we do with our Thanksgiving Food Basket program and Shoe Drive for Christmas. We also have a group of Navy men and women that are present on our campus. Back to School Night, Open House, PTO meetings and grade level programs, Open house, Family Reading Night, Fall Festival, Talent Show, Book Fairs, Writing Celebrations, Book Talk Celebrations, Parent Academic Nights, etc. are used to invite families into our school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We continue to try to improve the involvement of parents by inviting them to conferences, our classrooms, and evening events and sending more information about about ways they can be involved on our campus and in their child's education.

Problem Statement 2: We are also continuing a keep-book program in which leveled keep-books will be sent home with all K-2 students and struggling 3-4 students. This is to encourage parents to take an active role in their child's learning.

Problem Statement 3: We will work to increase parent volunteerism through improved communication.

School Context and Organization

School Context and Organization Summary

Our school will continue many of the reorganized structures from last year this year for continued improvement. We have also implemented at K-4 co-teach model for our students being served through special programs to keep students in Tier 1 classroom instruction.

Formal roles and responsibilities have been delegated to non-classroom teaching staff, so the appropriate communications and tasks are handled in a timely manner.

Communication systems were implemented on a more frequent basis to ensure all parties are informed of all activities.

Incentives for teachers and students have also been developed and implemented.

Our basic systems like before and after school drop-off and dismissal procedures are re-evaluated and improved as needed.

We have placed an emphasis on addressing student attendance and tardy issues.

All staff members have a voice on our campus. Most staff members serve on a committee or have access to input through frequent campus ballots/surveys.

Students have access to other educators through flex grouping and rti to ensure we reach all students.

School Context and Organization Strengths

Parents, staff, and students have been very open to our new procedures on campus. Discipline, attendance, and tardies are improving. The staff and parents are more aware of activities on campus. Participation and attendance in these activities is increasing.

All fire, dangerous weather, and lock-down drills have been analyzed and improved for safety.

The 2018 Parent and Staff Satisfaction surveys were high.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We are focusing on the best use of our daily schedule and how to best utilizing instructional minutes. This includes timing of

monitoring of transition time, RtI, dyslexia, resource class pull-out, flex grouping, etc.

Problem Statement 2: We are working to improve the efficiency and effectiveness of our PLCs and faculty meetings through additional PLC training.

Technology

Technology Summary

Our staff is very comfortable using technology. Our district provides numerous sessions of technology staff development. All WSISD employees have a district issued iPad. All employees that require the use of a computer for their daily job duties, have access to their own district laptop computer. All campus are equipped with ipads and/or computers for student use. The classrooms are also equipped with apple tvs and new projectors.

All teachers will have laptops this year.

Additional iPads were provided for student use this year.

An iPad and technology academy was provided for staff this summer.

Many staff members have been about to attend TCEA and/or TIA for additional technology training.

Technology Strengths

We are fortunate to have the technology equipment we have on our campus. We are also fortunate to have access to a productive technology instructional and maintenance staff that is readily available to assist with training and repairs as needed.

Use of Intercept has improved security.

Problem Statements Identifying Technology Needs

Problem Statement 1: Wifi on campus tends to have technical issues at times.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Revised/Approved: October 08, 2018





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






Performance Objective 1: 100% of students will master the Reading and Math Student Expectations from the Texas Essential Knowledge and Skills to be successful on the State of Texas Academic Assessments of Readiness Tests (STAAR).

Evaluation Data Source(s) 1: 2018 TAPR Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Early identification and accelerated instruction for students struggling in Reading, Math, and/or Writing by using the 2018 STAAR results, BOY DRA, CBA data, and EOY Benchmark scores.	2.4, 2.5, 2.6	Administrators, teachers	List of students that have been identified as in need of remediation.	✓	✓	✓	
Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: WSISD General Fund - 0.00							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 2) Incorporate the use of norm-based and online assessments to identify all struggling students in Reading and/or Math. Struggling students will be referred to RTI and appropriate interventions will be implemented. Online assessment scores improve.	2.4, 2.6	Principal, RTI Coordinator, Computer Teachers	RtI groups will be developed for at-risk students. Math and/or reading grades improve based on report card and progress monitoring data.	✓	✓	✓	
Problem Statements: Demographics 2 - Student Achievement 1, 2, 3, 4, 5, 6 - School Context and Organization 1 Funding Sources: WSISD General Fund - 0.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Identify 3rd Grade students who failed and/or did not achieve at the MEETS level on the STAAR Reading and/or Math Test in Spring 2018, and begin intensive and accelerated instruction during their 4th grade year. Struggling students will continue to be monitored through RTI and will be placed in the appropriate small group, pull-out group, or before and/or after-school tutorials.</p>	2.4, 2.5, 2.6	Principal, Testing Coordinator, Curriculum Coordinator, RTI Coordinator, 4th Grade Teachers, STAAR Tutors	Math and reading success will improve on common instructional assessments and STAAR benchmarks. 2019 STAAR Results				
<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1</p> <p>Funding Sources: WSISD General Fund - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Utilize an online accelerated reading assessment to encourage the reading of grade level appropriate books in grades 1-4.</p>	2.4, 2.5, 2.6	Principal, Librarian, Teachers	Students in grades 1-4 are checking out appropriate level books from the library and taking the online assessment. Students are passing the online assessment and moving to the next level. Students read the books at their own pace and take assessments when they are ready. Students set goals for accomplishing levels with readers.				
<p>Problem Statements: Demographics 2 - Student Achievement 1, 2, 3, 4, 5, 6 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 2, 3, 6 - Parent and Community Engagement 1, 2</p> <p>Funding Sources: WSISD General Fund - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Special Education Teacher and/or Aide will provide tutoring, Co-teach, Resource and/or Inclusion services for Special Ed. students who qualify.</p>	2.4, 2.5, 2.6	Principal, Curriculum Coordinator, Instructional Coach Special Education Teacher or Aide	Students are receiving Resource pull-outs and/or Inclusion services during Reading and Math. Students' IEP goals are being met. Assessments given in the Beginning, Middle, and End of the Year. IEP Goal progress monitoring.				
<p>Problem Statements: Student Achievement 1, 3, 4</p> <p>Funding Sources: WSISD General Fund - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>6) Utilize the writing specialist's staff development, rubrics, and materials to improve writing scores.</p>	2.4, 2.5, 2.6	Principal, Curriculum Coordinator, Testing Coordinator, classroom teachers	All students are writing compositions with grade level appropriate prompts on writing benchmark days. 4th grade students' writing benchmark scores improve. Pre-K-3rd Grade students improve writing skills.				
<p>Problem Statements: Student Achievement 3, 4, 5</p> <p>Funding Sources: WSISD General Fund - 0.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) To promote high expectations of all students, teachers will address individual needs through access to modifications, prerequisite skills, life skills, and modified TEKS. These skills will prepare students to develop strategies necessary to enter the job force and live as independently as possible.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers Special education Teachers	Ongoing IEP Goals Student success each 9 Weeks				
<p>Problem Statements: Student Achievement 3 - School Context and Organization 1 Funding Sources: WSISD General Fund - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) Extensive monitoring by special education staff and general ed. staff for students with IEPs to improve academic success of students and meet the special education system safeguards.</p>	2.4, 2.5, 2.6	Principal, Classroom Teachers	Ongoing Special Education success on State testing Staff and Instructional Adjustments Each CBA and EOY STAAR Testing				
<p>Problem Statements: Student Achievement 3 Funding Sources: WSISD General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>9) Teachers will have sufficient planning times to meet with colleagues and develop rigorous lessons based on the online curriculum. Grade level teachers will be provided a common planning period five times a week and an additional PLC period once a week.</p>	2.6	Principal, Curriculum Coordinator, Rotation teachers	Grade level teachers plan and develop rigorous lessons that follow the district's online scope and sequence. Students are being successful with the rigor and depth of the lessons presented. 3 Week Progress Reports and 6 Week Report Cards Final Master Schedule				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 2 Funding Sources: WSISD General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>10) Classroom teachers have a multi-grade level meeting as scheduled or through the district's vertical alignment team</p>	2.6	Principal, Curriculum Coordinator, Instructional Coach	Teachers collaborate to plan and develop lesson plans from data. Curriculum and instruction is vertically aligned.				
<p>Funding Sources: WSISD General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>11) All certified classroom teachers will receive administrative walk-throughs to assess for best instructional practices. Campus instructional rounds will be incorporated to further staff learning.</p>	2.4, 2.6	Principal, Assistant Principals	Documentation of walk-throughs provided to teachers. Teachers modify instruction as necessary.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: WSISD General Fund - 0.00</p>							

Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 12) Administrators will monitor and support differentiated instruction and learning opportunities for students.	2.4, 2.5, 2.6	Principal, Curriculum Coordinator, Testing Coordinator, Instructional Coach	Documentation of differentiated instruction in lesson plans. Students experience success with the rigor and depth of the lessons presented. Each 6 Weeks				
	Problem Statements: Student Achievement 3, 4, 5 Funding Sources: WSISD General Fund - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 13) RTI Committee meets with teachers who have referred students each 9 Weeks and at the 3 week progress time.	2.4, 2.6	RTI Committee	Teachers provide RTI documentation. Students are being assisted during RTI time. Each three weeks. RTI committee will offer strategies to teachers for increasing achievement.				
	Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 3, 4, 5 - School Context and Organization 1						
Critical Success Factors CSF 1 CSF 2 CSF 7 14) Administration meets with K-4th Grade teachers to review benchmark results and determine hot-spots to adjust instruction.	2.4, 2.6	Administrators, Campus Interventionists	Increased focus on student expectations. Benchmarks are given 1-4 times a year.				
	Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 2 Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 1 CSF 2 15) Implementation of Phonics component to reading instruction	2.4, 2.5, 2.6	Classroom teachers	Use of supplements documented in instructional plans				
	Problem Statements: Student Achievement 4 Funding Sources: WSISD General Fund - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 16) Use of after-school tutors for remediation for struggling students as found on the BOY DRA, CBAs, Benchmark results and STAAR 2018. Remediation will occur Nov. 2018 to April 2019.	2.4, 2.5, 2.6	Principal, Teachers, Assistant Principals, Teaching Assistants	Monthly progress checks				
	Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: WSISD General Fund - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 17) Focus on improving reading fluency and comprehension through improved guided reading program.	2.4, 2.5, 2.6	Campus administrators and teachers	Improved reading fluency and comprehension evident through DRA assessment, iStation, and teacher observation during guided reading and progress monitoring.				
	Problem Statements: Student Achievement 2, 3, 4 Funding Sources: WSISD General Fund - 0.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>18) Provide parents and students in K-2 and struggling 3-4 students with weekly leveled keep-books to ensure appropriate skill development for literacy.</p>	2.4, 2.5, 2.6	Teachers	Improved reading skills				
Problem Statements: Student Achievement 2, 3, 4							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>19) Implement reader's workshop during reading period which will provide for greater independent reading time as well as add additional SSR during the day K-4th grade.</p>	2.4, 2.6	Teachers, Administrators	Improved EOY Istation, DRA, CBA, BM, and STAAR data.				
Problem Statements: Demographics 2 - Student Achievement 4							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>20) Organize and facilitate a PK and K Cub Camp to orient parents and students to our campus and also discuss curriculum and readiness skills for students before beginning elementary school. Parents will be given tools to use at home with their child prior to starting school.</p>	2.6, 3.2	PK and K Teachers Admin	Parent attendance Better prepared PK and K students.				
Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1							
<p>Critical Success Factors CSF 1</p> <p>21) We will provide additional reading material on campus to reach the necessary higher levels needed by our students reading on grade level and above, including our gifted and talented students.</p>	2.4, 2.6	Teachers	Further growth in reading skills and abilities of all students.				
Problem Statements: Student Achievement 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 6							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>22) We will implement a STEAM focus through our core content areas and rotation classes to improve rigor and relevance and critical thinking and problem-solving skills for our students through STEAM PD and materials provided as an innovative approach to teaching and learning.</p>	2.4, 2.6	Administrators Teachers	Improved academic success for all students as evidenced on DRA, ISIP, MobyMax, Benchmarks, and STAAR assessments.				
Problem Statements: Student Achievement 1, 4, 5 - Curriculum, Instruction, and Assessment 2							
<p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>23) We will provide additional targeted support and monitoring of our white population through before/after school tutorials, Cub Academy, RTI, and teacher monitoring.</p>	2.4, 2.5, 2.6	Administrators and teachers	Our white population will meet the state targets on STAAR for Spring 2019.				
Problem Statements: Student Achievement 6							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our ELL students need more assistance and intervention to help close language barriers in learning.
Student Achievement
Problem Statement 1: 4th grade progress measure data in math showed a 14% decline for student growth.
Problem Statement 2: 3rd grade Spanish reading and math showed a 12% and 7% decline, respectively.
Problem Statement 3: 3rd and 4th grade special education data has improved, but is still below the state recommended level of 60% for system safeguards.
Problem Statement 4: There is a gap between the academic achievement of our "all" students group and our "special education" student group in reading and math.
Problem Statement 5: There is a decline in most areas of spanish Meets and Masters levels of performance.
Problem Statement 6: Our white student group did not meet the state target in reading or math.
School Culture and Climate
Problem Statement 2: We will continue to involve families in our campus activities.
Staff Quality, Recruitment, and Retention
Problem Statement 1: To improve the academic achievement of our students, we must continue to develop the capacity of our teachers. Our goal is to train every teacher through the PLC/RTI conference participation.
Curriculum, Instruction, and Assessment
Problem Statement 1: There was a 14% decline in 4th Grade Math Student Progress Measure. There continues to be a need in strenthening the process of monitoring our progress measure for each student during our PLC team meetings.
Problem Statement 2: Overall, we are seeing improvements in our K-4 reading and math data, but there is still a great need to further develop the PLC process to focus on the growth of every student in the area of rigor and relevance, as well as implement STEAM training to further increase rigor and relevance in the classroom.
Problem Statement 3: Our RTI system will place additional focus on our upper level students' growth and continue to monitor the growth of every student..
Problem Statement 4: Our RTI system will place additional focus on our students with behavior needs.
Problem Statement 5: We will continue to offer Spanish RTI to support our ELL learners.
Problem Statement 6: Additional support and materials will be made available to our gifted and talented students to ensure high levels of learning for all students.
Parent and Community Engagement
Problem Statement 1: We continue to try to improve the involvement of parents by inviting them to conferences, our classrooms, and evening events and sending more information about about ways they can be involved on our campus and in their child's education.
Problem Statement 2: We are also continuing a keep-book program in which leveled keep-books will be sent home with all K-2 students and struggling 3-4 students. This is to encourage parents to take an active role in their child's learning.
School Context and Organization

Problem Statement 1: We are focusing on the best use of our daily schedule and how to best utilizing instructional minutes. This includes timing of monitoring of transition time, Rtl, dyslexia, resource class pull-out, flex grouping, etc.






Problem Statement 2: We are working to improve the efficiency and effectiveness of our PLCs and faculty meetings through additional PLC training.











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

Performance Objective 1: Increase opportunities for student, parent and community member involvement in campus activities by 10%.

Evaluation Data Source(s) 1: School calendar of activities that involve students, parents, and community members.
Sign-in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 5 1) Improve communication between the school and community. Utilize campus newsletters, memos, alert now phone calls and emails, Remind, Facebook, campus website, and the marquee to disseminate information.	3.1	Principal, administrative staff, and teachers.	Parents are receiving information in a variety of ways. Communication scores on surveys improve. End of year parent survey.				
	Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 5 CSF 6 2) Start Watch D.O.G.S. program.	3.2	Principal, Counselor	Men are participating in program. Mentorship with students, decreased discipline Review of volunteer hours each month.				
	Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 5 CSF 6 3) Create opportunities where parents participate in celebrations of academic successes.	3.2	Principal, Administrative Staff, Teachers	Events in which parents are invited to events. Student academic success and number of parents attending. Review of attendance rate .				
	Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 5 CSF 6 4) Increase the number of families joining PTO and attending meetings.	3.2	Principal, PTO Executive Board	Increased membership. Increased family participation in school events. Review at monthly meetings.				
	Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 6 5) Continue PBiS program to reinforce appropriate behavior in the classroom.	2.6	PBiS Team and administrative staff	Teachers teach PBiS expectations. School wide rally. Decrease in monthly discipline referral data.				
	Funding Sources: WSISD General Fund - 0.00						

<p>Critical Success Factors CSF 6</p> <p>6) Implement district-wide bullying program- Choose Kind and a suicide prevention program-Hope Squad</p>	2.6	Counselor Teachers	Ongoing Bullying lesson plans and expectations are taught and reinforced. Documented decrease in incidences of bullying.				
Funding Sources: WSISD General Fund - 0.00							
<p>Critical Success Factors CSF 6</p> <p>7) Implement Character Education program campus-wide.</p>	2.6	Principal, Counselor, Teachers	Character Counts Lesson Plans. Students are nominated for Character Luncheon.				
Funding Sources: WSISD General Fund - 0.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) Provide leveled keep-books K-2 and struggling 3-4 students to encourage parents to work with children at home on literacy skills.</p>	2.6	Teachers	Improved reading skills and parental involvement with child at home.				
<p>Critical Success Factors CSF 6</p> <p>9) Implement a house system to enhance positive relationships between staff and students and facilitate a mindset of achievement.</p>	2.6	Administration and teachers	Increased climate and culture and staff/student morale.				
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

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

Performance Objective 1: Develop and empower staff by delegating roles and responsibilities that allow for the opportunity to offer recommendations for campus decisions.

Evaluation Data Source(s) 1: End of Year Surveys and Assessment Data

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 CSF 6 1) Develop an organizational chart of roles and responsibilities for campus staff and develop teams for planning to improve efficiency of job performance.	2.6	Principal	End of Year Surveys.	✓	✓	✓	
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 2) Develop and empower staff responsibility by ensuring that everyone serves in a leadership position on a committee.	2.6	Administration	Staff growth and satisfaction	✓	✓	✓	

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

Performance Objective 2: Establish clear lines of communication and feedback by utilizing technology to create a safe environment.

Evaluation Data Source(s) 2: Monthly safety drills documented.
Visitor information documented.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 1) Continue to implement the visitor ID scanning program.		Technology Coordinator, Front Office Staff, Principal	All visitors IDs are scanned and badges are printed. Persons checking in and checking out are documented. Online records checked each day.				
	Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 3 CSF 6 2) Conduct fire, tornado, and lock-down drills.		Principal, District Police, Ft. Worth Fire Chief	Documentation of drills. Students and staff are knowledgeable of the processes. Fire Drills monthly. Lock-down drill in Oct. and Feb. Tornado drill in Oct. and Mar.				
	Funding Sources: WSISD General Fund - 0.00						
Critical Success Factors CSF 6 3) Continue to improve hardware and software issues.		Principal, Campus Technology Coordinator, District Technology Coordinator.	New hardware and software is installed. High employee satisfaction with technology. Staff surveys				
	Funding Sources: WSISD General Fund - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: Provide high quality instruction with fewer financial resources.

Evaluation Data Source(s) 3: Attendance rate, grants awarded documentation, and energy usage reports at end of year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 1) Offer Open Enrollment for qualified students.		Central Office Staff, Principal	Available space for additional students. Students from outside the district apply to attend a WSISD school. Students are successful academically and bring in needed ADA monies. Number of applicants accepted.				
Critical Success Factors CSF 4 CSF 6 2) Maintain a 96% or higher attendance rate by implementing improved monitoring systems.	2.6	Principal, PEIMS clerk	Increased monthly Daily Attendance ADA is at or above 96%.				
Critical Success Factors CSF 4 CSF 6 CSF 7 3) Decrease staff absenteeism.		Principal, Administrative Staff	Decreased number of absent staff. Student achievement. Savings in Sub Budget.				
Funding Sources: WSISD General Fund - 0.00							
Critical Success Factors CSF 3 4) Encourage staff to apply for Education Foundation Grants to supplement resources.	2.6	Principal, Teachers, WSISD Education Foundation	Education Foundation Grants Fall 2016 and Spring 2017 Grant applications submitted. Grants are awarded. Student achievement. Application deadline.				
5) Decrease energy usage during weekends and holidays.		All staff	Evaluations by energy manager. Lower utility bills.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: Improve academic quality by adjusting systems to increase teacher effectiveness.

Evaluation Data Source(s) 4: BOY, MOY, and EOY Assessment results with iStation, DRA, CBAs, and STAAR.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Weekly faculty and PLC meetings that focus on instructional concepts like STEAM Initiative, Guided Reading, Mindset, Five Pillars, Thinking Maps, Parent/Student Communication, Fundamental Five, Formative Assessment, Workshop Model, Lead4Ward, Dyslexia, Guided Reading, etc.</p>	2.6	Administrators	Meeting agendas, handouts, sign-in sheets. Increase in assessment data.				
<p>Problem Statements: Demographics 2 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 2</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Our ELL students need more assistance and intervention to help close language barriers in learning.
Student Achievement
Problem Statement 1: 4th grade progress measure data in math showed a 14% decline for student growth.
Problem Statement 3: 3rd and 4th grade special education data has improved, but is still below the state recommended level of 60% for system safeguards.
Staff Quality, Recruitment, and Retention
Problem Statement 1: To improve the academic achievement of our students, we must continue to develop the capacity of our teachers. Our goal is to train every teacher through the PLC/RTI conference participation.
Curriculum, Instruction, and Assessment
Problem Statement 1: There was a 14% decline in 4th Grade Math Student Progress Measure. There continues to be a need in strengthening the process of monitoring our progress measure for each student during our PLC team meetings.
Problem Statement 2: Overall, we are seeing improvements in our K-4 reading and math data, but there is still a great need to further develop the PLC process to focus on the growth of every student in the area of rigor and relevance, as well as implement STEAM training to further increase rigor and relevance in the classroom.

Problem Statement 3: Our RTI system will place additional focus on our upper level students' growth and continue to monitor the growth of every student..

School Context and Organization











Problem Statement 2: We are working to improve the efficiency and effectiveness of our PLCs and faculty meetings through additional PLC training.

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

Performance Objective 1: Develop a sustained professional development community by utilizing the skill set of administrators, teachers, and teacher leaders.

Evaluation Data Source(s) 1: Increased performance of student assessment data.
Teacher Satisfaction Surveys at the end of the year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Staff will give input for appropriate staff development through the Campus Planning Committee and all other committees.</p>		Principal, Curriculum Coordinator	Documentation of requests for staff development during CPC meetings. Staff development assists teachers in improving instruction. Staff development calendar. Teacher Survey.				
Funding Sources: WSISD General Fund - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Teachers will be provided training through the Solution Tree PLC Institute to improve PLC understanding and implementation to ensure high level collaboration and planning for instruction.</p>	2.6	Administration Teachers	Improved staff satisfaction and student achievement				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Improve staff effectiveness when challenging gifted and talented students by offering professional development by our gifted and talented staff.</p>		GT teacher	Increased achievement by GT students.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>4) Provide training, support and materials for teachers to implement STEAM-related instruction/activities into all content areas through integrated and inquiry learning.</p>	2.4, 2.5, 2.6	Administration Teachers	Improved student academic achievement on STAAR and benchmarks.				
Problem Statements: Student Achievement 5 - Curriculum, Instruction, and Assessment 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:








Student Achievement
Problem Statement 5: There is a decline in most areas of spanish Meets and Masters levels of performance.
Curriculum, Instruction, and Assessment
Problem Statement 2: Overall, we are seeing improvements in our K-4 reading and math data, but there is still a great need to further develop the PLC process to focus on the growth of every student in the area of rigor and relevance, as well as implement STEAM training to further increase rigor and relevance in the classroom.

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

Performance Objective 1: Recruit highly qualified teachers for North Elementary as the need arises.

Evaluation Data Source(s) 1: Teacher effectiveness evaluated through the TTESS system.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 7 1) Obtain a large pool of highly qualified applicants from the district for any openings that occur.		Principal	Highly qualified teachers are hired.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Special Education Teacher and/or Aide will provide tutoring, Co-teach,Resource and/or Inclusion services for Special Ed. students who qualify.
1	1	16	Use of after-school tutors for remediation for struggling students as found on the BOY DRA, CBAs, Benchmark results and STAAR 2018. Remediation will occur Nov. 2018 to April 2019.
1	1	19	Implement reader's workshop during reading period which will provide for greater independent reading time as well as add additional SSR during the day K-4th grade.

State Compensatory

Budget for North Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.01.102.024102	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$15,000.00
199.11.6119.01.102.024102	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$337,858.00
199.11.6121.05.102.0.24.102	6121 Extra Duty Pay/Overtime - Support Personnel	\$7,000.00
199.11.6121.28.102.0.24.102	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,000.00
199.13.6121.05.102.0.24.102	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
199.11.6126.01.102.024102	6129 Salaries or Wages for Support Personnel	\$101,410.00
199.11.6141.01.102.024102	6141 Social Security/Medicare	\$6,100.00
199.11.6142.01.102.024102	6142 Group Health and Life Insurance	\$28,000.00
199.11.6143.01.102.024102	6143 Workers' Compensation	\$3,500.00
199.11.6144.01.102.024102	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$35,600.00
199.11.6146.01.102.024102	6146 Teacher Retirement/TRS Care	\$13,200.00
199.12.6146.01.102.0.24.102	6146 Teacher Retirement/TRS Care	\$600.00
6100 Subtotal:		\$551,768.00
6300 Supplies and Services		
199.11.6395.01.102.024102	6395 Supplies, DP Operations - Locally Defined	\$1,500.00
6300 Subtotal:		\$1,500.00

Personnel for North Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Smith	Aide	RtI	.10
Carrise Reyes	Teacher		.50
Christy Summerhill	Teacher		.50
Colleen Snyder	Teacher	Inclusion	.10
Elizabeth Ingram	Teacher		.50
Elizabeth Wolford	Teacher		.50
Esperanza Peattie	Teacher		.50
Evelyn Johnson	Aide	Content Mastery	.50
Guadalupe Mendoza	Aide	Dual Language	.50
Hayley McGowan	Aide		1.00
Jennifer Ferguson	Teacher		.10
Kristine Franco	Aide	ISS/BIC	1.00
Leutisha Mergerson-Hill	Aide	RtI	1.00
Lylyana Olivares	Teacher	Dual Language	.50
Michelle Dow	Teacher		.50
Minerva Garcia	Teacher	Dual Language	.50
Mireya Rabago	Teacher		.50
Monica Harp	Teacher	Dyslexia/ESL	.25
Shannon Wilson	Teacher		.50
Sue Wellspeak	Aide		.50
Susan Hammonds	Teacher		1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denise Benton	Instructional Coach	Instructional Coach	1.00
Rhonda Richey	Teacher		1.00

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Campus Administrator	Connie Bitters	Principal
Administrator	Lynette Alexander	AP
Administrator	Carla Barber	AP
Non-classroom Professional	Jessica Bautista	Counselor
Non-classroom Professional	Amy Barton	Technology Coordinator
District-level Professional	Denise Benton	IC
Non-classroom Professional	Rhonda Richey	RTI
Non-classroom Professional	Susan Hammonds	Title I
Classroom Teacher	Jessica Joergensen	3rd Grade Teacher
Classroom Teacher	Pam Torres	K Teacher
Classroom Teacher	Jada Gehring	2nd Grade Teacher
Classroom Teacher	Becky Marx	2nd Grade Teacher
Classroom Teacher	Abby Tyler	4th Grade Teacher
Classroom Teacher	Elizabeth Wolford	1st Grade Teacher
Classroom Teacher	Mary Roberts	1st Grade Teacher
Non-classroom Professional	Ann Smith	TA

Campus Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TAPR, DRA and CBA Results from EOY		\$0.00
1	1	2	Computer labs, online assessment and instructional program, Local Funds, tutorials and pull-out groups, RTI		\$0.00
1	1	3	Local Funds, STAAR Data, tutorials and pull-out program		\$0.00
1	1	4	Local Funds, online accelerated reading assessment, computer labs, library		\$0.00
1	1	5	Special Education Funds		\$0.00
1	1	6	Local Funds, writing rubrics and supplemental materials		\$0.00
1	1	7	General Funds, Federal funds		\$0.00
1	1	8	Special Education Funds		\$0.00
1	1	9	Rotation classes, access to supplemental teaching materials and supplies		\$0.00
1	1	10	General Supply, supplemental teaching materials		\$0.00
1	1	11	Walk-through appraisal tools.		\$0.00
1	1	12	Online curriculum, Differentiation materials		\$0.00
1	1	14	STAAR materials		\$0.00
1	1	15	Quality Phonics Program		\$0.00
1	1	16	Title I		\$0.00
1	1	17	assessments		\$0.00
2	1	1	Marquee, Website, Alertnow, paper		\$0.00
2	1	2	Local Funds, Title I		\$0.00
2	1	3	Local Funds, Title I Funds		\$0.00
2	1	4	Local Funds, PTO Funds		\$0.00
2	1	5	Local Funds		\$0.00
2	1	6	Local Funds		\$0.00

2	1	7	Local Funds		\$0.00
3	2	1	District Funds		\$0.00
3	2	2	General Supply Fund		\$0.00
3	2	3	General and Activity Funds		\$0.00
3	3	3	Local Funds		\$0.00
4	1	1	Local Funds		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums



North Elementary School

Title I

Parent Involvement Policy 2018-19

North Elementary School has developed a parent involvement policy centered around five critical parent involvement strategies which are to provide a variety of activities that encourage parents to participate at school, to support and engage in learning activities with their students at school and at home, to provide training to staff to strengthen the home/school partnerships, to provide life-long learning opportunities for parents, and to communicate frequently with parents.

North Elementary School will involve parents in the joint development of the Title I plan and the process of school review and improvement.

Parents will work collaboratively with the North Elementary Campus Plan (CIP) committee in an organized, ongoing, and timely way, in planning, review, and improvement of the Title I program.

Annually the school will convene a meeting to which all parents of participating students are invited to inform parents of the school's participation in the Title I program and of the parents' right to be involved. North Elementary will do this through the Annual Title I Family Academic and Reading Night. North will also provide valuable information during Back to School Night and during parent conferences.

North Elementary School parents will work with faculty and staff as a team to improve student achievement and will be provided timely information about available programs through regular communication on our school website, Remind, newsletters, Facebook, blackboard and school marquee.

Parents will be provided with the school performance profiles and assistance with interpreting their student's individual assessment results through parent academic nights by grade level, parent/teacher conferences, state websites and information sent home with summary of assessment data.

Teachers will be given the opportunity to be involved in staff development to provide parents with a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet. This data will be shared in parent conferences and school-distributed information. Teachers will also participate in diversity and differentiation training through workshops or book studies in order to get a better understanding of parents and students and their experiences that they bring to the classroom and learn the best way to meet the student's individual learning styles.

Parents will receive a timely response to their suggestions from the teachers and staff of North Elementary School.

The school will coordinate, provide technical assistance, and other support necessary to assist parents in actively participating in the planning and implementing of a parent involvement program. Regular opportunities for parents to contribute and engage with staff and other parents will occur through our campus-based events and PTO meetings.

Parents will jointly conduct an evaluation with teachers and administration of the content and effectiveness of the parental involvement policy and revise as necessary. This will be done through the CIP meetings with committee members present. Parent surveys will also be utilized for our school improvement.



**WHITE SETTLEMENT
INDEPENDENT
SCHOOL DISTRICT**

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

PARENT COMPACT

Campus: North Elementary September 2018

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
- Attend district wide 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* _____

401 South Cherry Lane
White Settlement, Texas 76108-2518
(817) 367-1350 FAX (817) 367-1391
Website: www.wsisd.net

Grades Served: EE - 4
9850 LEGACY DR
WHITE SETTLEMENT, TX, 76108

728 Students Enrolled
WHITE SETTLEMENT ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

81 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

82 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

84 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

74 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Top 25 Percent: Comparative Closing the Gaps
- ✔ Postsecondary Readiness



STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.



SCHOOL PROGRESS

	SCORE	
Academic Growth	59	The higher of Growth or Performance is used.
Relative Performance	84	
Total	84	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	86	30%
Academic Growth/Graduation Rate	36	50%
English Language Proficiency	100	10%
Student Achievement	89	10%
Total	74	100%

District Targeted Supports TAIS Form - ESL/LEP 2018-19

Problem Statement: 2018 LEP STAAR data is below the 2018 PL 0 cut points in the following academic areas:

Annual Goal: Increase 2019 ELL academic achievement by meeting or exceeding the minimum requirement necessary to achieve a 0 for each performance level.

ESL STAAR 3-8	2018 PL 0 Cut Points	2017 District Rate	2018 District Rate	2019 Required % of Growth for Performance Level Reduction	2019 District Rate Goal
Mathematics	70-100	66.3 (PL-1)	74.1 (PL 0)	met growth	
Reading	70-100	67.2 (PL-1)	72.6 (PL 0)	met growth	
Science	65-100	44.8 (PL-2)	69.6 (PL 0)	met growth	
Social Studies	65-100	35.2 (PL-3)	34.1 (PL 3)	15.5	49.6
Writing	70-100	66.0/49.3 (0 RI)	50.6 (PL 2)	9.7	60.3
LEP EOC					
Mathematics	65-100	50.0 (PL-2)	44.4 (PL 3)	10.3	54.7
Science	75-100	60.5 (PL-2)	59.3 (PL 2)	7.9	67.2
English Language Arts	60-100	25.0 (PL-3)	28.4 (PL 3)	15.8	44.2

Root Cause: LEP/ESL students are not performing at the level of their peers due to lack of implementation of the ELPS.

Strategy:

- Targeted professional development for 5-12th grade ELA teachers to increase implementation of the ELPS for developing academic language in the content areas and appropriate accommodations for ELLs.
- District requirement that all 5-12th grade ELA teachers become ESL certified. District provides opportunity for 2 days of ESL Test Review and Strategies Training.
- Targeted ESL training and support during secondary PLCs for all content areas.

Action Steps	Teacher-Learning	Teacher-Practice	Student-Learning	District Responsibility	Campus Responsibility	Quarterly Goal #1 Aug-Oct	Quarterly Goal #2 Nov-Jan	Quarterly Goal #3 Feb-Apr	Quarterly Goal #4 May-July
Provide teachers with the ELPS/TELPAS Proficiency Level Descriptors and TELPAS scores for each ELL student to plan for accommodations according to ELP level	Teachers will be made aware of the English Language Level of each ELL student & attend campus ELL Fall Awareness training	Teachers will examine the ELPS/TELPAS Proficiency Level Descriptors for the characteristics of ELL student language needs and refer to accommodations recommendations	Students receive accommodations based on their English proficiency levels and continue to make progress in English in all language domains	Provide TELPAS Reports to Campus LPAC Coordinators	LPAC Coordinator disseminates TELPAS information to teachers with ELL students	Teachers will have access to EL proficiency levels by Sept. 30th	Training for all campuses will be completed by November 30th		
Professional Development targeted for ELL improvement to include ESL certification test review training, and customized ELL training for content areas on designated PD days and PLC or department meetings	Teachers will understand how to accommodate instruction for ELLs and incorporate academic language development	Teachers will incorporate developing academic language strategies into lessons and plan differentiation for linguistic accommodations across all content areas	Students will show growth in levels of language proficiency domains - listening, speaking, reading, and writing (TELPAS) and increased levels of achievement on STAAR content areas	Design training plan and calendar Provide training to teachers	Identify teachers that need ESL certification training Campus admin collaborate with district to schedule training LPAC Coordinators provide ELL spreadsheet data for monitoring ELL students	District provide ESL cert. test review to increase number of ESL certified teachers Academic Language Development PD provided to grades 5-12 ELA Teachers Newcomer ELL PD for 7th grade math and Algebra teachers	District provide targeted ELL PD in Content area PLCs and follow up with linguistic accommodations profiles according to language levels	Continue to monitor ELL progress using benchmark data and develop an action plan for targeted student goals Campus ELL data shared in PLCs	Review 2018 ELL progress data and determine next steps upon receipt of data Campus ELL data shared in PLCs

District System Safeguards TAIS Form Special Education 2018-19

Problem Statement: 2018 Special Education STAAR data is below the 2018 PL 0 cut points in all academic areas.

Annual Goal: Increase 2018 SPED academic achievement by meeting or exceeding the minimum requirement necessary to achieve a 0 RI for each performance level.

Special Education 3-8	2018 PL 0 Cut Points	2017 District Rate	2018 District Rate	2019 Required % of Growth for Performance Level Reduction	2019 District Rate Goal
Mathematics	70-100	49.5	52.7 (PL 2)	8.7	61.4
Reading	70-100	43.9	46.2 (PL 2)	11.9	58.1
Science	65-100	35.8	40.7 (PL 2)	12.2	52.9
Social Studies	65-100	39.6	44.1 (PL 2)	10.5	54.6
Writing	70-100	44.9	25.0 (PL 3)	22.5	47.5
Special Education Year-After-Exit					
Writing	70-100	72.2	62.5 (PL 1)	3.8	66.3
Special Education EOC					
Mathematics	65-100	48.2	35.5 (PL 3)	14.8	50.3
Science	75-100	48.1	50 (PL 3)	12.5	62.5
Social Studies	70-100	47.9	61.9 (PL 1)	4.1	66
English Language Arts	60-100	19.6	22.4 (PL 3)	18.8	41.2

Special Education Significant Disproportionality	All students	African American	All Other Students	Disproportionality Rate	2019 District Rate Goal
SPED OSS AND EXPULSION <=10 DAYS RATE (AGES 3-21)	7.2	17.2	6.1	2.8	<2.5
SIGNIFICANT DISPROPORTIONALITY RISK RATIO	43.5	112.6	35.4	3.2	<2.5

Root Cause: Special Education students are not performing at the level of their peers due to gaps in learning.

Strategy #1: Ongoing professional development around the Rigor, Relevance and Learner Engagement rubrics where all students including the special education population are expected to engage in high levels of learning. District instructional rounds will be conducted three times a year as evidence of the District Problem of Practice: “Critical Thinking through Critical Writing and Quad D Tasks and Products”.

Action Steps	Teacher Learning	Teacher Practice	Student Learning	District Responsibility	Campus Responsibility	Quarterly Goal #1 Aug-Oct	Quarterly Goal #2 Nov-Jan	Quarterly Goal #3 Feb-Apr	Quarterly Goal #4 May-July
Conduct District instructional rounds three times a year. Teachers will be invited to attend rounds and be part of the debrief around the three rubrics. Campus reinforcement and refinement areas will be identified and shared with each campus followed by professional development aligned to the refinement area.	Teachers will gain insight on how to increase rigor, relevance and learner engagement within their own classroom.	Teachers will attend district instructional rounds in order to gain insight on increasing rigor, relevance and learner engagement within their own classroom.	Students will be consistently engaged in rigorous and relevant tasks around power standards.	District instructional rounds will be evidence of implementation of the rigor, relevance and learner engagement rubrics.	District instructional rounds and campus walk-throughs will be evidence of alignment of learning objectives and daily tasks and products.	1. Instructional Rounds #1 including a strand of co-teach classes for each campus	1. Campus administration provide campus rounds feedback with teachers and follow-up with aligned professional development 2. Instructional Rounds #2	1. Campus administration provide campus rounds feedback with teachers and follow-up with aligned professional development 2. Instructional Rounds #3	1. Review data and create needs assessment

Strategy #2: All special education students receive Tier 1 core instruction and targeted intervention. Teachers of students with IEPs support the Core instruction with skills-based intervention to address learning needs of students and attend PLCs/planning according to the campus schedules.

Action Steps	Teacher Learning	Teacher Practice	Student Learning	District Responsibility	Campus Responsibility	Quarterly Goal #1 Aug-Oct	Quarterly Goal #2 Nov-Jan	Quarterly Goal #3 Feb-Apr	Quarterly Goal #4 May-July
Teachers of students with IEPs and general education staff attend trainings together.	General education and special education teachers will understand the relationship between Tier 1 core instruction and IEP implementation.	General education and special education teachers collaborate about instruction to maximize student achievement.	Students with IEPs will be consistently engaged in rigorous and relevant tasks around power standards during instruction and supplemental support.	District administration reviews systems, processes and training needed to support teacher learning.	Campus administration implements systems and processes needed to support student learning.	August: District Co-teach training to reinforce IEP implementation as supplemental to Tier 1 core instruction. Sept: Follow-up meetings for feedback	Review comparative benchmark data from 17-18 to 18-19. Principal data meetings on SPED data and plans	Review comparative benchmark data from fall to spring. Principal data meetings on SPED data and plans	Needs assessment for 2019-20

White Settlement ISD

2018-2019 Parent (Family) Involvement Policy

Revised 9.27.18

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 involved in their student's learning.
- provides life-long learning opportunities for parents.
- provides training to staff that enhances the home/school partnership.

Developing the Policy with Parents

The Parent (Family) Involvement Policy will be developed and reviewed annually by the district Parent (Family) Involvement Committee (PIC), which consists of parents/family representatives, school counselors, district social workers, the Family Resource Center coordinator and central administrators. 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 PIC through emails to PTA/PTO board members, personal invitations, and the WSISD website.

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

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

Parent volunteers on the Parent (Family) Involvement 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.

Parents/family members will annually be invited to participate in the District Planning Committee, which meets at minimum four times per year. 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 (Family) Involvement 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 parent involvement activities to improve student academic achievement and school performance. The coordination, assistance and support includes:

- Designation of a District Parent Involvement 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 involvement activities.
- Designation of a Title I Parent Involvement 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 involvement activities will be scheduled throughout the school year to foster this collaboration that foster this family/school/community partnership. These include the district's Back to School Rally, Mad Scientist Night and Healthy Families Rally.

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:

- Utilize a district-wide parent advisory council (the Parent/Family Involvement Committee) to provide advice on all matters related to parental involvement 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: paper flyers and letters; social media; Blackboard Messaging System; local newspapers; district website; and mobile app. The schools will also utilize the Canvas Learning Management System; Gradebook/Skyward; and Remind 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 and Remind, 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 involvement 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 Industry Advisory Committee, the School Health Advisory Council and the District Planning Committee. The district will also utilize the Education Foundation
- Provide life-long learning opportunities for families as well as parent classes/workshops through the Family Resource Center.
- To the extent feasible, coordinate and integrate parental involvement 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 parental involvement.

Coordination of Programs

WSISD will develop a partnership with other pre-school programs within the district’s boundaries. Family involvement 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 (Family) Involvement Committee. The district will utilize the results to develop effective programs that address needs and revise existing programs.

Annual Evaluation of Effectiveness of Parent Involvement Policy

The parental involvement program will implement effective parental involvement activities to improve student academic achievement and school performance.

The district and campus will provide assistance and resources to facilitate the parental involvement program, and the District Planning Committee (DPC) and Parent Involvement Committee 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 (Family) Involvement Policy will be developed with input from the DPC and Parent Involvement Committee and 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 involvement. 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 campus principal will then authorize the use of the funds designated for parental involvement.

Reservation:

District Title I Planning Amount:	\$1,034,941
Required 1% Reservation:	\$ 10,350
95% of the 1% Reservation:	\$ 9,833

White Settlement ISD Coordinated School Health Program

Updated June 7, 2018

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

Districtwide

- Every elementary school and Tannahill Intermediate was recognized as a Common Sense Media Campus, and WSISD was named a Common Sense Media District. This past year, the schools were tasked with ensuring that students become safe, responsible technology users. Teachers received professional development in digital citizenship, and students then participated in a variety of lesson modules including communication, privacy, cyberbullying, internet searches, citing internet sources and more. Common Sense Media is the nation's leading independent non-profit organization, led by child advocates dedicated to kids thriving in a world of media and technology.

Brewer Middle School and Brewer High School will continue building on the Common Sense Media (CSM) recognized district status in the next two years, implementing the curriculum and trainings for teachers and students in 2018 at Brewer Middle and in 2019 at Brewer High. All elementary campuses will continue utilizing the CSM platform.

Elementary Schools

- All fourth graders view the **Growing Up** film in the spring, which discusses puberty and the changes students experience, anatomy, etc.
- **Project Fit America program** provides outdoor fitness equipment, staff development and curriculum so students can be active, fit and healthy as part of the everyday school experience. The program will help students develop their upper body strength and endurance. Students participate in Fit Pit twice a Week during PE to build their core strength, and teachers take them once a week during recess.
West Elementary (Implemented 2015-16)
- **TCU Link Program**, increases the amount of physical activity/recess in schools as well as character education to build positive action.
Blue Haze Elementary (Implemented 2016-17)

Intermediate Schools

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

Middle School

- **Health Class**
Brewer Middle School eighth graders can take a health class for high school credit.
- **First Aid and CPR** taught in all health classes.
- **Health Fair** - Students created displays to illustrate what they'd learned about human body

High School

- **Health Class**
Brewer High School students must earn a ½ credit to fulfill graduation requirements.
- **Safe Haven of Tarrant County Safe Dating Presentations** in Intro. to Health Science and Health Care Science Technology Courses.
- All high school students had opportunity to attend the **AIM For Success EXTREME** program, an abstinence based, age-appropriate sex education program. (October 2017)
- All high school parents invited to attend a preview of the AIM for Success Extreme program. (September 2017)

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)
- The Brewer Athletic Department offers a variety of summer camps to students of all ages.

Elementary Schools:

- **WSISD PE Requirements:** Kindergarten through grade 5: 30 minutes daily or 135 minutes weekly
- **TCU Liink Program**, which increases the amount of physical activity/recess in schools
Blue Haze Elementary (Implemented 2016-17)

- **After-School Running Clubs**
Blue Haze Elementary, Liberty Elementary, West Elementary, Tannahill Intermediate, and North Elementary
- **Participation in Cowtown Calf 5-K**
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.
- **Jump Rope/Hoops for Heart Program**
North Elementary, West Elementary,, Fine Arts Academy (Ongoing)
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
West Elementary, North Elementary, Fine Arts Academy,Liberty elementary
- **Go Noodle** online program through Cook Children's
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
- **Boosterthon Fun Run**
Blue Haze Elementary & Fine Arts Academy (2016-17) (2017-18)
West Elementary (2017-18)
- **Jingle Bell Fun Run**
Liberty Elementary
- **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 (Spring 16 & 2017-18); Blue Haze Elementary (2016-17 & 2017-18)

Intermediate Level

- **After-School Intramurals (Football, Basketball, Volleyball, Soccer)**
Tannahill Intermediate
- **Participation in Cowtown Calf 5-K**
Tannahill Intermediate
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
Fine Arts Academy
- **After-School Running Clubs**
Tannahill Intermediate
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
Fine Arts Academy
- **Go Noodle** online program through Cook Children's Hospital
Fine Arts Academy
- **Referral Free Fridays** - Additional PE time every 6 to 9 weeks for students with no referrals
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 Basketball Shootout** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
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
- GRIT time clubs during study hall that include walking club, yoga, basketball, etc.
- **School-wide Volleyball Tournament** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
Tannahill Intermediate
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, CheerVolleyball,** and Soccer

- **Fine Arts program offers Color Guard, Dance, and Introduction to Marching Band**
- The Brewer Athletic Department offers a **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** provided as 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:

- **Tarrant County Health Department Immunization Collaboration**
All WSISD students
- 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)
- Partnership with **JPS School-Based Health Clinic** to provide medical services for WSISD students and their siblings
- 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
- District social workers attended Understanding Opioids seminar (September 2017)

- HR Director, Communications Director and WSISD Police Lieutenant attended “Evil at Our Door: Human Trafficking” panel. (October 2017)
- Several school officials attended the Child Sex Trafficking Awareness Meeting. (November 2017)

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 (2012-Current)
- 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 speaks 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
- Kupperman Orthodontics Presentations in Grades Kindergarten through 2
Fine Arts Academy

Tannahill Intermediate:

- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams (2012-Current)
- 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:

- **\$10 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 each fall.

High School:

- **\$10 Athletic Physicals** offered to athletes annually
- WSISD nurses conduct annual **scoliosis screenings** for ninth grade students.
- Several of Brewer High School's pregnant and parenting teens attended the Building Families Conference with the district's social worker. The conference provides breakout sessions regarding job placement, infant/toddler care, ensuring that a home is safe for children, child care and more.
(November 2017)

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

- **Tarrant Area Food Bank In School Snack Program** that provides counselors with **healthy snack** items for students during school day (Implemented 2016-17)
Brewer High School & Liberty Elementary (2014-Present); Blue Haze Elementary & West Elementary (2015-16-Present)

- **Tarrant Area Food Bank In-School Food Pantry Program** (Implemented February 2016): Provides qualifying families with produce, meat and non-perishable grocery items once a month on designated day
- **Child Nutrition Website** provides links to healthy recipes and wellness sites.
- **School Breakfast and Lunch Week Celebrated**
- **Nutrition information provided on backs of Monthly Menus** that are sent home with students
All Elementary and Intermediate Students
- 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**.
- The Child Nutrition Department provides **free breakfast and lunch** to all children 18 years and younger as well individuals over age 18 who meet the federal definition of mentally or physically disabled for a month during the **summer**.
- **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 encouraged 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.
- School officials attended the 2016 Tarrant Area Food Bank Partner Agency Conference and Resource Fair. (October 2016)

- Family Resource Center partners with Tarrant Area Food Bank to offer free family healthy cooking classes. **Cooking Matters classes** teach families how to shop for and prepare healthy, delicious and nutritious food on a budget.

Elementary Schools:

- 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
All Elementary Schools
- **Taste Testing in cafeteria:** Students can sample new products and uncommon fruits and vegetables so they are introduced to new food items
All Elementary Schools

Intermediate:

- **Taste Testing in cafeteria:** Students can sample new products and uncommon fruits and vegetables so they are introduced to new food items.
- 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 will offer a **Free Supper Program** for students attending After School Tutorials and extra-curricular activities Monday through Friday from 4 to 5 p.m

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

Districtwide:

- **Two district social workers** serve students at every campus and provides support for campus counselors and provides outside referrals to families as well as household necessities/toiletries, etc. for families in financial need, facing catastrophic circumstances, etc.
- **Community Resources Flyer** posted on website and distributed by counselors to families that includes contact information for a variety of health and human service programs that assist families and provide resources and services such as food, clothing and shelter, counseling, transportation, rent or utilities assistance, legal help, drug and alcohol prevention and treatment, and more.
- Quarterly **counselor meetings**
- **Counselors' Canvas Campus Page**
- **QPR Suicide Prevention Training** provide for parents and community members (January 2018)
- Annual **Suicide Prevention Training** (Question Persuade Refer - QPR) for all teachers and instructional staff (implemented 2015-16) \
- **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 attended the Bring the Conversation to Light luncheon to discuss suicide prevention. (November 2016 & 2017)
- 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 trained as HOPE Squad advisors. (August 2017)
- 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 (2017-18)
- The district has a Student Services Coordinator as well as a **behavior coach** and **behavior specialist** who work with students and staff to ensure their success in school. The staff provides classroom management and other training for educators; supports students and their parents to improve student attendance and behavior.

- WSISD’s Behavior Support Team attended Clearfork Academy’s Ranch Rendezvous, which discussed the Opioid epidemic. (October 2017)
- **Community-wide HOPE Rally** presented by WSISD HOPE Squads (February 2018)

Elementary Schools:

- **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
- **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** every 6 weeks
All elementary schools
Weekly guidance lessons - North 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
Fine Arts Academy, 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.
- During GRIT time, each class has a **Bullying Prevention Program** that includes various stories and activities for students.
Tannahill
- Brewer High School PALS program visits weekly to mentor students.
Tannahill, Fine Arts Academy

Middle School:

- **Small group counseling** - variety of issues

High School:

- **Recovery Resource Council** small groups for at-risk students twice a week
DAEP
- **Teen Life Support Groups:** 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)

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:

- Districtwide implementation of the **House System:** Inspired by training attended by approximately 80 WSISD educators 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.

- Districtwide annual **Red Ribbon Week Campaign** promoting education regarding the dangers of drug and alcohol use
 - Video contest
 - Nightly emails to parents with prevention and awareness information
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually
- **Choose Kind/Hope Messages Throughout Schools**
- WSISD implemented a districtwide, three-year **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.
- **GRIT Book of the Month Initiative** implemented district-wide
- **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.
- **2017-18 HOPE/Choose Kind Week/Month Activities:**
 - Districtwide **Choose Kind/HOPE Campaign**
 - **HOPE Squad Tools for Coping Video shown to all students**
 - Brewer High School & Brewer Middle School - Study Hall
 - Fine Arts Academy & Tannahill - GRIT Time/Friday
 - North - Shown in classrooms
 - Blue Haze Elementary - Thursday, 2/15
 - Liberty Elementary - Art/Music Rotation on 2/13
 - West Elementary
 - Districtwide **HOPE Week:** Activities and special dress coinciding w/ anti-bullying and spreading hope (February 2018)
 - **Community-wide HOPE Rally** with guest speaker Tory Gant (February 2018)
 - **HOPE Squad Pizza Party with all HOPE Squad members and advisors**
 - **HOPE and kindness messages and banners throughout schools**
 - All schools
 - **HOPE Squads members greeted students in morning;** Liberty handed out candy w/ positive messages
 - All schools

- **Dennis Lee Assembly**
Liberty Elementary
- **Kindness Station in Cafe** - students wrote notes and pictures for others during lunch
Blue Haze Elementary & West Elementary
- Student Council and **HOPE Squads delivered messages** and spoke to classes about being kind.
West Elementary
- **Valentines for soldiers**
West Elementary
- **Shout Outs** during lunch and morning announcements
West Elementary, Blue Haze Elementary, Brewer High School, Brewer Middle School
- **Rock Painting**
Liberty Elementary (rocks with positive messages, student decorating contest) & West Elementary (rock garden exemplifying how each student is unique)
- **Weekly HOPE Challenges** (i.e. give 3 people a compliment)
North Elementary
- **Teachers show Choose Kind videos** throughout month
North Elementary
- **Guidance Lessons through Counselor:**
Fine Arts Academy & Liberty Elementary, West Elementary, Blue Haze Elementary
- **HOPE/Choose Kind Door Decorating Contest**
Liberty Elementary
- **Signs on bathroom mirrors**
West Elementary & Liberty Elementary
- **Student-created Hope Wall** - Students made wings in art class and write hope or wish they have, creating photo op spot in the main hallway.
Blue Haze Elementary
- **Cupid Classroom Activity**
Blue Haze Elementary
- **Kindness packets for teachers** with You Are A Wonder and Compli-Mats activities - Compli-mats (each student gets one and classmates take turns writing genuinely kind things about each other on them.)
'Wonder'-inspired activity/You Are a Wonder - each student receives one and on the empty boxes and spaces, students write kind things about each other or cut out, color/decorate, display
Blue Haze Elementary
- **Hope Squad members talk to classes during Study Hall** (i.e. What is Hope Squad exactly? What have we learned being Hope Squad members? How can YOU as non-Hope Squad members help?) (*Will be done before end of school year*)
Brewer Middle School
- **HOPE Grams** - Students wrote words of encouragement/kindness messages during lunch and they're passed out during study hall
Brewer Middle School

- **HOPE Bombs:** HOPE Squad members visit classrooms and say “You have been HOPE bombed!”; teacher recognized and other students in class receive candy with words of encouragement
Brewer Middle School

Elementary Schools:

- **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.
Fine Arts Academy, Liberty Elementary, North Elementary
- **Red Ribbon Week activities:**
 - Students sign pledge to remain drug free and post on wall
Fine Arts Academy
 - Students decorated cut outs of person and then they were linked together and displayed in the hallways saying “We are united against drugs.”
West Elementary
 - Guidance lessons for every grade level
Fine Arts Academy, North Elementary
 - Healthy Choice Writing Contest
West Elementary, North Elementary
 - Staff performed stories on the stage to give meaning to literature and spread the importance of making healthy choices.
West Elementary
 - Key cut out for students to write or draw one healthy choice on (tie into this year’s RRW national theme)
Blue Haze
 - Red candy jar in front foyer, students could turn in an estimate all week long and the closest guess wins the jar
Blue Haze
 - Daily morning announcements about safe, healthy choices
Blue Haze
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities.
- Elementary counselors, district social workers, Communications Director and Human Resources Director attend **Compassionate Schools Training**, which focuses on students chronically exposed to stress and trauma in their lives. These schools create

compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn.

Intermediate Schools:

- **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:**
 - Each student decorated a cut out of a person, decorated it and then they were linked together and displayed in the hallways saying “We are united against drugs.”
Fine Arts Academy
 - Guidance lessons for every grade level
Fine Arts Academy
- Annual TannaCamp gives incoming fifth graders opportunity to be more acclimated to campus life prior to the first day of school.
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities.

Middle School

- **Red Ribbon Week activities:**
 - Theme displayed on marquee outside the school for the month
 - Poster Contest
 - Health classes participated in Video Contest
 - Dress up days that highlight a theme for Red Ribbon Week
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities.
- **Sunshine Club**
Brewer Middle School

- **GRIT Time Clubs** twice weekly offered to students who are not in extra STAAR tutorials. Improves the psychosocial climate of BMS; gives students a place to belong who might not otherwise be involved in athletics. Clubs include Food & Travel, Outdoors, Crafting, Card Games, Tech Club, Harry Potter, Design, Chess, etc.
- **Peer Mediation Program** (Implemented fall 2016)

High School

- **Red Ribbon Week activities:**
 - Celebrity Graveyard in the Cafe. Stu Co researched celebrities who have died for drug-related reasons and posted their pic with information about the drug that killed them.
 - Pledge to be drug free poster for students to sign at lunch
 - Drug and alcohol awareness info given to students at the door on Monday morning (Every Monday Matters-Don't be a dum dum that does drugs (students given suckers)
 - Statistics and facts about drug and alcohol abuse on the announcements each day
 - Facts about drugs and alcohol posted throughout the building, especially in the restrooms. (Stats, where to get help, facts, etc)
 - Video challenge for Red Ribbon Week-Stuco students from each grade level create and film a video about Red Ribbon Week
 - Themed Dress Up Days
 - Drug-Free themed door decorating contest for all staff and students to participate in so as to promote drug-free environment on campus.
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities
- **Random Drug Testing Program for Student Athletes**
Brewer High School
- **Shattered Dreams:** a school-based program that promotes responsible decision-making among high school students regarding underage drinking and impaired driving (driving after drinking or riding with a drinking driver) by showing them how irresponsible choices can end all dreams. It emphasizes the results of alcohol-related crashes: the shattered dreams of those who drive after drinking, the innocent victims, and their friends and families. - Spring 2016 (Trailer); Spring 2017 (School-wide Program)
Brewer High School
- **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.
- **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)

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.

- **Texas Health Resources Wellness Mobile Program** provides annual onsite mammograms.
- Annual **flu shot clinic** provided for staff.
- **Biggest Loser Contest**
Fine Arts Academy, Brewer High School, Brewer Middle School
- **Cowtown 5K** Faculty Group Run 5K
Brewer Middle School
- Partnership with **Camp Gladiator** to promote physical fitness among staff and offer discounts to WSISD employees
- Partnership with **24 Hour Fitness** to promote fitness among staff and offer discounts to WSISD employees
- Partnership with **LA Fitness** to promote fitness among staff and offer discounts to WSISD employees

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

District-wide:

- **WSISD community-wide movie night of “Wonder”** to promote anti-bullying and acceptance (November 2017)
- District officials attend monthly **Challenge of Tarrant County meetings** to be apprised of local trends regarding drug and alcohol use and to network and partner with outside community and private organizations
- 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.
- The district’s **Parent Involvement Committee**, comprised of parents and school officials, meets at least four times a year to discuss annual goals and initiatives that provide family/community involvement opportunities.
- **Community-wide Healthy Families Rally** (Implemented 2015)
- **Opening Day:** a community-wide celebration to kick off the softball and baseball seasons. (Implemented 2016)
- **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 Cancer Awareness Day** to promote awareness of various cancers
- Members of School Health Advisory Council attend **Prevention Provider Coalition meetings**, sponsored by Challenge of Tarrant County. The meetings enables school districts, treatment facilities and other organizations to brainstorm new ideas and efficiencies to ensure Tarrant County youth are provided educational opportunities and intervention strategies to avoid substance abuse issues.
- The WSISD Family Resource Center provides a variety of evening classes for families to promote health and wellness including the **Healthy Foods, Healthy Families Series** (2011-Present); **Cooking Matters Family Nutrition Classes** (2013-Present); and **Families First Parenting Series** (2014-Present). Families First provides methods for improving family communication, reducing stress, dealing with behavioral problems and encouraging honesty and respect.
- 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 teacher, staff and administration, which is crucial to the student's success and to ensuring that families are involved in the student's education. (2015-Present)

- Lead nurse attends monthly **Tarrant County Medical Society** and **Cook Children’s School Nurse Advisory Council meetings**.
- The community-wide **Back to School Kick Off Rally** included 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. (2016 & 2017)
- The **Winter Sports Rally** included 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 will involve activities/competitions that include the high school athletes and the younger students. (January 2017/January 2018)
- The WSISD Educational Foundation sponsored a **Dodgeball Tournament** in which students, families and businesses sponsored a team to play in an evening tournament. (March 2017/March 2018)
- The Educational Foundation sponsored a **Field Goal Challenge**, in which a student from every school had an opportunity to compete in a field goal contest at a home football game. (September 2016/September 2017)
- The Educational Foundation sponsored a **Basketball Shootout** and **Soccer Kick**, in which six students from every elementary through middle school campus had an opportunity to compete in contests during the community-wide Winter Sports Rally. (January 2017/January 2018)
- **WSISD Family Game Night** (April 2018)
- **Community First Luncheons** at least 4 times a year in which youth pastors meet with WSISD personnel to discuss current trends and ways to help WSISD students.

Elementary Schools:

- **Participation in Cowtown Calf 5-K**
Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary, Tannahill Intermediate
- **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)
- **Eating Healthy Parent Workshop** (October 2015)
Fine Arts Academy
- **Jingle Bell Run** (December 2015)
Liberty Elementary
- School-wide **Cystic Fibrosis Fundraiser** (2016-17)

Fine Arts Academy

- **Color Fun Run** (May 2017; April 2018)
North Elementary
- **Home visits** to deliver STAAR scores to families (summer 2017)
Fine Arts Academy
- **Watch DOGS**
North Elementary, Liberty Elementary
- **Parent Academy:** Parents learn effective strategies for improved discipline and communication, Latino literacy and healthy and fitness to learn how to exercise and lead healthier lifestyles
West Elementary

Intermediate Schools:

- Cowtown Calf Run
- Participation in Benbrook Run
- Participation in Warrior Run
- **Teacher phone calls home** to all families to welcome students/families to new school year
- **Cultural Night** - A night to bring our community together in unity and celebration

Middle School:

- **Career Day:** Ten 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. (2016 & 2017)
- **Spanish Information Night:** All school information is presented in Spanish.
- **Watch D.O.G.S**
- **Home visits** to kick off school year



**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* _____

NORTH ELEMENTARY
2018-2019 PERFORMANCE OBJECTIVES

As a part of the Accountability System, North Elementary received a Met Standard rating for the 2017-18 school year.

I. The faculty, staff and administrators of North Elementary will work toward improving overall campus performance on the STAAR assessments in the following area:

A. Overall Performance:

1. Reading/English Language Arts overall performance **will achieve 100%** mastery.
2. Mathematics overall performance **will achieve 100%** mastery.
3. Writing overall performance **will achieve 100%** mastery.
4. Science overall performance **will achieve 100%** mastery.
5. Social Studies overall performance **will achieve 100%** mastery.

B. Performance by Student Groups:

1. Reading/English Language Arts performance by all student groups, **including special education students and limited English proficient students**, will increase at least by the district's required improvement toward 100% mastery.
2. Mathematics performance by all student groups, **including special education students and limited English proficient students**, will increase at least by the district's required improvement toward 100% mastery.
3. Writing Performance by all student groups, **including special education students and limited English proficient students**, will increase at least by the district's required improvement toward 100% mastery.
4. Science performance by all student groups, **including special education students and limited English proficient students**, will increase at least by the district's required improvement toward 100 % mastery.
5. Social Studies performance by all student groups, **including special education students and limited English proficient students**, will increase at least by the district's required improvement toward 100% mastery.

II. The faculty, staff, and administrators of North Elementary will meet ESSA Performance Measures in reading and math in all student groups.

III. The faculty, staff and administrators of North Elementary will work toward obtaining a district attendance average of 96%.

IV. The faculty, staff and administrators of North Elementary will work toward improving overall district performance by maintaining a dropout rate of 0.2% or less and a completion rate of 90% or higher for all students and each subgroup.

V. The faculty, staff and administrators of North Elementary will work to obtain 0% incidence of violence. (Reason codes: 17, 18, 19, 27, 28, 29, 30, 31, 32)

**Funding Sources for WSISD – North Elementary
2018-2019**

Program	Purpose	Budgeted
Special Education	Address the needs of students with disabilities, includes Federal money	\$ 314,494
State Compensatory Education	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.	\$ 517,668
Bilingual/ESL	Address the needs of students whose home language is other than English.	\$ 19,550
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	\$ 155,379
Career & Technology	Develop more fully the academic and occupational skills of all segments of the student populations, includes federal money.	\$ 0
High School Allotment (31 program code)	Enable the high school to offer college prep classes within the high school setting.	\$ 0
Pre-K Grant (32 program code)	Develop a pre-k program for the children that qualify.	\$ 121,375
Gifted & Talented	Provide services for students identified as gifted/talented	\$ 32,700
Title II, Part A Teacher/Principal Training & Recruitment Class Size Reduction	Ensure that teachers & other appropriate staff have access to sustained & intensive high-quality professional development that impacts performance in the classroom. Reduce class size, with particular emphasis in early elementary grades, by hiring highly qualified teachers to improve achievement of both regular and special needs children.	\$ 0
Title III English Language Acquisition/Enhancement, & Achievement	Provide supplemental resources to help students whose home language is other than English to attain English proficiency in core academic subjects.	\$ 0