

White Settlement Independent School District
Fine Arts Academy
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

Motto

Think Big...Bears Do

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Fine Arts Academy serves 317 students who reside in the City of White Settlement and a portion of the City of Fort Worth. The Fine Arts Academy is made up of 58% White, 33% Hispanic, 4% African American, .3% Native American, .3% Asian/Pacific Islander and 4% two or more races. 42% of students at FAA are eligible for free or reduced lunch.

Demographics Strengths

Fine Arts Academy has a low student turnover. We serve a diverse population across the district and our demographics reflect our community. Our faculty has diverse teaching backgrounds and experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While we have expanded staff diversity we continue to strive to reflect our student demographics.

Student Achievement

Student Achievement Summary

Fine Arts Academy uses many measures to define growth in student achievement such as student products, student engagement in discussion and formative, summative and state assessments. We met all state targets except for growth in ELA for the sub groups white and economically disadvantaged. FAA had a campus overall rating of a 90. Fine Arts Academy earned six distinctions: ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps.

Student Achievement Strengths

3rd grade reading had 100% approaches, 70% meets and 58% masters. As a campus our meets percentage was above 50% in all areas except for 6th grade reading. We had gains in both meets and masters with 4th grade math, 4th grade writing, 5th grade reading, 5th grade math, and 5th grade science. We had a 19% increase in our 6th grade math masters scores. This year we increased our state distinctions from 4 to all 6.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 6th grade Reading advanced numbers are not at expectation level.

Problem Statement 2: Continue to improve state scores for our Special Education population through the use of the push in model.

Problem Statement 3: Continue to improve the RTI systems by adding a Tier 3 time to the master schedule and through weekly PLC meetings.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

Staff agrees that FAA is a warm and inviting environment with high student expectations. We have a student-centered staff that believes that quality instruction and relationships are key to increasing student achievement. We have multiple forms of parent communication such as daily folders, Facebook, Twitter, Skyward, Remind, Class Dojo, Canvas and positive parent phone calls. Additional student incentives such as house points, Bear Cave and snack shack have increased student motivation. FAA staff will continue to be more consistent with behavior expectations, procedures and discipline. FAA will continue to adhere to current behavior expectations through a variety of consistent and effective discipline procedures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continue to improve upon communication between parents and staff.

Problem Statement 2: Need to build student capacity for healthy school pride and respect for each other, the campus and school unity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the FAA administration to continue to recruit and retain highly-qualified staff. We strive to provide support and encouragement to all staff as they meet the needs of every student, every day.

Staff Quality, Recruitment, and Retention Strengths

All FAA teachers are highly-qualified and ESL certified. Staff feels that FAA has a great work environment. The administration seeks input from all staff during decision-making. Stakeholders have a growth mindset to improve as individuals and as a campus to improve student development. We have a good staff attendance rate. Current district PD, as well as the availability of our campus instructional coach, has helped in retention of staff. FAA will continue to have a focus on professional growth and continue to recognize and encourage all staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Increase appropriate training for paraprofessionals.

Problem Statement 2: Increase training and assistance teachers receive from technology coaches.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Fine Arts Academy staff believe that the consistent implementation of an aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement.

Curriculum, Instruction, and Assessment Strengths

The professional abilities of the FAA teachers and their desire to continue to learn the most effective teaching strategies is a strength. We have a wide variety of services to support student needs. Reading Horizons, LLI Kits, Write From the Beginning, Accelerated Reader and Thinking Maps have been successful tools for instruction. The campus IC is a great resource for classroom teachers. Teachers believe in district initiatives and feel equipped to implement these. Using formative data weekly in PLC will help meet student needs immediately. Assessment data drives both intervention and extensions through the PLC process. A set time is built into the master schedule for these interventions and extensions.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continue to improve Tier 1 instruction by using the Rigor and Relevance framework.

Problem Statement 2: Continue to improve upon interventions for Tier 2 and Tier 3 students through our PLC process.

Problem Statement 3: Need to differentiate Tier 1 instruction for all students through collaborative planning and the use of the push in model.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents at the Fine Arts Academy serve in a variety of ways including Campus Planning Committee, PTA and a Parent Advisory Committee. They assist in a number of classroom and school wide activities including Book Fair, Box Top Store, classroom celebrations and Fall Festival.

Parent and Community Engagement Strengths

FAA has involved parents/staff and a strong relationship with our PTA. We continue a community partnership with TCU allowing for student observations and student teachers. We are partnering with BHS through our CTE program for 5th & 6th graders, as well as the PALS program. We have opportunities for parents to participate in activities on campus throughout the year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent survey suggests that communication between parents and staff could be more frequent and streamlined. Parents also would like more help within academic areas.

Problem Statement 2: Need to offer parents curriculum nights so parents can greater understand what their child will be learning and ways they can assist at home.

School Context and Organization

School Context and Organization Summary

We continually strive to improve organization, systems and processes with clear expectations and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another.

School Context and Organization Strengths

Grade level teachers have a common planning time. Students have a daily fine arts class with certified music, band and dance teachers. The master schedule has a built in No New Teach time as well as a Tier 3 block to meet students needs. Teachers meet weekly for PLC and use data to plan interventions and extensions to be used during No New Teach Time. Master schedule has been designed to allow for common vertical planning time.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continue to monitor and adjust to ensure No New Teach Time and the Tier 3 block are used efficiently and effectively.

Problem Statement 2: Need to maximize time for each staff member to have the most efficient schedule to support student needs and to maximize student learning.

Technology

Technology Summary

Our district has spent the past two years providing our campuses with iPads, laptops, projectors and technical support. We believe that this technology movement in education is vital in keeping up with the way students learn today. We must see the use of technology beyond school organization and management. It must be used in a variety of ways for student instruction.

Technology Strengths

Teachers are using district issued technology on a daily basis for formative assessments, guided practice and student created products. We have 8 total carts giving us an effective student ipad ratio. Grades 4-6 will be one to one daily. All classrooms are equipped with an Apple TV, projector, document camera and teacher laptop. District tech department has TEAMS for support and offers staff development. Teachers are using technology to communicate with parents.

Problem Statements Identifying Technology Needs

Problem Statement 1: Increase use of technology to enhance instruction through specific professional development for teachers.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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




Goals

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

Performance Objective 1: 100% of all FAA students will meet or exceed approaching standard for STAAR in Reading, Math, Writing and Science including special education students, limited English proficient students and economically disadvantaged students. 60% of FAA students will meet advanced criteria in Math and Reading.

Evaluation Data Source(s) 1: STAAR results in Reading, Math, Writing and Science

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Effectively use PLC to evaluate and monitor student data so we can plan the most effective way to distribute students among the staff for interventions and extensions.</p>	Classroom and RTI teachers, administration, IC	Improvement in student achievement; teacher, student, parent feedback				
<p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1</p> <p>Funding Sources: Campus General Fund - 5000.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Effectively identify students needing Tier II, Tier III interventions for reading and/or math and service students through useful interventions.</p>	RTI teachers	Students meet expected growth.				
<p>Problem Statements: Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 2</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>3) Use of Special Education teachers to provide push support to ensure our students with IEPs have daily access to grade level curriculum.</p>	Special Education teachers, administration	Student improvement on district and state assessment.				
<p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 3</p>						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:




Student Achievement
Problem Statement 1: 6th grade Reading advanced numbers are not at expectation level.
Problem Statement 2: Continue to improve state scores for our Special Education population through the use of the push in model.
Problem Statement 3: Continue to improve the RTI systems by adding a Tier 3 time to the master schedule and through weekly PLC meetings.
Curriculum, Instruction, and Assessment
Problem Statement 2: Continue to improve upon interventions for Tier 2 and Tier 3 students through our PLC process.
Problem Statement 3: Need to differentiate Tier 1 instruction for all students through collaborative planning and the use of the push in model.
School Context and Organization
Problem Statement 1: Continue to monitor and adjust to ensure No New Teach Time and the Tier 3 block are used efficiently and effectively.

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

Performance Objective 2: 100% of FAA students, grades 4th-6th, will meet or exceed progress measure on the STAAR Reading & Math assessment.

Evaluation Data Source(s) 2: STAAR Progress Measure results in Reading & Math

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Effectively use PLC time to chart progress and goals so this data can be used to plan effective interventions and extensions.	Administration, classroom teachers	Increase in student scores on weekly formative assessments as well as district and state assessments.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 2) Use data to set goals and chart progress after each district assessment and meet individually with all students.	Classroom teachers, administration	Increase in student scores between unit tests, CBAs and Benchmarks.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3						
						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 6th grade Reading advanced numbers are not at expectation level.
Problem Statement 2: Continue to improve state scores for our Special Education population through the use of the push in model.
Curriculum, Instruction, and Assessment
Problem Statement 1: Continue to improve Tier 1 instruction by using the Rigor and Relevance framework.
Problem Statement 2: Continue to improve upon interventions for Tier 2 and Tier 3 students through our PLC process.
Problem Statement 3: Need to differentiate Tier 1 instruction for all students through collaborative planning and the use of the push in model.
School Context and Organization



Problem Statement 1: Continue to monitor and adjust to ensure No New Teach Time and the Tier 3 block are used efficiently and effectively.

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

Performance Objective 3: The faculty, staff and administrators at the Fine Arts Academy will work toward maintaining a campus attendance average of 97.5%.

Evaluation Data Source(s) 3: TAPR

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Implementation of attendance rewards, Perfect Attendance parties in homerooms and various ticket drawings.	Administration	Maintaining or increasing high attendance rates				
Problem Statements: School Culture and Climate 2 Funding Sources: Campus General Fund - 500.00						
						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Need to build student capacity for healthy school pride and respect for each other, the campus and school unity.

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

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

Evaluation Data Source(s) 1: Parent and staff survey and discipline referral data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 CSF 4 CSF 6 1) Consistently communicate expectations for common areas: hallways, playground, cafeteria and bathrooms.	All staff	Students following expectations in the common areas.				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Continue to recognize GRIT students and use of rewards and snack shack to increase positive school climate.	Administration	Student, teacher and parent feedback; observation of student behavior				
Critical Success Factors CSF 5 CSF 6 3) Create multiple opportunities for family/community involvement through programs and events.	All staff	Parent survey and feedback				
Problem Statements: School Culture and Climate 2 Funding Sources: Campus General Fund - 500.00						
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1, 2 Funding Sources: Campus General Fund - 750.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:











School Culture and Climate
Problem Statement 1: Continue to improve upon communication between parents and staff.
Problem Statement 2: Need to build student capacity for healthy school pride and respect for each other, the campus and school unity.
Parent and Community Engagement
Problem Statement 1: Parent survey suggests that communication between parents and staff could be more frequent and streamlined. Parents also would like more help within academic areas.
Problem Statement 2: Need to offer parents curriculum nights so parents can greater understand what their child will be learning and ways they can assist at home.

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

Performance Objective 1: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2018-2019 school year.

Evaluation Data Source(s) 1: Staff and parent surveys, safety audit

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 1) Continuous evaluation of staff assignments and schedules. Determine the most effective use for each person to meet student needs.	Administration	Staff survey; student achievement				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 2 Funding Sources: Campus General Fund - 200.00						
Critical Success Factors CSF 5 CSF 6 2) Organize more opportunities for parent involvement and increase consistent communication.	Administration	Parent survey; parent participation				
Problem Statements: School Culture and Climate 1, 2 - Parent and Community Engagement 1 Funding Sources: Campus General Fund - 300.00						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Use weekly PLC meetings to monitor data, plan interventions and extensions for flex grouping and reteach opportunities.	Administration, IC	Effective use of No New Teach Time; increased student achievement				
Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1						
Critical Success Factors CSF 1 CSF 4 CSF 5 4) Purposefully and effectively use technology for student instruction and parent communication.	Administration, classroom teachers, Instructional Technology support personnel.	Students using Dell Laptops or iPads in a one to one setting.				
Problem Statements: Technology 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 6th grade Reading advanced numbers are not at expectation level.
Problem Statement 3: Continue to improve the RTI systems by adding a Tier 3 time to the master schedule and through weekly PLC meetings.
School Culture and Climate
Problem Statement 1: Continue to improve upon communication between parents and staff.
Problem Statement 2: Need to build student capacity for healthy school pride and respect for each other, the campus and school unity.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Increase appropriate training for paraprofessionals.
Curriculum, Instruction, and Assessment
Problem Statement 2: Continue to improve upon interventions for Tier 2 and Tier 3 students through our PLC process.
Parent and Community Engagement
Problem Statement 1: Parent survey suggests that communication between parents and staff could be more frequent and streamlined. Parents also would like more help within academic areas.
School Context and Organization
Problem Statement 1: Continue to monitor and adjust to ensure No New Teach Time and the Tier 3 block are used efficiently and effectively.
Problem Statement 2: Need to maximize time for each staff member to have the most efficient schedule to support student needs and to maximize student learning.
Technology
Problem Statement 1: Increase use of technology to enhance instruction through specific professional development for teachers.

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

Performance Objective 1: 100% of staff development will be linked to the FAA campus plan, campus problem of practice and district goals.

Evaluation Data Source(s) 1: Staff survey, T-TESS, Instructional Rounds, Classroom observations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Use classroom observations & campus instructional rounds with teachers to monitor implementation of district initiatives and student learning. They will also be used for PD opportunities for teachers.	Administration	PLC discussion; T-TESS observations show evidence of district initiatives being implemented effectively and consistently; student achievement				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2, 3 Funding Sources: Campus General Fund - 1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Continue to use data to drive professional development opportunities.	Administration, IC	Teacher feedback; student achievement				
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Provide staff development with the Instructional Technology representative on one to one opportunities and Canvas.	Administration, Instructional Technology representative	Teacher feedback; 100% of all teachers are able to access and utilize Canvas efficiently.				
Problem Statements: Technology 1						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 6th grade Reading advanced numbers are not at expectation level.
Curriculum, Instruction, and Assessment
Problem Statement 2: Continue to improve upon interventions for Tier 2 and Tier 3 students through our PLC process.

Problem Statement 3: Need to differentiate Tier 1 instruction for all students through collaborative planning and the use of the push in model.

Technology



Problem Statement 1: Increase use of technology to enhance instruction through specific professional development for teachers.

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

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

Evaluation Data Source(s) 1: Teacher certifications

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Utilize the AppliTrack system as well as a teacher panel to identify qualified applicants.	Administration	100% of FAA teachers are highly qualified and ESL certified.				
Problem Statements: Demographics 1						
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While we have expanded staff diversity we continue to strive to reflect our student demographics.

State Compensatory

Budget for Fine Arts Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.01.106.024106	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6121.28.106.024106	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,166.00
199.11.6119.01.106.0.24.106	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$39,940.00
199.11.6121.05.106.0.24.106	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,000.00
199.13.6121.05.106.0.24.106	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
199.11.6126.01.106.0.24.106	6129 Salaries or Wages for Support Personnel	\$10,787.00
199.11.6141.01.106.0.24.106	6141 Social Security/Medicare	\$1,000.00
199.11.6142.01.106.024106	6142 Group Health and Life Insurance	\$3,600.00
199.11.6143.01.106.024106	6143 Workers' Compensation	\$200.00
199.11.6144.01.106.024106	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,100.00
199.11.6146.01.106.024106	6146 Teacher Retirement/TRS Care	\$2,100.00
6100 Subtotal:		\$67,393.00

Personnel for Fine Arts Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Ramirez	Aide	RTI	.50
Celeste Johnson	Teacher		.50
Cheryl Frost	Teacher	RTI	.40
Lisa Brannon	Teacher		.40
Rachel Seidler	Teacher		.40

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Professional Development		\$5,000.00
1	3	1	Rewards for attendance		\$500.00
2	1	2	Rewards		\$500.00
2	1	3	Supplies for Parent Involvement Activities		\$750.00
3	1	1	Teaching Assistant Training		\$200.00
3	1	2	Supplies for Parent Nights		\$300.00
4	1	1	Professional Development		\$1,000.00
Sub-Total					\$8,250.00
Grand Total					\$8,250.00

Addendums

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

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

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

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

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

Strategy:

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

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

District System Safeguards TAIS Form Special Education 2018-19

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

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

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

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

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

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

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

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

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

White Settlement ISD
2018-2019 Parent (Family) Involvement Policy
Revised 9.27.18

Statement of Purpose

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

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

Developing the Policy with Parents

The Parent (Family) Involvement Policy will be developed and reviewed annually by the district Parent (Family) Involvement Committee (PIC), which consists of parents/family representatives, school counselors, district social workers, the Family Resource Center coordinator and central administrators. This group will meet a minimum of four times per academic school year to plan, implement, and review the policy.

The district will encourage participation in the PIC through emails to PTA/PTO board members, personal invitations, and the WSISD website.

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

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

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

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

Parents/family members will annually be invited to participate in the District Planning Committee, which meets at minimum four times per year. The District Planning Committee, comprised of parents, teachers, administrators, community members and business representatives, will review the District Improvement Plan annually and incorporate the Parent (Family) Involvement Policy into the Family and Community Involvement section of the District Improvement Plan.

Provide Coordination and Assistance to Schools

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

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

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

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

Build Capacity of Schools and Parents

High student achievement is the result of effective home/school/community partnerships. Family involvement activities will be scheduled throughout the school year to foster this collaboration that foster this family/school/community partnership. These include the district's Back to School Rally, Mad Scientist Night and Healthy Families Rally.

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

WSISD will:

- Utilize a district-wide parent advisory council (the Parent/Family Involvement Committee) to provide advice on all matters related to parental involvement in programs supported under this section.
- Support the schools in providing timely communication to families, ensuring that families are engaged and informed. The district will utilize a variety of communication methods including but not limited to: paper flyers and letters; social media; Blackboard Messaging System; local newspapers; district website; and mobile app. The schools will also utilize the Canvas Learning Management System; Gradebook/Skyward; and Remind to communicate the educational objectives and expectations with families.
- Provide assistance to parents in how to monitor a child's progress, and how to understand state standards and assessments. The schools will have at least one parental meeting annually that educates families regarding the assessment process.
- Provide education to help parents work with their children to improve their children's achievement, such as literacy and technology. Avenues include the Canvas Learning Management System, Gradebook/Skyward and Remind, campus literacy and curriculum nights, etc.
- Provide education and communication to teachers and school personnel to help them with assisting parents, valuing the contributions of parents, working with parents as partners, and building ties between parents and the school.

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

Coordination of Programs

WSISD will develop a partnership with other pre-school programs within the district’s boundaries. Family involvement strategies will be coordinated to assist the transition from pre-school to elementary school.

WSISD will assess the needs of families and children in the community using a variety of tools including results from end-of-year campus parent surveys and an annual evaluation by the Parent (Family) Involvement Committee. The district will utilize the results to develop effective programs that address needs and revise existing programs.

Annual Evaluation of Effectiveness of Parent Involvement Policy

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

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

Reservation of Funds

White Settlement ISD is required to set aside at least 1 percent of its Title I funds for the purposes of parental involvement. Those funds (95 percent) will be divided among the Title I campuses. The campus principal will consult with the Campus Planning Committee about allowable and programmatic use of the funds. The campus principal will then authorize the use of the funds designated for parental involvement.

Reservation:

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

White Settlement ISD Coordinated School Health Program

Updated June 7, 2018

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

Districtwide

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

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

Elementary Schools

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

Intermediate Schools

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

Middle School

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

High School

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

Physical Education: A planned K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills.

Districtwide:

- Districtwide participation in **Special Olympics**
- Annual **Bear Tracks Meet** for special needs students (adapted PE and life skills)
- The Brewer Athletic Department offers a variety of summer camps to students of all ages.

Elementary Schools:

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

- **After-School Running Clubs**
Blue Haze Elementary, Liberty Elementary, West Elementary, Tannahill Intermediate, and North Elementary
- **Participation in Cowtown Calf 5-K**
Blue Haze Elementary, Liberty Elementary, West Elementary and North Elementary
- Through the **Running Bears** program, students keep track of the miles they run once a week, and they are recognized each time they achieve 5 miles.
- **Jump Rope/Hoops for Heart Program**
North Elementary, West Elementary,, Fine Arts Academy (Ongoing)
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
West Elementary, North Elementary, Fine Arts Academy,Liberty elementary
- **Go Noodle** online program through Cook Children's
Fine Arts Academy, Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary
- **Early Morning PE:** Students can participate in free fitness play from 7-7:30 a.m. daily.
North Elementary, West Elementary
- **Boosterthon Fun Run**
Blue Haze Elementary & Fine Arts Academy (2016-17) (2017-18)
West Elementary (2017-18)
- **Jingle Bell Fun Run**
Liberty Elementary
- **School Athletic Clubs:** Students pick athletic clubs (yoga, soccer, basketball, etc.) to participate in on Fridays.
North Elementary, Fine Arts Academy
- **Color Run Fun Run**
North Elementary (Spring 16 & 2017-18); Blue Haze Elementary (2016-17 & 2017-18)

Intermediate Level

- **After-School Intramurals (Football, Basketball, Volleyball, Soccer)**
Tannahill Intermediate
- **Participation in Cowtown Calf 5-K**
Tannahill Intermediate
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
Fine Arts Academy
- **After-School Running Clubs**
Tannahill Intermediate
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
Fine Arts Academy
- **Go Noodle** online program through Cook Children's Hospital
Fine Arts Academy
- **Referral Free Fridays** - Additional PE time every 6 to 9 weeks for students with no referrals
Tannahill Intermediate
- **Fun Fridays** - Every week, students who meet the criteria earn free time with an option to participate in physical activities.
Tannahill Intermediate
- **School-wide Basketball Shootout** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
Tannahill Intermediate
- **School-wide Dodgeball Tournament** to raise funds for the WSISD Paw Pantry

Middle School

- **WSISD PE Requirements:** Grades 6-8: 30 minutes daily or 225 minutes over a two-week period
- GRIT time clubs during study hall that include walking club, yoga, basketball, etc.
- **School-wide Volleyball Tournament** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
Tannahill Intermediate
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, CheerVolleyball,** and Soccer

- **Fine Arts program offers Color Guard, Dance, and Introduction to Marching Band**
- The Brewer Athletic Department offers a **six-week workout program, concentrating on strength and conditioning**, to all middle school students.

High School

- **WSISD PE Requirements:** Grades 9-12: 1 credit to fulfill graduation requirements
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball, Powerlifting, Soccer, Wrestling, Golf, Softball, Baseball and Powerlifting**
- **Fine Arts program offers Color Guard, Dance, Drill Team and Marching Band**
- **Outdoor Education Class** provided as an alternative to PE for students interested in outdoor activities such as archery, fishing, camping, hunter safety and boater education
- The Brewer Athletic Department offers a **six-week workout program, concentrating on strength and conditioning**, to all high school students.

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

Districtwide:

- **Tarrant County Health Department Immunization Collaboration**
All WSISD students
- Participation in **Tarrant County Back to School Roundup** which provides qualifying students with free school supplies, free health/vision/dental screening, immunizations and haircuts (2009-Present)
- Partnership with **JPS School-Based Health Clinic** to provide medical services for WSISD students and their siblings
- Lead nurse attends monthly Tarrant County Medical Society and Cook Children's School Nurse Advisory Council meetings.
- All district nurses are CPR instructors and teach courses to district staff.
- Each campus has a **CPR/AED team** of staff members who are certified.
- Monthly nurses meetings
- District social workers attended Understanding Opioids seminar (September 2017)

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

Elementary Schools:

- **Healthy Smiles Dental Program**
All Elementary Campuses
- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams (2012-Current)
- WSISD nurses conduct annual **hearing screenings** for pre-kindergarten, kindergarten, first, third, fifth and seventh grade students in the fall.
- WSISD nurses conduct annual **vision screenings** for pre-kindergarten, kindergarten, first, third, fifth and seventh grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for first, third, fifth and seventh grade students each fall.
- The counselor and nurse speaks with all students about the importance of having good hygiene.
Liberty Elementary, West Elementary
- P.S. It’s My Body! Presentations to all classrooms by Alliance for Children (personal safety/abuse prevention)
Blue Haze Elementary, Liberty Elementary, North Elementary
- Kupperman Orthodontics Presentations in Grades Kindergarten through 2
Fine Arts Academy

Tannahill Intermediate:

- **Kids Vision for Life Mobile Bus:** Low-economic students in kindergarten through sixth grades receive free eyeglasses and exams (2012-Current)
- WSISD nurses conduct annual **hearing screenings** for fifth grade students in the fall.

- WSISD nurses conduct annual **vision screenings** for fifth grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** fifth grade students each fall.
- WSISD nurses conduct annual **scoliosis screenings** for sixth grade students.

Middle School:

- **\$10 Athletic Physicals** offered to athletes annually
- WSISD nurses conduct annual **hearing screenings** for seventh grade students in the fall.
- WSISD nurses conduct annual **vision screenings** for seventh grade students in the fall.
- WSISD nurses conduct annual **Acanthosis Nigricans screenings (diabetes marker)** for seventh grade students each fall.

High School:

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

Nutrition Services: Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity.

Districtwide

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

- **Tarrant Area Food Bank In-School Food Pantry Program** (Implemented February 2016): Provides qualifying families with produce, meat and non-perishable grocery items once a month on designated day
- **Child Nutrition Website** provides links to healthy recipes and wellness sites.
- **School Breakfast and Lunch Week Celebrated**
- **Nutrition information provided on backs of Monthly Menus** that are sent home with students
All Elementary and Intermediate Students
- In accordance with the State's Nutritional Standards, **WSISD's fundraising guidelines** only allows each school to have up to 6 exempt days in which a campus can sell food items that do not meet the state's nutritional standards during the school day.
- **Posters promoting nutrition** are displayed in all cafeterias
- **Two social workers** provide assistance with food and other necessities when needed.
- All students who attend **summer school** receive **free breakfast**.
- The Child Nutrition Department provides **free breakfast and lunch** to all children 18 years and younger as well individuals over age 18 who meet the federal definition of mentally or physically disabled for a month during the **summer**.
- **Collection of height and weight data by PE teachers and office nurses**
- The District adheres to the **state's nutrition guidelines** regarding food fundraising and distribution of snacks and meals to students throughout the school day. WSISD has restricted the sale of all sodas (diet and regular) as an allowable beverage fundraiser. Also, No Specially Exempted Fundraiser for foods or beverages may be sold in competition with school meals in the food service area during the meal service.
- The Child Nutrition Department encouraged students to eat breakfast in the cafeteria during **National School Breakfast Week** by holding drawings in which students who ate breakfast could win a variety of balls (i.e. football, soccer, etc.), tennis rackets, jump ropes, etc.
- School officials attended the 2016 Tarrant Area Food Bank Partner Agency Conference and Resource Fair. (October 2016)

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

Elementary Schools:

- All third and fourth grade students receive a **free, healthy breakfast on STAAR test days.**
Liberty Elementary, North Elementary
- Partnerships with local churches and organizations to provide **snack packs** for low-economic students
All Elementary Schools
- **Taste Testing in cafeteria:** Students can sample new products and uncommon fruits and vegetables so they are introduced to new food items
All Elementary Schools

Intermediate:

- **Taste Testing in cafeteria:** Students can sample new products and uncommon fruits and vegetables so they are introduced to new food items.
- All fifth and sixth grade students receive a **free, healthy breakfast on STAAR testing days.**
Fine Arts Academy
- Extra fruits and milk are provided in the cafe

Middle School:

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

Brewer High

- Brewer High will offer a **Free Supper Program** for students attending After School Tutorials and extra-curricular activities Monday through Friday from 4 to 5 p.m

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

Districtwide:

- **Two district social workers** serve students at every campus and provides support for campus counselors and provides outside referrals to families as well as household necessities/toiletries, etc. for families in financial need, facing catastrophic circumstances, etc.
- **Community Resources Flyer** posted on website and distributed by counselors to families that includes contact information for a variety of health and human service programs that assist families and provide resources and services such as food, clothing and shelter, counseling, transportation, rent or utilities assistance, legal help, drug and alcohol prevention and treatment, and more.
- Quarterly **counselor meetings**
- **Counselors' Canvas Campus Page**
- **QPR Suicide Prevention Training** provide for parents and community members (January 2018)
- Annual **Suicide Prevention Training** (Question Persuade Refer - QPR) for all teachers and instructional staff (implemented 2015-16) \
- **QPR Team/Gatekeepers:** Designated staff on each campus trained to serve as “gatekeepers” who assist students in crisis or who are having suicidal thoughts. (Implemented 2016-17 school year)
- School officials attended the Bring the Conversation to Light luncheon to discuss suicide prevention. (November 2016 & 2017)
- School officials work with community agencies, attending open houses, meetings, conferences, etc. to ensure that the district has partnerships with a variety of resources within the community and Tarrant County.
- Districtwide implementation of **HOPE Squad Program** in 2017-18: The Suicide Prevention program changes campus culture to create Hope. HOPE Squads are comprised of students who are trained to watch for at-risk students and provide friendship, identify warning signs, and seek help from adults. Adult Hope Squad advisors train students who have been identified by their classmates as trustworthy peers to serve as Hope Squad members.
- Nearly 50 staff members were trained as HOPE Squad advisors. (August 2017)
- District-wide implementation of a **suicide protocol** that provides guidance for school counselors to assess a student in crisis, determine a preliminary risk level, and advise parents of means to recommended resources (2017-18)
- The district has a Student Services Coordinator as well as a **behavior coach** and **behavior specialist** who work with students and staff to ensure their success in school. The staff provides classroom management and other training for educators; supports students and their parents to improve student attendance and behavior.

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

Elementary Schools:

- **LLC Comfort Dog** program visits every other week to assist and support select students.
North Elementary (Implemented 2015)
- **Reading dog** comes twice a week to allow struggling reading students to read to the dog.
Liberty Elementary, Blue Haze Elementary (1x week)
- **Small group counseling** for anger management, grief, social skills, etc.
- **Testing Anxiety Counseling** for all third and fourth grade students before STAAR test.
Liberty Elementary, Fine Arts Academy, West Elementary
- **Lunch Bunch:** Counselor eats with a small group of kids every day during lunch away from the lunchroom.
Fine Arts Academy, Blue Haze Elementary, and West Elementary
- **Classroom Guidance Counseling** every 6 weeks
All elementary schools
Weekly guidance lessons - North Elementary
- **Morning Club** Discussions with select students
North Elementary
- **Cool Cats De-escalating/Cooling Therapy System**
North Elementary
- **Play It Safe “Safe Touch” Presentation** in grades kindergarten through 4
Fine Arts Academy, Liberty Elementary

Intermediate School:

- **Teen Life Support Group:** The eight-week support group provides a safe place for teens to talk with peers dealing with similar issues. These groups get together to talk about issues that are going on in teens' lives. These may be things like grief, depression, anger, or could be prompted by issues with cutting, alcohol, or drugs. In these groups, students will also learn life skills that will help them deal with stress, relationships, challenges, school and more. (Implemented 2016-2017)
- **Safe Haven PALS program:** Safe Haven presents its PALS program to all fifth grade students. Peer Abuse Learning SafeHaven covers bullying, decision making, refusal skills, anger management styles, communication, support systems, and the role of a bystander.
- During GRIT time, each class has a **Bullying Prevention Program** that includes various stories and activities for students.
Tannahill
- Brewer High School PALS program visits weekly to mentor students.
Tannahill, Fine Arts Academy

Middle School:

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

High School:

- **Recovery Resource Council** small groups for at-risk students twice a week
DAEP
- **Teen Life Support Groups:** The eight-week support group provides a safe place for teens to talk with peers dealing with similar issues. These groups get together to talk about issues that are going on in teens' lives. These may be things like grief, depression, anger, or could be prompted by issues with cutting, alcohol, or drugs. In these groups, students will also learn life skills that will help them deal with stress, relationships, challenges, school and more. (Implemented 2016-2017)

Healthy School Environment: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.

Districtwide:

- Districtwide implementation of the **House System:** Inspired by training attended by approximately 80 WSISD educators at the Ron Clark Academy, the House system is designed to unify ALL students and staff members. All students and staff members are divided into four

houses of GRIT (Gumption, Resilience, Integrity and Tenacity). Students are motivated to have good attendance and behavior, demonstrate GRIT and excel in school by earning points for their house. The system inspires teachers and students to be involved in school events, instills school pride, gives kids a reason to come to school, and motivates the entire campus to make good decisions and attend school every day.

- Districtwide annual **Red Ribbon Week Campaign** promoting education regarding the dangers of drug and alcohol use
 - Video contest
 - Nightly emails to parents with prevention and awareness information
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually
- **Choose Kind/Hope Messages Throughout Schools**
- WSISD implemented a districtwide, three-year **Growth Mindset/GRIT initiative** that will (2015-Present) to improve both the students' and staff members' motivation and achievement by teaching them a growth mindset. All instructional and administrative personnel were trained in Growth Mindset in August 2015.
- **GRIT Book of the Month Initiative** implemented district-wide
- **School-wide incentive programs promoting good citizenship, attendance, academics, etc.** and rewarding students with an End of Year Celebration at a local water park
- District-wide implementation of an **online bullying reporting system** that enables students to report bullying anonymously.
- **2017-18 HOPE/Choose Kind Week/Month Activities:**
 - Districtwide **Choose Kind/HOPE Campaign**
 - **HOPE Squad Tools for Coping Video shown to all students**
 - Brewer High School & Brewer Middle School - Study Hall
 - Fine Arts Academy & Tannahill - GRIT Time/Friday
 - North - Shown in classrooms
 - Blue Haze Elementary - Thursday, 2/15
 - Liberty Elementary - Art/Music Rotation on 2/13
 - West Elementary
 - Districtwide **HOPE Week:** Activities and special dress coinciding w/ anti-bullying and spreading hope (February 2018)
 - **Community-wide HOPE Rally** with guest speaker Tory Gant (February 2018)
 - **HOPE Squad Pizza Party with all HOPE Squad members and advisors**
 - **HOPE and kindness messages and banners throughout schools**
 - All schools
 - **HOPE Squads members greeted students in morning;** Liberty handed out candy w/ positive messages
 - All schools

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

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

Elementary Schools:

- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS train junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
Fine Arts Academy, Liberty Elementary, North Elementary
- **Red Ribbon Week activities:**
 - Students sign pledge to remain drug free and post on wall
Fine Arts Academy
 - Students decorated cut outs of person and then they were linked together and displayed in the hallways saying “We are united against drugs.”
West Elementary
 - Guidance lessons for every grade level
Fine Arts Academy, North Elementary
 - Healthy Choice Writing Contest
West Elementary, North Elementary
 - Staff performed stories on the stage to give meaning to literature and spread the importance of making healthy choices.
West Elementary
 - Key cut out for students to write or draw one healthy choice on (tie into this year’s RRW national theme)
Blue Haze
 - Red candy jar in front foyer, students could turn in an estimate all week long and the closest guess wins the jar
Blue Haze
 - Daily morning announcements about safe, healthy choices
Blue Haze
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities.
- Elementary counselors, district social workers, Communications Director and Human Resources Director attend **Compassionate Schools Training**, which focuses on students chronically exposed to stress and trauma in their lives. These schools create

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

Intermediate Schools:

- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
- **Red Ribbon Week activities:**
 - Each student decorated a cut out of a person, decorated it and then they were linked together and displayed in the hallways saying “We are united against drugs.”
Fine Arts Academy
 - Guidance lessons for every grade level
Fine Arts Academy
- Annual TannaCamp gives incoming fifth graders opportunity to be more acclimated to campus life prior to the first day of school.
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities.

Middle School

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

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

High School

- **Red Ribbon Week activities:**
 - Celebrity Graveyard in the Cafe. Stu Co researched celebrities who have died for drug-related reasons and posted their pic with information about the drug that killed them.
 - Pledge to be drug free poster for students to sign at lunch
 - Drug and alcohol awareness info given to students at the door on Monday morning (Every Monday Matters-Don't be a dum dum that does drugs (students given suckers)
 - Statistics and facts about drug and alcohol abuse on the announcements each day
 - Facts about drugs and alcohol posted throughout the building, especially in the restrooms. (Stats, where to get help, facts, etc)
 - Video challenge for Red Ribbon Week-Stuco students from each grade level create and film a video about Red Ribbon Week
 - Themed Dress Up Days
 - Drug-Free themed door decorating contest for all staff and students to participate in so as to promote drug-free environment on campus.
- **2017-18 HOPE/Choose Kind Week Activities:** See districtwide activities
- **Random Drug Testing Program for Student Athletes**
Brewer High School
- **Shattered Dreams:** a school-based program that promotes responsible decision-making among high school students regarding underage drinking and impaired driving (driving after drinking or riding with a drinking driver) by showing them how irresponsible choices can end all dreams. It emphasizes the results of alcohol-related crashes: the shattered dreams of those who drive after drinking, the innocent victims, and their friends and families. - Spring 2016 (Trailer); Spring 2017 (School-wide Program)
Brewer High School
- **Drug Education Class for High School students who test positive for random drug testing**
- **PAL (Peer Assistance and Leadership) Mentoring Program** that trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other

community and school-district service projects.

- **Center for Transition Services:** The district provides a Transition Center for seniors with a significant cognitive disability or a disability that affects their ability to function in daily life socially or independently. Seniors who have completed their high school academic requirements participate in the center's PRIDE program, which enables these students to transition from high school to higher education, employment, community involvement and independent living. PRIDE offers six areas of transition that focus on: social skills; independent living; self-advocacy such as asking questions, speaking up for yourself, knowing your strengths and weaknesses; career exploration and vocational training; community access; recreation and leisure.
- **Center for Transition Services DREAM program:** DREAM serves 18- to 21-year-old adults with severe cognitive disabilities. It focuses on developing students' independence in self-care skills, basic daily living skills, and developing transition options for adulthood.
- **Restorative Discipline:** a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior. When implementing restorative practices a shift in practice occurs that results in a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. (implemented 2016-17)

Health Promotion for Staff: Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities.

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

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

District-wide:

- **WSISD community-wide movie night of “Wonder”** to promote anti-bullying and acceptance (November 2017)
- District officials attend monthly **Challenge of Tarrant County meetings** to be apprised of local trends regarding drug and alcohol use and to network and partner with outside community and private organizations
- The district’s **School Health Advisory Council** comprised of parents, citizens, business members and school officials meets at least four times a year to discuss annual goals and initiatives that provide health and wellness education to WSISD students and families.
- The district’s **Parent Involvement Committee**, comprised of parents and school officials, meets at least four times a year to discuss annual goals and initiatives that provide family/community involvement opportunities.
- **Community-wide Healthy Families Rally** (Implemented 2015)
- **Opening Day:** a community-wide celebration to kick off the softball and baseball seasons. (Implemented 2016)
- **Annual Districtwide Thanksgiving Food Drive**
- **White Settlement Jets Team** for WSISD students and individuals under age 25 who desire to compete in the annual Special Olympics Meet.
- **District-wide Pink Out Day** to promote breast cancer awareness
- **District-wide Cancer Awareness Day** to promote awareness of various cancers
- Members of School Health Advisory Council attend **Prevention Provider Coalition meetings**, sponsored by Challenge of Tarrant County. The meetings enables school districts, treatment facilities and other organizations to brainstorm new ideas and efficiencies to ensure Tarrant County youth are provided educational opportunities and intervention strategies to avoid substance abuse issues.
- The WSISD Family Resource Center provides a variety of evening classes for families to promote health and wellness including the **Healthy Foods, Healthy Families Series** (2011-Present); **Cooking Matters Family Nutrition Classes** (2013-Present); and **Families First Parenting Series** (2014-Present). Families First provides methods for improving family communication, reducing stress, dealing with behavioral problems and encouraging honesty and respect.
- Through district-wide implementation of **Creating a Culture of Achievement/5 Critical Pillars**, all students, families and community members will feel welcome and safe to visit a child's campus and communicate with teacher, staff and administration, which is crucial to the student's success and to ensuring that families are involved in the student's education. (2015-Present)

- Lead nurse attends monthly **Tarrant County Medical Society** and **Cook Children’s School Nurse Advisory Council meetings**.
- The community-wide **Back to School Kick Off Rally** included the fall Brewer High School athletic teams as well as the drill team and cheerleaders, which promotes participation in extra-curricular activities and generates interest among the younger grade levels. The event also included participation by the local sports and youth organizations such as the White Settlement Youth Association and White Settlement Recreation Center. (2016 & 2017)
- The **Winter Sports Rally** included Brewer High School’s winter sports teams as well as the drill team and cheer, which is designed to promote community interest in all athletics as well as create excitement among the lower grade levels. The event will involve activities/competitions that include the high school athletes and the younger students. (January 2017/January 2018)
- The WSISD Educational Foundation sponsored a **Dodgeball Tournament** in which students, families and businesses sponsored a team to play in an evening tournament. (March 2017/March 2018)
- The Educational Foundation sponsored a **Field Goal Challenge**, in which a student from every school had an opportunity to compete in a field goal contest at a home football game. (September 2016/September 2017)
- The Educational Foundation sponsored a **Basketball Shootout** and **Soccer Kick**, in which six students from every elementary through middle school campus had an opportunity to compete in contests during the community-wide Winter Sports Rally. (January 2017/January 2018)
- **WSISD Family Game Night** (April 2018)
- **Community First Luncheons** at least 4 times a year in which youth pastors meet with WSISD personnel to discuss current trends and ways to help WSISD students.

Elementary Schools:

- **Participation in Cowtown Calf 5-K**
Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary, Tannahill Intermediate
- **Walk for the Cure**
West Elementary
- **Career Day:** Several professionals from the WS and FW area visited our school and talked to classrooms about different types of careers, their preparation it took to reach their careers, and the importance of commitment to future goals.
West Elementary, North Elementary (implemented 2016-17)
- **Eating Healthy Parent Workshop** (October 2015)
Fine Arts Academy
- **Jingle Bell Run** (December 2015)
Liberty Elementary
- School-wide **Cystic Fibrosis Fundraiser** (2016-17)

Fine Arts Academy

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

Intermediate Schools:

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

Middle School:

- **Career Day:** Ten professionals from the WS and FW area visited our school and talked to classrooms about different types of careers, their preparation it took to reach their careers, and the importance of commitment to future goals. (2016 & 2017)
- **Spanish Information Night:** All school information is presented in Spanish.
- **Watch D.O.G.S**
- **Home visits** to kick off school year

FINE ARTS ACADEMY
2018-2019 PERFORMANCE OBJECTIVES

As a part of the Accountability System, the Fine Arts Academy received a Met Standard rating for the 2017-18 school year.

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

A. Overall Performance:

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

B. Performance by Student Groups:

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

II. The faculty, staff, and administrators of the Fine Arts Academy will meet ESSA Performance Measures in reading and math in all student groups.

III. The faculty, staff and administrators of the Fine Arts Academy will work toward obtaining a district attendance average of 96%.

IV. The faculty, staff and administrators of the Fine Arts Academy 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 the Fine Arts Academy will work to obtain 0% incidence of violence. (Reason codes: 17, 18, 19, 27, 28, 29, 30, 31, 32)

**Funding Sources for WSISD – Fine Arts Academy
2018-2019**

Program	Purpose	Budgeted
Special Education	Address the needs of students with disabilities, includes Federal money	\$ 127,429
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.	\$ 63,293
Bilingual/ESL	Address the needs of students whose home language is other than English.	\$ 0
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	\$ 0
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.	\$ 0
Gifted & Talented	Provide services for students identified as gifted/talented	\$ 19,245
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