

White Settlement Independent School District
West Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness

Mission Statement

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

Vision

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

Core Beliefs

We believe:

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for 2011-2012 was 535, 2012-2013 was 546, 2013-2014 was 532, and 2014-2015 was 511 . Mobility for our campus rose to 26.3% from the previous year which was at 22.6%. The percentage of students At-Risk rose slightly to 62.62% from the previous year's 61.09% and Economically Disadvantaged remained relatively unchanged at 73.4%. Enrollment by Ethnicity: Whites decreased to 41% from 46.69%, Hispanics increased to 48% from 39.69%, Blacks decreased slightly to 5% from 6.03%, Asians remained relatively un-changed at 2% from 2.92%, American Indians .39%, and two or more races stayed relatively the same at 4% from 4.28%.

Demographics Strengths

West has a diverse student population.

West's Dual Language students tend to score higher than non-Dual Language students on state testing.

West's Dual Language classes are growing.

West hired a bilingual interventionist.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increase of housing availability has impacted our student population

Student Academic Achievement

Student Academic Achievement Summary

Although the primary instrument for determining student achievement is the STAAR, West Elementary employs other instruments as well including the DRA, Tejas Lee for Spanish Speakers K-2, the Texas English Language Proficiency System (TELPAS), IStation, MobyMax and progress monitoring through the RTI process.

Teachers will implement the new curriculum for WSISD, utilize Canvas as a means to lesson plan and share ideas. All teachers are expected to fully participate during PLCs and will utilize data to drive instruction. Teachers will discuss standards, create & utilize common formative assessments, and use CFAs to intervene with all students. Utilizing the RTI process and the common formative assessments, teachers will ensure the interventions are timely and focused. We realigned the resource and RTI teachers to better meet the needs of our special needs population. West will utilize the two instructional coaches to help plan lessons, model lessons, disaggregate data and be active participants in our PLCs.

West Elementary strives to utilize technology to enhance student learning. In grades 3 and 4, all students are one to one with an iPad. In grades k through 2, teachers have access to two 30 count iPad carts. We will continue to work with our Technology Instructional Coaches to improve instruction in the classroom.

Student Academic Achievement Strengths

African American, Asian and two or more race students are outscoring all other sub-populations by 8 or more % points in reading. Each student at West will undergo a digital citizenship certification through our Computer Lab teacher.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Instruction in all content areas will be standards driven with an emphasis on literacy development at all levels.

School Processes & Programs

School Processes & Programs Summary

West has implemented a new system of RTI in looking at how our students are assessed for the process and placed into Tier 2 or Tier 3 intervention groups. We are utilizing our RTI team to get the most effective interventions possible so our students' gaps can be filled. We have also streamlined our PLC process where each grade level team has a specified PLC time that is set in the master schedule. Each grade level team member has specific roles within the PLC and that time is utilized to gain a better understanding of where our students are instructionally and how we will continue growing academically. PLC time is centered around the four questions that drive a Professional Learning Community.

School Processes & Programs Strengths

West will provide targeted and timely interventions to help our students close gaps and grow. Understanding "power standards" will help give students focused interventions and RTI. PLC time that is implemented with fidelity will help focus our instruction on our greatest student academic needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: West Elementary School processes and programs are still being evaluated and monitored for effectiveness

Perceptions

Perceptions Summary

West implemented the PBIS GRIT ticket system. Ticket system recognizes student hard work and academic growth. Continue to support the "Choose Kind" anti-bullying campaign. There is a focus on three school wide rules: 1) Take care of yourself 2) Take care of others 3) Take care of this place. School wide "GET YOUR GRIT On", "GROWTH MINDSET" and "YOU MATTER" vocabulary being implemented in all areas. Teachers have implemented "morning meetings" with their students to build teacher/student relationships and schoolwide, West has implemented the House system, based on the Ron Clark Academy house system for campus collaboration and community spirit.

The PTO is growing and gaining support. The number of parent volunteers is also increasing. We will continue to host curriculum nights for our families as well as events such as West Fest, West Walk, the Daddy Daughter Dance, and our Mother/Son Minute to Win It night.

Perceptions Strengths

West implemented the House system based on our GRIT mindset of Gumption, Resilience, Integrity, and Tenacity. Students were all put into a GRIT house and were given the option to purchase a House shirt sold by the campus or they could purchase a solid color shirt of their own. School-wide "Choose Kind" anti-bullying campaign is being reinforced with the new focus on the three West school rules. Also, West Walk to help students learn to give back to the community. All visitors must present valid ID with the front office. PTO participation is increasing. Campus volunteers are increasing. Campus has high expectations and beliefs for academics. Weekly and monthly teacher recognitions. Collaborative culture is the norm at West Elementary. Teachers have implemented "morning meetings" in their classrooms as a way for students/teacher to build relationships with one another.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The high mobility of our student population impacts the ability to maintain a strong collaborative and consistent culture. **Root Cause:** West has had continuous high mobility rates within our students population from parents/families moving out and moving in

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
- Accountability Distinction Designations
- Federal Report Card 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records 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,
- Male / Female 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
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals







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

Performance Objective 1: 100% of students will meet or exceed the state standards on the math, reading, and writing tests.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Scheduled blocks of time for PLCs and RTI intervention during the school day. Specifically looking to increase the daily rigor in all content areas and to improve critical thinking/writing. Look to increase writing success with all students.</p>	Campus Administration and faculty.	Percentage of students meeting or exceeding standards on assessments.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Re-aligned Resource/RTI coordinator/committee for interventions and organizations. Specifically to help meet the needs of all students in all areas. Focusing on critical writing across all content areas.</p>	Resource/Special Education teachers. Campus administration.	Student's and teacher's schedules in-place to maximize interventions. Resource and RTI students having more success on all assessments. Evidence of critical writing in all content areas.				
Funding Sources: WSISD General Fund - 0.00						

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Progress monitor Tier 2 and Tier 3 students. Specifically to help meet the needs all students in critical writing.</p>	<p>Classroom teachers. Resource/RTI teachers. Interventionist. Campus Administration. RTI grade level coordinators. RTI committee</p>	<p>Increase in % of students meeting or exceeding expectations on state assessments.</p> <p>Decrease in % of students below grade level on: DRA</p> <p>Increase in % of students meeting or exceeding expectations on CBAs.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Create a common planning time weekly and bi-weekly for Administrative, Grade Level and Vertical PLC Teams. Focus will be on creating Common Formative Assessments and utilizing data to guide interventions. Specifically to help meet the needs of all students in critical writing and mastery of the power standards.</p>	<p>Campus administrators. Classroom teachers. Resource teachers. Rotation teachers.</p>	<p>PLCs scheduled weekly and bi-weekly. C.F.A., data and interventions being discussed during PLCs. Increase in % of students on grade level.</p>				
<p>Funding Sources: WSISD General Fund - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide additional opportunities for tutorials utilizing Title I funds to facilitate academic improvement for students and accelerated instruction. Specifically targeting critical writing. Provide better focused information per student for tutoring/interventions.</p>	<p>Campus administrators. Instructional Couches. Classroom teachers. Resource/RTI teachers. Interventionist. Hired Title I tutor(s).</p>	<p>Increased in % of students meeting or exceeding expectations on all assessments, district and state.</p>				
<p>Funding Sources: Title I Funds - 6000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







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

Performance Objective 1: The faculty, staff and administrators of West Elementary will work towards cultivating a safe, nurturing and collaborative environment by improving student, family and parental involvement.

Evaluation Data Source(s) 1: Parent, staff and student survey.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Conduct three curriculum nights at West: Math, Science, ELAR. Utilize West Curriculum Walks to improve the campus.</p>	<p>Campus administration. Individual grade levels. Interventionist. Support staff. Instructional couches.</p>	<p>Utilize sign-in sheets to check attendance. Event feedback information sheets.</p>				
Funding Sources: WSISD General Fund - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue to build the PTO. Involve more parents in volunteer program at the elementary campus through an active PTO board and by recruiting during grade level PTO presentations.</p>	<p>PTO president. PTO board. Campus administration. Faculty and staff.</p>	<p>Enrollment in PTO and # of PTO volunteers throughout the year.</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Create a permanent teacher lead committee to organize big family/community events at West: West Fest Carnival, Daddy Daughter dance, Grandparent's day, & Curriculum nights.</p>	<p>Faculty and Staff. Campus administration.</p>	<p>Group created and meeting regularly. Meeting notes/agendas. Number of participants at each event.</p>	✓	✓	✓	
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Implement and sustain PBIS GRIT ticket system to meet campus needs. Create a more efficient tracking systems for students, teachers, and administration. Sustain GRIT celebrations to help form Growthmindsets within West students.</p>	<p>Faculty and Staff. Campus administration.</p>	<p>The number of office referrals. The number of students in Tier 2 & 3 in behavior RTI.</p>				







<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Implement and sustain school-wide Choose Kind anti-bullying campaign.</p>	<p>Faculty and staff. Campus administration.</p>	<p>The number of office referrals tied to bullying incidents.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Provide leveled keep books K-2 and struggling 3-4 students to encourage parents to work with children at home on literacy skills.</p>	<p>Teachers & Administrators</p>	<p>Improved reading skills through: *DRA *Formative Assessments *Parental involvement</p>				
<p>Funding Sources: Title I Funds - 1200.00</p>						
<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: Based on CNA, West will work to achieve a 97% in attendance.

Evaluation Data Source(s) 1: Weekly and monthly attendance data.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Incentive giveaways for weekly perfect attendance. Weekly, based on attendance Mon.-Fri., no tardies and no early dismissals.</p>	Faculty and staff. Campus administration.	Increases in weekly and monthly attendance %.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Monthly PTO pizza giveaway for perfect attendance.</p>	PTO, faculty and staff. Campus administration.	Increase in monthly attendance %.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Teachers and staff members will attend professional development opportunities that meet district and campus needs.

Evaluation Data Source(s) 1: PDAS, campus walks, PLCs, sign-in sheets and meeting minutes.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Create and maintain administrative, grade level and vertical PLCs.</p>	Faculty and staff. Campus administration.	Agendas, sign-in sheets and meeting notes.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Create and utilize bi-weekly Common Formative Assessments in grade level PLCs.</p>	Faculty, staff and ICs. Monitoring by campus administration.	PLC tool-kit binder containing C.F.A. and intervention data.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Insure each grade level teacher (k-4) will have an iPad cart one day each week. Provide professional development for technology.</p>	Faculty, staff, computer teacher and TICs. Monitored by campus administration.	The electronic checkout system, class walks and PDAS.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: 100% of West teachers will be highly qualified and ESL certified.

Evaluation Data Source(s) 1: Teacher certification.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize the AppliTrac system to identify qualified applicants.</p>	Campus administration.	100% of West teachers will be highly qualified and ESL certified.				
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>2) Recognize staff in a variety of ways. Ex: Flowers for staff to recognize staff good things, weekly Star staff member, etc.</p>	Faculty and staff. Campus administration.	Teacher retention, exit survey, teacher survey.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Scheduled blocks of time for PLCs and RTI intervention during the school day. Specifically looking to increase the daily rigor in all content areas and to improve critical thinking/writing. Look to increase writing success with all students.
1	1	2	Re-aligned Resource/RTI coordinator/committee for interventions and organizations. Specifically to help meet the needs of all students in all areas. Focusing on critical writing across all content areas.
1	1	3	Progress monitor Tier 2 and Tier 3 students. Specifically to help meet the needs all students in critical writing.
1	1	4	Create a common planning time weekly and bi-weekly for Administrative, Grade Level and Vertical PLC Teams. Focus will be on creating Common Formative Assessments and utilizing data to guide interventions. Specifically to help meet the needs of all students in critical writing and mastery of the power standards.
1	1	5	Provide additional opportunities for tutorials utilizing Title I funds to facilitate academic improvement for students and accelerated instruction. Specifically targeting critical writing. Provide better focused information per student for tutoring/interventions.
2	1	2	Continue to build the PTO. Involve more parents in volunteer program at the elementary campus through an active PTO board and by recruiting during grade level PTO presentations.
2	1	6	Provide leveled keep books K-2 and struggling 3-4 students to encourage parents to work with children at home on literacy skills.
4	1	1	Create and maintain administrative, grade level and vertical PLCs.
4	1	2	Create and utilize bi-weekly Common Formative Assessments in grade level PLCs.

State Compensatory

Budget for West Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.01.103.024103	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
199.11.6119.01.103.024103	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$386,625.00
199.13.6119.01.103.024.103	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,859.00
199.11.6121.05.103.024.103	6121 Extra Duty Pay/Overtime - Support Personnel	\$5,000.00
199.11.6121.28.103.024.103	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,295.00
199.11.6126.01.103.024103	6126 Part Time Support Personnel - Locally Defined	\$41,083.00
199.11.6141.01.103.024103	6141 Social Security/Medicare	\$3,963.00
199.13.6141.01.103.024.103	6141 Social Security/Medicare	\$1,100.00
199.11.6142.01.103.024103	6142 Group Health and Life Insurance	\$15,000.00
199.11.6143.01.103.024103	6143 Workers' Compensation	\$977.00
199.13.6143.01.103.024.103	6143 Workers' Compensation	\$300.00
199.11.6144.01.103.024103	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$18,000.00
199.13.6144.01.103.024.103	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,055.00
199.11.6146.01.103.024103	6146 Teacher Retirement/TRS Care	\$8,456.00
199.13.6146.01.103.024.103	6146 Teacher Retirement/TRS Care	\$2,886.00
6100 Subtotal:		\$570,599.00

Personnel for West Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrienne Gribble	Teacher		.50
Angie Reyes	Teacher		.50
Deisy Rautiola	Teacher		.50
Devon Spence	Teacher		1.00
Eva McCullough	Aide		1.00
Isis Orozco	Teacher		.50
Lisa Degnan	Teacher		1.00
Margaret Simmons	Teacher		.50
Rosa Miranda	Teacher		.50
Veryka Lozada	Teacher		.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beatrice Oliveros	Teacher Aide	Title I	1.00
Nagie Vicente	Teacher	STAAR/LLI interventionist 3-4	1.00
Rose Cantu	Teacher Aide	RTI	1.00
Shelly Hellstern	Teacher Aide	Title I	1.00

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lisa Edmunds	Principal
Administrator	Angelle Buschbaum	Assistant Principal
Instructional Coach	Lisa Degnan	Instructional Coach
Instructional Coach	Chelsea LaPlante	Instructional Coach
Counselor	Pam Bailey	Counselor
Classroom Teacher	Haley Belew	Kindergarten Teacher
Classroom Teacher	Nancy York	1st grade teacher
Classroom Teacher	Sydney Smith	2nd grade teacher
Classroom Teacher	Caroline Harper	3rd grade teacher
Classroom Teacher	Jenifer Crawford	3rd grade teacher
Classroom Teacher	Amber Collins	4th grade teacher
Classroom Teacher	Christie Kratch	4th grade teacher
Classroom Teacher	Laura Heiss	PE teacher
Parent	Christie Harrell	School parent
Paraprofessional	Lizett Mejia	Computer lab teacher
Classroom Teacher	Adrienne Gribble	Special Education Teacher
Classroom Teacher	Mindy Pospech	Special Education Teacher

Campus Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Special Education teachers, LLI kits.		\$0.00
1	1	4	PLC toolkits and materials for data room.		\$0.00
2	1	1	Materials for each night, books to be given out on the ELAR night.		\$0.00
Sub-Total					\$0.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Title 1 Tutorials		\$6,000.00
2	1	6	A-Z for Keepbooks		\$1,200.00
Sub-Total					\$7,200.00
Grand Total					\$7,200.00

Addendums



**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* _____

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White Settlement, Texas 76108-2518
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Website: www.wsisd.net

We Are Brewer Bears!

White Settlement ISD

2017-2018 Parent (Family) Involvement Policy

Revised 9.14.17

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 premiere 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 Head Start and 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:	\$899,689
Required 1% Reservation:	\$ 8,997
95% of the 1% Reservation:	\$ 8,547

White Settlement ISD Coordinated School Health Program

Updated October 16, 2017

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

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.
- All sixth graders had the opportunity to attend the **AIM For Success** Achieve Success program, an abstinence based, age-appropriate sex education program.
Tannahill Intermediate (February 2017)
Parent meeting - Approx. 40 parents attended

Middle School

- **Health Class**
Brewer Middle School eighth graders can take a health class for high school credit.
- All seventh and eighth graders had the opportunity to attend the **AIM For Success** program, an abstinence based, age-appropriate sex education program. (February 2017)
Parent meeting - Approx. 40 parents attended

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 will have the opportunity to attend the **AIM For Success EXTREME** program, an abstinence based, age-appropriate sex education program. (October 2017)
- All high school parents will be 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 students of all ages can attend.

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, North Elementary, Blue Haze Elementary, Liberty 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. (2016-2017)
North Elementary , Fine Arts Academy.
- **Color Run Fun Run**
North Elementary (Spring 16 & 2017-18); Blue Haze Elementary (2017)

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

Middle School

- **WSISD PE Requirements:** Grades 6-8: 30 minutes daily or 225 minutes over a two-week period
- Making Strides Against Breast Cancer 5K Walk (October 2015)
- 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, Cheer and Volleyball**
- **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 that offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball, Powerlifting, Soccer, Wrestling, Golf, Softball, Baseball and Powerlifting**
- **Fine Arts program that offers Color Guard, Dance, Drill Team, Marching Band**
- **Outdoor Education Class** is provided as an alternative to PE for students interested in outdoor activities such as archery, fishing, camping, hunter safety and boater education.
- **Color Run Fun Run**
Brewer High Athletics (Spring 2017)
- 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)

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 the 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.

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
 Brewer High School & Liberty Elementary (2014-Present); Blue Haze Elementary & West Elementary (2015-16-Present)
 Fine Arts Academy, Tannahill Intermediate, Brewer Alternative Campus, Brewer Middle School, North Elementary
 (Implemented 2016-17)

- **Tarrant Area Food Bank In-School Food Pantry Pilot 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** provides 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, Fine Arts Academy (2016-17)
- 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

Middle School:

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

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**
- **No More Suicide Prevention and Awareness Symposium** (June 2016)
- Annual **Suicide Prevention Training** (Question Persuade Refer - QPR) for all teachers and instructional staff (implemented 2015-16)
- **QPR Team:** 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 & November 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.

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
- **Gracefully Strong Empowering Girls with Inner-Strength and Self-Worth Program:** 20 students participated in 8-week group counseling sessions promoting positive self-esteem
All Elementaries 2015-16; Liberty Elementary and West Elementary after-school program 2016-17

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 will present 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

Middle School:

- **Lunch Bunch:** Counselor eats with a small group of kids every day during lunch away from the lunchroom.
- **Small group counseling** - variety of issues

High Schools:

- **Recovery Resource Council** small groups for at-risk students
Brewer High School, MESA High School/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

- Partnership with White Settlement Lions Club to have a Red Ribbon Balloon Release and provide ribbons/bracelets (Pre-game of a varsity football game in 2014 and 2015; Liberty Elementary in 2016)
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually
- Districtwide **Choose Kind/HOPE Campaign**: Choose to do something kind for someone else, identify someone who has chosen kind
- Districtwide **HOPE Week**: Special dress themes coinciding w/ anti-bullying (February 2018)
- **Community-wide HOPE Celebration** (February 2018)
- Districtwide **Paw Pantry Donation Drive**
- **Choose Kind 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.

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
- **Red Ribbon Week activities:**
 - WSISD police officer spoke to students with the district's drug dog
Fine Arts Academy
 - 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, Blue Haze Elementary, West Elementary

- Guidance lessons for every grade level
Fine Arts Academy, North Elementary & Blue Haze Elementary
- United We Stand Against Drugs bulletin board for teachers and students to show that we are united against drugs.
North Elementary
- Healthy Choice Writing Contest
West Elementary
- Staff performed stories on the stage to give meaning to literature and spread the importance of making healthy choices.”
West Elementary

2016-17 Choose Kind Week Activities:

- **Daily Random Acts of Kindness Calendar** - Students receive a calendar so they can perform 1 random act of kindness daily throughout month of February
Blue Haze Elementary, Fine Arts Academy, Liberty Elementary, North Elementary, West Elementary
- **Morris Brothers (Character Education) Assembly**
West Elementary, North Elementary (Spring 2015); Liberty Elementary & West Elementary (February 2016)
- **Kindness Club/Chain of Kindness:** Teachers initially nominate a student who has demonstrated kindness as a kindness leader. The student receives a chain link and add their name to the link, which is placed on a chain that is strung around the school. That student nominates another student and the chain continues with each student nominating another daily throughout the month.
Blue Haze Elementary, North Elementary & West Elementary
- **Guidance Lessons through Counselor:**
Fine Arts Academy & Liberty Elementary, West Elementary, Blue Haze Elementary
- **Random Acts of Kindness Teacher Bulletin Board**
Liberty Elementary
- **Poster Contest**
Liberty Elementary, West Elementary, North Elementary
- **Kindness Tree**
Liberty Elementary, West Elementary
- **Choose Kind Door Decorating Contest**
Liberty Elementary
- Random Acts of Kindness Notes/gifts to homes in the neighborhood
Fine Arts Academy
- **Choose Kind Student Assembly**
- **Kindness Spirit Sticks & Kindness Cards** - Students receive motivational messages and/or are recognized for good behavior and Choosing Kind.
Fine Arts Academy

- **Daily Kindness Shoutouts, Quotes, & Messages over announcements**
Fine Arts Academy, North Elementary (RAK Challenge), West Elementary
- Random Act of Kindness for parents during morning carpool
Fine Arts Academy, Liberty Elementary, Blue Haze Elementary, North Elementary,
- **Kindness/Anti-bullying Pledge Walls**
Fine Arts Academy, West Elementary
- Kindness posters throughout school
Fine Arts Academy
- Kindness Bingo Challenge
Fine Arts Academy, Blue Haze Elementary
- Be the Difference Bracelets/Kindness Spirit sticks handed out
Fine Arts Academy
- Smile cards distributed around the building amongst staff and students
Fine Arts Academy
- Throw Kindness around like confetti bulletin board (students write Random Act of Kindness on them)
Fine Arts Academy, Blue Haze Elementary, North Elementary
- Random Act of Kindness notes/treats in classroom while kids are out (kindness notes, spirit sticks, be the difference bracelets, etc.)
Fine Arts Academy, West Elementary (Kindness Shout Outs)

- “If you can be anything, be kind” **coloring sheets** distributed
Fine Arts Academy
- “Is this person kind?” signs on bathroom mirrors
Fine Arts Academy, Blue Haze Elementary
- **Anti-Bullying Skits** by Students aired in cafeteria
West Elementary
- **Post Card Exchange** to unknown friend
West Elementary
- Choose Kind Messages in Morning Announcements
West Elementary, Blue Haze Elementary, North Elementary (Random Acts of Kindness Challenges)
- Choose Kind Stickers to **students caught Choosing Kind**
West Elementary
-
- Heart bear paw: “we’re making tracks with our kind choices”
Blue Haze Elementary, Fine Arts Academy

- Secret Cupid Classroom: Each class will daily surprise another class with kindness related things (notes, supplies, book for classroom library, fun-sized candy, etc.)
Blue Haze Elementary
- **The Wand Show Anti Bullying Program**
North Elementary (February 2017)
- Just Say Yes Speaker Gabe Salazar **School-wide Assembly**
Liberty Elementary West Elementary & Fine Arts Academy
- Morning Meetings

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:**
 - “We Are Drug Free” Poster Contest
Tannahill Intermediate
 - Each team created an American flag in the hallway, and students “pledged” to be drug free by placing their names on a white star or on a red handprint. The whole flag was then put together to show school-wide solidarity to be drug free.
Tannahill Intermediate
 - WSISD police officer spoke to students with the district’s drug dog
Fine Arts Academy
 - 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
- **2016-17 Choose Kind Week Activities:**
See Elementary for additional Fine Arts Academy activities

- **Daily Random Acts of Kindness Calendar** - Students receive a calendar so they can perform 1 random act of kindness daily throughout month of February
Fine Arts Academy & Tannahill Intermediate
- **Guidance Lessons through Counselor:**
Fine Arts Academy
- Students participated in **letter writing campaign to Wonder Kids** (children with craniofacial syndrome) through Children's Craniofacial Association Campus-Wide through writing classes
Tannahill Intermediate
- **Kindness Spirit Sticks & Kindness Cards** - Students receive motivational messages and/or are recognized for good behavior and Choosing Kind.
Fine Arts Academy
- **Daily Kindness Shoutouts, Quotes, & Messages over announcements**
Fine Arts Academy & Tannahill Intermediate
- **Character Education Classes**
Tannahill Intermediate: participate in Community Service Projects; help with school and district anti-bullying initiatives
Assisting with promotion of GRIT (2015-16)
- Just Say Yes Speaker Gabe Salazar **School-wide Assembly**
Fine Arts Academy & Tannahill Intermediate
- Annual TannaCamp gives incoming fifth graders opportunity to be more acclimated to campus life prior to the first day of school.

Middle School

- **Red Ribbon Week activities:**
 - Theme displayed on marquee outside the school for the month
 - Poster Contest
 - Born to be Drug Free Contest
- **2016-17 Choose Kind Week Activities:**
 - **Daily Random Acts of Kindness Calendar** - Students receive a calendar so they can perform 1 random act of kindness daily throughout month of February

- **Bullying Starts and ENDS with Us PowerPoint** shown to students
- **Daily Kindness Shoutouts, Quotes, & Messages over announcements**
Brewer Middle School & Tannahill Intermediate
- **Sunshine Club**
Brewer Middle School
- Just Say Yes Speaker Gabe Salazar **School-wide Assembly** - January 2017
- **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
- **2016-17 Choose Kind Week Activities:**
 - **Every Monday Matters - Compliment/Positive Message Cards.** Here's a compliment, pass it on-Pass the Compliment by passing the clothespin throughout the day with a compliment written on it.
 - **Videos of students** recognizing students for positive character traits shown during Power Hour
 - Frank Molinar quotes and pictures hung throughout the building
 - Choose Kind Posters
 - **Pledge to Choose Kind banner**
- **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
- **Drive Alive Team:** Students experience how challenging texting and driving can be in an interactive simulator. They also use “drunk” goggles to simulate drunk driving.
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

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 premiere 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 **Dodge Ball 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)
- School Health Advisory Council members attended Keep Off the Grass Town Hall Meeting to discuss implications of marijuana use. (April 2017)
- School Health Advisory Council members attended Adolescent Substance Use and Mental Health Conditions presentation by Hazeldon Betty Ford Foundation. (April 2017)

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

Intermediate Schools:

- PTA partnered with TIS to sponsor a special speaker on underage drinking and the devastation it can cause.
- PTA sponsored an Anti-Bully Rally with the Dallas Cowboys Mascot Rowdy to promote mental, social, and emotional well-being
- **Teacher phone calls home** to all families to welcome students/families to new school year

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

WEST ELEMENTARY
2017-2018 CAMPUS PERFORMANCE OBJECTIVES

As a part of the Accountability System, West Elementary received a Met Standard rating for the 2016-2017 school year.

I. The faculty, staff and administrators of West 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.

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.

II. The faculty, staff, and administrators of West Elementary will meet System Safeguards in reading and math in all student groups.

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

IV. The faculty, staff and administrators of West 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 West Elementary will work toward obtaining a 0% district incidence of violence. (Reason codes: 17, 18, 19, 27, 28, 29, 30, 31, 32)

Appendix E
West Elementary
Budget Summary
2017-2018

**Funding Sources for WSISD – West Elementary
2017-2018**

Program	Purpose	Budgeted
Special Education	Address the needs of students with disabilities, includes Federal money	\$ 132,493
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.	\$ 548,544
Bilingual/ESL	Address the needs of students whose home language is other than English.	\$ 20,521
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	\$ 35,145
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.	\$ 36,103
Gifted & Talented	Provide services for students identified as gifted/talented	\$ 33,915
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

District System Safeguards TAIS Form Special Education 2017-18

Problem Statement: 2017 Special Education STAAR data is below the 2017 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	2017 PL 0 Cut Points	2017 District Rate	2018 Required % of Growth for Performance Level Reduction	2018 District Rate Goal
Mathematics	70-100	49.5	10.25	59.75
Reading	70-100	43.9	13.05	56.95
Science	65-100	35.8	14.6	50.4
Social Studies	65-100	39.6	12.7	52.3
Writing	70-100	44.9	12.55	57.45
Special Education EOC				
Mathematics	65-100	48.2	8.4	56.6
Science	75-100	48.1	13.45	61.55
Social Studies	70-100	47.9	11.05	58.95
English Language Arts	60-100	19.6	20.2	39.8

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
District training on Backwards Design and Learning Objectives	Teachers will gain an understanding of how backwards design around power standards will provide students with opportunity for Quad D learning.	Teachers will utilize the district half days and weekly planning time to plan utilizing the backwards design process.	Students will be consistently engaged in rigorous and relevant tasks around power standards.	Provide training and follow up on the backwards design process. District instructional rounds will be evidence of alignment of learning objectives and daily tasks and products.	District instructional rounds and campus walk-throughs will be evidence of alignment of learning objectives and daily tasks and products.	1. Provide training on October 6th 2. Instructional Rounds #1	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
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	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.

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.	Co-teach training to reinforce IEP implementation as supplemental to Tier 1 core instruction. Train entire Tannahill staff; BHS CTE teachers; 5th and 6th grade FAA teachers	Attend Professional Development	Attend Professional Development	Needs assessment for 2018-19
Data disaggregation of current students with IEPs to determine future needs for campus-based systems.				District Leadership Team will disaggregate data of students with IEPs and look at the relationship between their data and program support to determine future needs.			Conduct data disaggregation of current students with IEPs.-	TBD based on findings from prior meeting.	Needs assessment for 2018-19

**District System Safeguards TAIS Form - ESL/LEP
2017-18**

Problem Statement: 2017 LEP STAAR data is below the 2017 PL 0 cut points in the following academic areas:

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

ESL STAAR 3-8	2017 PL 0 Cut Points	2017 District Rate	2018 Required % of Growth for Performance Level Reduction	2018 District Rate Goal
Mathematics	70-100	66.3 (PL-1)	1.85	68.15
Reading	70-100	67.2 (PL-1)	1.4	68.6
Science	65-100	44.8 (PL-2)	10.1	54.9
Social Studies	65-100	35.2 (PL-3)	14.9	50.1
Writing	70-100	66.0/49.3 (0 RI)	2	68
LEP EOC				
Mathematics	65-100	50.0 (PL-2)	7.5	57.5
Science	75-100	60.5 (PL-2)	7.25	67.75
English Language Arts	60-100	25.0 (PL-3)	17.5	42.5

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 Social Studies and Science teachers to increase implementation of the ELPS for developing academic language in the content areas and appropriate accommodations for ELLs.

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	Teachers will be made aware of the English Language Level of each ELL student & attend ELL Fall Awareness training	Teachers will examine the ELPS/TELPAS Proficiency Level Descriptors for the characteristics of ELL student language needs	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		
In depth ELPS/Sheltered Instruction training for identified teacher groups- Social Studies and Science	Teachers will understand how to accommodate instruction for ELLs and incorporate academic language development by having discussions in PLCs and participating in a book study	Teachers will incorporate academic language objectives into lessons and plan for linguistic accommodations across all content areas	Students will show growth in levels of language proficiency domains - listening, speaking, reading, and increase in writing achievement	Design training plan and calendar Provide training to teachers	Identify teachers that have highest population of ELLs & those already received training within the past 2 years Campus admin collaborate with district to schedule training LPAC Coordinators provide ELL spreadsheet data for monitoring ELL students	Campus ELL data shared in PLCs	Identify groups of teachers and training timeline in November & Provide training for identified teachers in December/ January Campus ELL data shared in PLCs	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