

White Settlement Independent School District
Brewer Middle School
2017-2018 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A growing suburban middle school, Brewer Middle School serves approximately 1000 students who reside in the City of White Settlement and a portion of the City of Fort Worth (located west of Loop 820).

The student population is comprised of:

- 45% Caucasian
- 42% Hispanic
- 8% African American
- 2% Asian
- 4% Other
- 11% LEP
- 8% Gifted and Talented
- 9% Special Education
- As of October 16, 2017, 54% of Brewer Middle School students are considered Economically Disadvantaged
- 55% At-Risk

Demographics Strengths

The demographic breakdown of Brewer Middle School can be seen as a reflection of the community we serve. Students come from a variety of backgrounds and experiences which provide our students with the opportunity to gain life skills such as, working collaboratively with people of different backgrounds and experiences. The addition of an ESL Teacher has helped address the needs of this growing population. BMS is adding a 2nd ELA SPED Teacher to also help address the needs of our growing Special Education population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ELL and SPED populations are increasing rapidly across all grade levels. The pass rate on STAAR Reading continues to be below the campus average for both groups over the last several years. **Root Cause:** The populations are growing faster than the district can train and/or hire

teachers with ESL or SPED certification and an understanding of the instructional strategies for these populations.

Student Academic Achievement

Student Academic Achievement Summary

Although standardized assessments are only one way to measure success of our students, it is the most well recognized measurement of student success. With that in mind, our goal is for all students to meet the passing standard in all areas tested as well as to increase overall student participation in some type of activity.

BMS Met Standards according to the Texas Education Agency. This rating is based on student performance on the 2017 STAAR. The BMS staff will continue to find methods of engaging students in the learning process resulting in a passing rate of 100%.

All Texas public middle schools will be assessed on how students perform on the following tests at each grade level: 7th grade math, reading, and writing and 8th grade math, reading, social studies, and science. Students in the 7th grade that take Pre-AP Math will take the 8th grade STAAR math test. Students in the 8th grade who are enrolled in Algebra are required to take the 9th grade Algebra End of Course Exam (EOC) in place of the 8th grade math STAAR exam. Passing the 8th grade STAAR exam in reading and math is a requirement needed for students to be promoted to the 9th grade. Failure to meet the passing standard on the reading and/or math STAAR will cause the school to provide accelerated instruction for all students prior to two retest opportunities. 8th grade students who do not successfully meet the passing standard on the STAAR exam in March will be given another opportunity in May and if needed another opportunity in June.

For any students who are unsuccessful on any administered test, we will have developed an intensive plan of instruction.

STAAR Scores

Writing - 73%

Math - 76%

Reading - 80%

8th Grade Math -80% (after 2nd administration)

8th Grade Reading -83% (after 2nd administration)

Science - 73%

Social Studies - 66%

Student Academic Achievement Strengths

- Increased participation in UIL Academics 62 students = 6% up from 2%
- Choir-133 students=13% increase of 13 students
- Increase in Band-166 students=17% increase of 22 students
- Implemented Color Guard-55 students=5%
- Increase in Theatre Arts-219 students =22% increase of 67 students
- Increase in student participation in athletics-397 students increase 11 students
- Increase in ELL students to 102= 10.2%
- BMS earned the state accountability rating of "Met Standard".

The continuation of Grit Time this year has moved our student involvement from 90% to 100% participation in student interest groups.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students continue to under achieve in Math. **Root Cause:** Changes in the Math TEKS have created larger gaps in students' learning. The calculations have become more difficult but students aren't permitted to use a calculator until 8th Grade.

School Processes & Programs

School Processes & Programs Summary

BMS is organized into grade-level departments by subject. These departments meet weekly in their Professional Learning Communities to discuss how the curriculum will be addressed and how the data will drive their instruction. The district and campus-level administrators support each department's curriculum as long as it is standards and data driven. WSISD is in second year TEKS Resource System as a curriculum resource for online curriculum management. Each department has a designated Department Head who guides the team through campus changes, and notifies them of updates. Class sizes are smaller for inclusion classes, and larger for general education classes. The schedule is broken into 8 sections, one of which is a Study Hall/GRIT Time designed to allow students time to attend tutoring, clubs, organization meetings, or a traditional quiet study hall. There are 5 core classes for 7th graders, and 4 core classes for 8th graders which gives each grade enrichment opportunities through a variety of elective choices. BMS will continue GRIT Time through our built-in study hall period designed to address the students who need interventions. 8th grade STAAR reading interventions will be handled through our GRIT time starting early September.

The partnership between school and home is an important component of our students' success. Our staff will respond to all calls and emails within 24 hours to ensure strong communication is maintained. BMS utilizes a campus website, Facebook, Instagram, Remind for parents/students, teacher web pages, Facebook, Blackboard email blasts, and automated calling systems to keep our families and community up to date on campus events.

NJHS and Student Council participate in community projects and outreach programs.

As part of the district technology initiative Dell laptops will be available for all core teachers at a 1:1 ratio. 8th grade students will have laptops checked out to them in January 2018. These laptops have the capabilities of a touch screen handheld device, as well as the ability of word processing. The flexibility of these devices provides the teacher and student different avenues to enrich learning. Flexibility is also key in identifying ways to close gaps and provide remediation in real-time.

WSISD curriculum is aligned with the state Texas Essential Knowledge and Skills (TEKS) which focus on college and career readiness. In addition, the district in year two of implementation of TEKS Resources for lateral and vertical alignment. The TEKS in math (grades 7-8), reading (grades 7-8), writing (grade 7), science (grade 8) and social studies (grade 8) are assessed through the STAAR state assessment each spring. Students will receive feedback on their learning through teacher feedback through classroom participation, homework and classwork, teacher developed tests, campus based common assessments, district developed common assessments, and a benchmark.

School Processes & Programs Strengths

The BMS master schedule ensures that all grade-level departments have the same conference period, allowing them the time necessary to have a designated PLC time to collaborate and investigate the data in order to better service students. PLC's meet weekly in the data room, which visually presents results across curriculum assessments, with administrator and/or instructional coach present to collaborate interventions and instructional needs for goals in the classroom. Each month we have a Campus Management Meeting (CMC) where the department heads come to discuss and provide input on upcoming items. If the department head is unable to attend, they send a representative from their team. Our campus and district also sends out numerous surveys asking for input on various items including a mid-year and end of year survey.

Current outreach programs are listed below:

- Schedule pick up during summer
- Meet the Teacher Night
- Spanish Information Night
- Open House for incoming 7th graders in Spring
- 7th and 8th Grade Awards program
- Home Visits
- Student Council community programs
- NJHS community programs
- Watch Dog program
- Aim for Success
- Hope Squad

Technology will now be seamlessly implemented into teacher instruction.

All teachers have Apple TV's and mounted projectors in rooms. Teachers now have the availability of using both Dell and Apple products since all teachers were issued Dell laptops. Elective teachers will have the ability to utilize iPad's on an as needed basis.

Technology TEKS are implemented across the campus.

- Hold all students to the state college and career readiness standard.
- Weekly grade level PLC's to discuss curriculum, strategies and student achievement.
- Common planning periods for all grade-level core subject areas.
- Focused meetings utilizing disaggregated data to individualize student instruction.
- GRIT time in the daily schedule to meet the varying academic needs of our students in all STAAR tested subjects.
- Specific academic interventions are offered for those students identified by RTI during GRIT time.
- Provide all students with 30-minutes of GRIT Time for tutorials, enrichment, and campus involvement activities.
- Incorporated weekly independent reading time to help increase authentic literacy.
- The addition of a data room allowed teacher to compare all areas of needs/strengths.
- Common curriculum through TEKS Resource.
- A STAAR math teacher has been added to the campus to help fill gaps and provide additional remediation for students struggling in this area.

- Homework club as a tutoring option available to all students three times weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication continues to be a challenge at the middle school level. **Root Cause:** Parents and students do not access websites and subscribe to automated texts.

Problem Statement 2: Not all teachers and students are maximizing the opportunities that technology provides. **Root Cause:** Devices are new to both teachers and students. Training and comfort levels are different for both users.

Problem Statement 3: Curriculum is implemented but not to the rigor and relevance needed. **Root Cause:** Confidence level for teachers and students implementing depth to the standards.

Perceptions

Perceptions Summary

The BMS staff establishes and maintains positive relationships with our students, parents and community. Our administrative team is dedicated to being visible, available and ready to address any needs and/or concerns which may arise. Our counselors are dedicated to meeting the needs of our students and will provide counseling focusing on the WSISD Character Traits of respect, integrity, judgment, confidence, responsibility, sportsmanship, honesty, courtesy and perseverance. The focus on ensuring that our students have the tools necessary to be successful in the classroom and in life contributes to the safe and positive school culture and climate. All staff are empowered to address misbehavior as it occurs which ensures that our students exhibit respect and responsibility at all times. Students are an integral part of ensuring our campus is a safe and productive place to learn by reporting unsafe behaviors promptly.

Students are encouraged to become, and remain, active participants in our various clubs and organizations, and to take pride in being a Brewer Bear.

Academic success is of utmost importance at BMS and is supported through our new after school Homework Club T-TH 3:30-4:15 located in the library.

Homework Club always has certified math and ELA teachers. Other teachers are also present to help administer tests and to provide individualized instruction in various content areas. Before school tutoring is also available on an individual basis. Transportation is provided for students who have current bus riding privileges through the transportation department.

We have also implemented a "House System" that creates four teams on our campus. The teams are named after Gumption, Resilience, Integrity, and Tenacity. These four core beliefs make up GRIT, a character trait we work to instill in all of our students. Students and teachers work together to earn points, exhibit spirit, and compete against one another. This House System has strengthened our campus culture and given all students and teachers a smaller community in which to belong.

Perceptions Strengths

Based on the 2016-17 Staff Survey in March:

- 84.3% of staff surveyed feel their opinion is welcomed and respected by BMS administrators.
- 78% of staff said they feel safe at school.
- 80% of parents feel their child loves coming to BMS.
- 76% of parents feel they are communicated with by BMS.
- Students have opportunities to show school pride through participation in, and/or support of UIL academics, athletics, theatre arts, choir, and band.
- Home visits are conducted by BMS staff members for incoming 7th grade students. Approximately 250 families are visited and welcomed to BMS.
- Bear Ambassadors help welcome and introduce new students to the school.
- Counseling Small-Groups that enable students to receive the tools they need to be successful.
- 62.5% of parents feel their child's school is safe

- 82% of parents feel that the staff is approachable.
- Monthly meetings with teachers (faculty meetings) and additionally with department heads (Campus Management Committee) to provide timely communication, solicit feedback and provide transparency on issues.
- Create consistent discipline plan so that all discipline issues can be resolved quickly and fairly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The culture at our campus is not motivating all of our students to attend class every day. **Root Cause:** Students don't feel like they fit in, wanted, and are unmotivated for school success.

Problem Statement 2: Teachers need to feel included, informed, and part of the discipline process. **Root Cause:** Students are sent to the office for discipline issues and there is a disconnect in the follow-up.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

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: To increase student achievement to the mastery level of performance in all sub-populations on the STAAR and AYP performance indicators to 100%.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
<p>System Safeguard Strategy</p> <p>1) Evaluate previous year state assessment performance data and current year unit assessment data to assess student needs in grades 7-8 by utilizing Aware and comprehensive based assessment data completed through district benchmarks.</p>		BMS Administration Faculty and Staff Members	Results from C.B.A.- data PLC Sign-In & Agenda Meeting notes Results from District Benchmarks				
<p>System Safeguard Strategy</p> <p>2) Follow Instructional Focus Document (IFD) and utilize Year at a Glance (YAG) to ensure a streamlined curriculum 7-8 for weekly Professional Learning Communities (PLCs).</p>		BMS Administration Faculty and Staff Members	STAAR/AYP Data C.B.A. data TEKS Resources				
<p>System Safeguard Strategy</p> <p>3) Monitor student progress through on-going unit assessments linked to TEKS Resources curriculum in reading, writing, social studies, science, and math.</p>		BMS, Administration Faculty and Staff Members	Walkthroughs Formal Observations Lesson Plans C.B.A. data TMFSA				
<p>System Safeguard Strategy</p> <p>4) Campus TEAMing will provide Pre-RTI and RTI support for students experiencing academic or behavioral difficulty.</p>		BMS Administration TEAM Teachers Faculty and Staff Members	Completed RTI paperwork RTI monitoring forms Behavior Contracts Behavior Improvement Form Behavior Follow-Up Six Weeks Failure Report				

System Safeguard Strategy 5) Provide weekly tutorials in all core subject areas Tuesday-Thursday after school (Homework Club) staffed by certified teachers, and during school Monday and Wednesday during GRIT time.	Writing, Reading, Math, Science, and History Teachers	Six Weeks Failure Report C.B.A. data Tutorial log I.E.P Progress Reports				
System Safeguard Strategy 6) TELPAS students will be placed with a SIOP trained teacher in order to receive Sheltered Instructional Strategies	BMS Administration SIOP Teachers	Students will achieve one year growth in reading, writing, listening, and speaking. TELPAS Comprehensive Report				
System Safeguard Strategy 7) Provide interventions and enrichment opportunities for all students through GRIT time. Thirty minute intensive small group re-teaching and practice provided during study hall.	BMS Administration BMS Teachers and Teaching Assistants	Benchmark Data STAAR Data Classroom Gradebook Surveys				
8) Implement BOY and EOY Think Through Math and iStation in Reading and Math.	BMS Administration, Teachers and Teaching Assistants	Data from TMSFA, iStation, Think Through Math				
9) All Math, ELA, Science and History teachers will have the same planning period to maximize the opportunities for Professional Learning Community and collaboration.	BMS Administration Instructional Coaches	Weekly Department Meeting Agenda, PLC Agenda and notes				
System Safeguard Strategy 10) Increase special education and 504 inclusion support by providing this support in core subjects, as well as continue to train and improve the inclusion support.	BMS Administration, SPED Teachers, Teachers, Teaching Assistants	Failure reports, Benchmark data, STAAR, System Safeguards, walk-throughs, lesson plans, Student performance data				
11) Implement district initiatives that include Growth Mindset strategies, Thinking Maps, Fundamental 5 and Workshop Model, High Functioning PLCs, Authentic Literacy through writing across the curriculum, utilizing journaling, and purposeful reading writing and talking, and providing quality professional growth opportunities.	BMS Administration, Curriculum Department, Instructional Coaches	Walk-throughs, district-wide campus walks, lesson plans, PLC agenda and minutes				
System Safeguard Strategy 12) Instructional strategies will target improvement in the STAAR reporting categories for math, science, ELA and social studies.	BMS Administration, all BMS teachers	Lesson plans, progress reports, report cards, benchmark data, walkthroughs, and double-blocking 7th grade reading and writing.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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: High achieving students will achieve and be recognized for academic and behavior excellence.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
System Safeguard Strategy 1) Attendance incentive will be provided at the end of each six weeks with a drawing for fabulous prizes: 6 Flags Tickets, phone accessories, dress code passes, and popcorn parties. Tardies will be further monitored through Student Conductor which will provide students with written feedback about consequences of additional tardies.	1, 2, 10	BMS Administration Attendance Clerk Student Conductor	Attendance Log Increase in attendance rate Attendance Reports will be run every 3 weeks Winners will be identified by class and individually				
2) Honor Roll incentive will be provided at the end of each six weeks with an opportunity for students on the A and A/B Honor Roll to receive a dress code free day per six weeks.	1, 2, 10	BMS Administration PEIMS Clerk	Increase in student achievement				
3) End of Year awards ceremony for all courses	1, 2	Counselors, all BMS teachers	Student participation and awards, campus culture, parent survey				
4) Students will be given the opportunity to participate in SAT/ACT through the Duke TIP as well as Pre-AP and honors courses.	1, 2, 6	BMS Administration, counselors	Student participation, students recognized at Spring school board meeting				
5) Positive Office Referral System. Students are recognized for displaying positive behavior.	1, 2	Principal, NJHS	Student participation, parent communication, positive impact on Campus Culture.				
6) GRIT Time (Enrichment) provided during Study Hall to meet the needs of our high achieving students.	1, 2, 10	BMS Administration, BMS Teachers	Student participation, increase in student achievement				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Increase opportunities for authentic literacy.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective













Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) By weekly library visits through ELA classes.	1, 2, 3, 8, 9	ELA Teachers, Library Paraprofessional, BMS Administration	Teacher and student participation, increase in STAAR ELA scores.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Brewer Middle School will provide a safe and drug-free environment that promotes academic success, self-responsibility, citizenship, and pride for interpersonal growth.
















Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Implement safe and drug free activities through Red Ribbon Week, Anti-Bullying Week and Choose Kind Campaign.	1, 2, 6, 10	Counselor Student Council Sponsor Student Council	Parent Notification Campus Newsletters Pep Rally Reduction in 425 PEIMS Data				
2) Implement a campus-wide discipline system that contains discipline sheets(d-sheets).	1, 2, 6	BMS Administration, Counselor, TEAMing Teachers(RTI), Behaviorist Teacher	D-sheets collected every 6 weeks by RTI-TEAM Reduction in 425 PEIMS data staff surveys Google Docs				
3) Disseminate WSISD Student Code of Conduct and BMS Parent/Student Handbooks and attendance expectations.	1, 2, 6, 10	BMS Administration, BMS Faculty	Documentation in cumulative folders, 425 PEIMS data, and electronically signed by students.				
System Safeguard Strategy 4) Monitor student absences, provide time for parents to meet with teachers, provide time after school through Homework Club and on Saturdays for students to make up seat time identified by RTI attendance meetings.	1, 2, 6	Attendance Clerk BMS Assistant Principal TEAMing Teachers	School attendance records Overall School promotion Continue RTI attendance meetings				
System Safeguard Strategy 5) Continue a BIC room, ISS room, and a behavior LAB with a certified teacher and/or paraprofessional who has access to daily lunch detention and after school detention rosters.	1, 2, 3, 9, 10	BMS Administration, BMS Teachers	Student schedules, ISS and detention log, Reduction in PEIMS 425 records Discipline sheets Student Conductor Program				

6) Provide comprehensive counseling program which will include response services through individual referrals and small group programs. Provide preventative services concerning unwanted physical or verbal aggression, sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles as well as digital citizenship expectations.	1, 2, 3, 4, 7, 8, 10	BMS Administration, Counselors, BMS Teachers	Assessment data; counselor's log, Reduction in PEIMS 425 records, anger management data, Play It Safe Program, digital citizenship curriculum, and random checking of campus and bus videos				
7) Offer leadership programs for Student Council Members, Bear Ambassadors, ECO Club, Peer Mediators and National Junior Honor Society Members.	1, 2, 10	Student Council, Bear Ambassador and NJHS Sponsors	Peer education and support, Reduction in PEIMS 425 records, leadership training in school and San Marcos				
System Safeguard Strategy 8) Utilize technology to encourage parent participation by maintaining the Brewer Middle School website and offering the PAC Family Access, Edline, Canvas, Facebook and online school climate survey.	1, 2, 6	BMS Staff Members, Communication Director	Parent Feedback of K-12 Insight, Alert Now Data; failure report, increased attendance, Remind 101, Teacher Remind accounts, skyward mass email				
9) Communicate with parents via online communication through weekly emails, timely Facebook postings, Student Conductor System, and curriculum/grade updates via Skyward, Edline, PAC Family Access, Remind101 App.	1, 2, 6	BMS Staff Members, Technology Department	Teacher-Parent Contact Logs, failure report; Parent Feedback of K-12 Insight; marquee				
Critical Success Factors CSF 1 CSF 5	1, 2, 6	Principal, Campus webmaster	Positive feedback on surveys				
10) Provide a monthly parent letter in both English and Spanish that contains suggestions and tips for educational and emotional support for middle school age students.	Funding Sources: Title I Funds - \$350.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6	1, 2, 6, 9, 10	BMS Administration, RTI Team	Positive feedback on surveys from Spanish speaking community,				
11) Provide a laptop for parent use for: checking grades during RTI meetings, parent registration, and translating English to Spanish or Spanish to English communication.	Funding Sources: Title I Funds - \$671.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6	1, 2, 6, 9, 10	BMS Administration, ESL Coordinator, BMS Spanish speaking staff	Increase in Spanish parent involvement,				
12) Provide Spanish Information Night with all school policies, procedures and materials translated into Spanish.	Funding Sources: Title I Funds - \$140.00						
System Safeguard Strategy 13) Send upcoming BMS activities to Desi Coyle for the WSISD District Activities Calendar.		Communication Director, BMS Administration	Keep campus canvas calendar updated for Coyle to access				

System Safeguard Strategy 14) Provide Title I Parent Compact to share educational responsibilities between student, parent and teachers.	1, 2, 4, 6, 10	BMS Administration, front office personnel	Signed compact on file for students				
System Safeguard Strategy 15) Continue to support the WSISD Family Resource Center and local charities by participating in the canned food drive. BMS also contributes to the district Paw Pantry.	1, 2, 6	FRC Coordinator, Counselors, Student Council Sponsor	Parent Feedback; meeting school goals of food collected				
16) Provide an opportunity for incoming 7th graders to visit during Open House	1, 2, 7	BMS Administration, Counselors, Teachers	Sign in log at March Open House				
17) Continue Bear Ambassadors(leadership group) that will conduct student/parent tours for new students to BMS.	1, 2, 7	BMS Administration, counselors	Positive Survey Feedback				
System Safeguard Strategy 18) Continue Student Conductor System that will help keep track of tardies to class and also discipline matters. Communicates immediately with parents on tardies, fines, and discipline matters. Continue using orange vests as hall passes.		BMS Administration, Counselors, Teachers	Decrease in tardies and absences. Decrease in discipline matters.				
19) Implement various small group curriculum for students who struggle with issues other than academics. Create a safe environment for students to feel welcomed to address their problems.		BMS Administration, Counselors, Teachers	Positive feedback on surveys and improved classroom behavior				
System Safeguard Strategy 20) Provide up to date fire drill and tornado maps to all staff and have drills throughout the year. SRO provided campus-wide lock-down training and safety. Share staff-created videos that model appropriate campus behavior.	1	BMS Administration, Counselors, Teachers	Timely and efficient drills Responses to videos				
Critical Success Factors CSF 6 21) Continue Choose Kind campaign to promote bully free environment and to build student morale.	1, 6, 9	BMS Administration, Counselors, Teachers	Positive feedback on surveys				
22) Require all students and staff to wear Identification Badges every day.	2	BMS Administration, Teachers, Staff	Decrease in dress code violations Student safety				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 23) Provide a Career Day for all 8th grade students to explore high school endorsement opportunities.	1, 6	BMS Administration, BMS Counselors	Feedback on surveys, student registration into designated classes.				
Funding Sources: Title I Funds - \$300.00							

Critical Success Factors CSF 4 CSF 6 24) Create a self-contained general education classroom to assist general education behavior students.		BMS Administration	Decrease in discretionary referrals of general education students to DAEP.				
	Funding Sources: Campus General Fund - \$0.00						
25) Implement parent involvement program Watch DOGS.	1, 2, 6, 10	BMS Administration	Positive feedback on student, parent and staff surveys.				
	Funding Sources: Title I Funds - \$354.00						
26) Provide student training and motivation through "3-Screen Video" that deals with teen bullying and cyber safety.	1, 2	Counselors	Motivate students to make better choices on bullying and cyber postings.				
	Funding Sources: Campus General Fund - \$800.00						
27) Monitor student behavior through RTI TEAM to provide interventions and behavior intervention plans as needed.	1, 2, 6	BMS Administration, Counselors, TEAM of teachers	Keep parents better informed, reduce inappropriate behaviors , proved				
	 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: BMS will build and strengthen efficient and effective processes.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Develop written processes for key systems and events.	2	BMS Administration, TEAM(RTI teachers), Counselors, Department Heads	Schedule Change Request, Discipline sheets, Monitoring data of RTI by TEAM TEAM notes for teachers Registration-added information booths and Syward online enrollment Pre-AP guidelines Tardy Documentation Digital Citizenship				
System Safeguard Strategy 2) Develop processes for effective data analysis meetings.	2, 3, 8	BMS Administration, teachers, instructional coaches	Process established and refined through staff feedback throughout the year including PLC notes, Data Room, identification of students for GRIT tutorials				
3) Develop processes for teacher PLC meetings.		BMS Administration, instructional coaches, teachers	PLC notes, instruction in the classroom, Data Room				
4) Ensure CIP is aligned with the district strategic plan.		Principal, CAT	Campus goals align under district goals				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Professional development activities will focus on improving achievement of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Monthly staff development meetings where departments will share "best practice" instruction techniques that can incorporate technology, workshop model and address inclusion techniques. Teachers can also lead or attend "Just in Time" trainings across the district.	2, 3, 4, 5, 10	Brewer Middle Administration, Teachers	Staff development meeting agenda and minutes, lesson plans				
2) Weekly PLC's by department to discuss, assess, and monitor instructional changes based off of student achievement data.	1, 2, 3	BMS Administration, all BMS teachers	PLC agenda, PLC notes,				
System Safeguard Strategy 3) Staff Development focusing on inclusion strategies for all staff members provided throughout the year.	2, 4, 9, 10	BMS Administration, BMS Teachers	Staff Development Meeting Agenda and minutes, use of inclusion strategies in the classroom.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							









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

Performance Objective 1: BMS will identify, grow and retain qualified staff to build capacity at all levels.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites, and maintaining a webpage.	1, 2, 5, 10	BMS Principal	Numbers of Positions Posted, Number of Applications Received, Job Fair Sign-In Sheets, WSISD Website				
2) Maintain an effective teacher leader and mentor system in order to assist in the retention of highly qualified staff members.		Brewer Middle Administration, Department Heads	End of Year Teacher Survey Data, teacher retention rate				
3) Analyze and review data from current core subject teacher's transcripts, certifications, testing, staff development, and in-service records to ensure that all meet highly qualified status.	1, 3, 4, 5	Brewer Middle Administration, Human Resources	Teacher Schedules, Personnel Records, Highly Qualified Worksheets, Eduphoria workshop portfolio				
4) Utilize the strengths of campus staff by providing opportunities to share knowledge and skills acquired through professional development and teaching experience.		BMS Administration, Department Heads	Faculty Meeting agendas and minutes, staff development agendas, campus focus walks, instructional rounds, Teacher Round-table, Just in Time trainings, Peer observations				
5) Conduct middle and end of the year survey, annual survey, and needs assessment to solicit input by all faculty.	1, 2, 5	BMS Principal	Number of returned surveys				
6) Provide opportunities for all campus employees to participate in decision-making.	2, 3, 4, 8	BMS Administration	CMC feedback, campus survey				
7) Provide teacher recognition during staff meetings, weekly newsletter and Teacher/Employee of the Month, Year, Month's GRIT awards. Continue Sunshine Club to recognize birthdays, hospital stays, and honor staff appreciation days. Build community and camaraderie amongst the staff by utilizing GRIT Houses.		BMS Administration, Student Council, Communication Director, Teachers	Newsletter, ballots, notes of praise, awards/plaques, House Points Leaderboards				
8) Communicate effectively with Teachers and Staff.	2, 4	BMS Administration	Canvas, Weekly Newsletters, Facebook, Remind App				

9) Allow teachers to teach subjects that they are qualified for and most passionate about.		BMS Administration, Teachers	Improvement in retention, campus climate and student/teacher relationships.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Evaluate previous year state assessment performance data and current year unit assessment data to assess student needs in grades 7-8 by utilizing Aware and comprehensive based assessment data completed through district benchmarks.
1	1	2	Follow Instructional Focus Document (IFD) and utilize Year at a Glance (YAG) to ensure a streamlined curriculum 7-8 for weekly Professional Learning Communities (PLCs).
1	1	3	Monitor student progress through on-going unit assessments linked to TEKS Resources curriculum in reading, writing, social studies, science, and math.
1	1	4	Campus TEAMing will provide Pre-RTI and RTI support for students experiencing academic or behavioral difficulty.
1	1	5	Provide weekly tutorials in all core subject areas Tuesday-Thursday after school (Homework Club) staffed by certified teachers, and during school Monday and Wednesday during GRIT time.
1	1	6	TELPAS students will be placed with a SIOP trained teacher in order to receive Sheltered Instructional Strategies
1	1	7	Provide interventions and enrichment opportunities for all students through GRIT time. Thirty minute intensive small group re-teaching and practice provided during study hall.
1	1	10	Increase special education and 504 inclusion support by providing this support in core subjects, as well as continue to train and improve the inclusion support.
1	1	12	Instructional strategies will target improvement in the STAAR reporting categories for math, science, ELA and social studies.
1	2	1	Attendance incentive will be provided at the end of each six weeks with a drawing for fabulous prizes: 6 Flags Tickets, phone accessories, dress code passes, and popcorn parties. Tardies will be further monitored through Student Conductor which will provide students with written feedback about consequences of additional tardies.
2	1	4	Monitor student absences, provide time for parents to meet with teachers, provide time after school through Homework Club and on Saturdays for students to make up seat time identified by RTI attendance meetings.
2	1	5	Continue a BIC room, ISS room, and a behavior LAB with a certified teacher and/or paraprofessional who has access to daily lunch detention and after school detention rosters.
2	1	8	Utilize technology to encourage parent participation by maintaining the Brewer Middle School website and offering the PAC Family Access, Edline, Canvas, Facebook and online school climate survey.
2	1	11	Provide a laptop for parent use for: checking grades during RTI meetings, parent registration, and translating English to Spanish or Spanish to English communication.
2	1	12	Provide Spanish Information Night with all school policies, procedures and materials translated into Spanish.
2	1	13	Send upcoming BMS activities to Desi Coyle for the WSISD District Activities Calendar.

Goal	Objective	Strategy	Description
2	1	14	Provide Title I Parent Compact to share educational responsibilities between student, parent and teachers.
2	1	15	Continue to support the WSISD Family Resource Center and local charities by participating in the canned food drive. BMS also contributes to the district Paw Pantry.
2	1	18	Continue Student Conductor System that will help keep track of tardies to class and also discipline matters. Communicates immediately with parents on tardies, fines, and discipline matters. Continue using orange vests as hall passes.
2	1	20	Provide up to date fire drill and tornado maps to all staff and have drills throughout the year. SRO provided campus-wide lock-down training and safety. Share staff-created videos that model appropriate campus behavior.
3	1	2	Develop processes for effective data analysis meetings.
4	1	3	Staff Development focusing on inclusion strategies for all staff members provided throughout the year.

State Compensatory

Budget for Brewer Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.01.041.024041	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199.11.6119.01.041.024041	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$108,553.00
199.11.6121.05.041.0.24.041	6121 Extra Duty Pay/Overtime - Support Personnel	\$4,500.00
199.11.6126.01.041.0.24.041	6126 Part Time Support Personnel - Locally Defined	\$39,241.00
199.11.6141.01.041.0.24.041	6141 Social Security/Medicare	\$2,421.00
199.11.6141.05.041.0.24.041	6141 Social Security/Medicare	\$1,000.00
199.11.6142.01.041.024041	6142 Group Health and Life Insurance	\$10,000.00
199.11.6143.01.041.024041	6143 Workers' Compensation	\$1,929.00
199.11.6144.01.041.024041	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$12,000.00
199.11.6146.01.041.024041	6146 Teacher Retirement/TRS Care	\$5,346.00
6100 Subtotal:		\$186,990.00
6300 Supplies and Services		
199.11.6395.01.041.024041	6395 Supplies, DP Operations - Locally Defined	\$1,000.00
6300 Subtotal:		\$1,000.00

Personnel for Brewer Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elyssa Nielsen	Teaching Asst		1.00
Heather Kleven	Teacher		1.00
Heather Lee	Teacher	7th Reading	.50
Sean Kenny	Teacher	Girls PE and Coach	.71
Wylie Mulkey	Teaching Asst		1.00
Zakiyah Scott	Aide	SPED Aide	1.00

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	24	tutor		\$0.00
2	1	26			\$800.00
Sub-Total					\$800.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Middle School Years		\$350.00
2	1	11	Laptop		\$671.00
2	1	12			\$140.00
2	1	23	Career Day Scheduler		\$300.00
2	1	25			\$354.00
Sub-Total					\$1,815.00
Grand Total					\$2,615.00

Addendums



**WHITE SETTLEMENT
INDEPENDENT
SCHOOL DISTRICT**

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

PARENT COMPACT

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

AS A PARENT/GUARDIAN I PLEDGE TO:

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

Parent's/Guardian's Signature _____ *Date* _____

AS A TEACHER/STAFF MEMBER I PLEDGE TO:

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

Teacher's Signature _____ *Date* _____

AS A STUDENT I PLEDGE TO:

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

Student's Signature _____ *Date* _____

401 South Cherry Lane
White Settlement, Texas 76108-2518
(817) 367-1330 FAX (817) 367-1391
Website: www.wsisd.net

We Are Brewer Bears!

White Settlement ISD Coordinated School Health Program

Updated October 16, 2017

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

Elementary Schools

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

Intermediate Schools

- **Character Education Classes**
Tannahill Intermediate - 5th and 6th graders learn the 6 Pillars of Character, leadership qualities/skills and community service
- All fifth graders view the **Growing Up** film in the spring, which discusses puberty and the changes students experience, anatomy, etc.
- All sixth graders had the opportunity to attend the **AIM For Success** Achieve Success program, an abstinence based, age-appropriate sex education program.
Tannahill Intermediate (February 2017)
Parent meeting - Approx. 40 parents attended

Middle School

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

High School

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

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

Districtwide:

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

Elementary Schools:

- **WSISD PE Requirements:** Kindergarten through grade 5: 30 minutes daily or 135 minutes weekly
- **TCU Liink Program**, which increases the amount of physical activity/recess in schools
Blue Haze Elementary (Implemented 2016-17)
- **After-School Running Clubs**
Blue Haze Elementary, Liberty Elementary, West Elementary, Tannahill Intermediate, and North Elementary
- **Participation in Cowtown Calf 5-K**
Blue Haze Elementary, Liberty Elementary, West Elementary and North Elementary
- Through the **Running Bears** program, students keep track of the miles they run once a week, and they are recognized each time they achieve 5 miles.

- **Jump Rope/Hoops for Heart Program**
North Elementary, West Elementary,, Fine Arts Academy (Ongoing)
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
West Elementary, North Elementary, Fine Arts Academy,Liberty elementary
- **Go Noodle** online program through Cook Children’s
Fine Arts Academy, North Elementary, Blue Haze Elementary, Liberty Elementary, West Elementary
- **Early Morning PE:** Students can participate in free fitness play from 7-7:30 a.m. daily.
North Elementary, West Elementary
- **Boosterthon Fun Run**
Blue Haze Elementary & Fine Arts Academy (2016-17) (2017-18)
West Elementary (2017-18)
- **Jingle Bell Fun Run**
Liberty Elementary
- **School Athletic Clubs:** Students pick athletic clubs (yoga, soccer, basketball, etc.) to participate in on Fridays. (2016-2017)
North Elementary , Fine Arts Academy.
- **Color Run Fun Run**
North Elementary (Spring 16 & 2017-18); Blue Haze Elementary (2017)

Intermediate Level

- **After-School Intramurals (Football, Basketball, Volleyball, Soccer)**
Tannahill Intermediate
- **Participation in Cowtown Calf 5-K**
Tannahill Intermediate
- **Super Stackers** provides PE students with sport stacking cups that promote hand-eye coordination, speed and ambidexterity.
Fine Arts Academy

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

Middle School

- **WSISD PE Requirements:** Grades 6-8: 30 minutes daily or 225 minutes over a two-week period
- Making Strides Against Breast Cancer 5K Walk (October 2015)
- GRIT time clubs during study hall that include walking club, yoga, basketball, etc.
- **School-wide Volleyball Tournament** to raise funds for WSISD Thanksgiving Food Basket Donation Drive
Tannahill Intermediate
- **Athletic program offers Football, Basketball, Tennis, Cross Country, Track, Cheer and Volleyball**
- **Fine Arts program offers Color Guard, Dance, and introduction to Marching Band**
- The Brewer Athletic Department offers a **six-week workout program, concentrating on strength and conditioning**, to all middle school students.

High School

- **WSISD PE Requirements:** Grades 9-12: 1 credit to fulfill graduation requirements
- **Athletic program that offers Football, Basketball, Tennis, Cross Country, Track, Cheer, Volleyball, Powerlifting, Soccer, Wrestling, Golf, Softball, Baseball and Powerlifting**
- **Fine Arts program that offers Color Guard, Dance, Drill Team, Marching Band**
- **Outdoor Education Class** is provided as an alternative to PE for students interested in outdoor activities such as archery, fishing, camping, hunter safety and boater education.
- **Color Run Fun Run**
Brewer High Athletics (Spring 2017)
- The Brewer Athletic Department offers a **six-week workout program, concentrating on strength and conditioning**, to all high school students.

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

Districtwide:

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

Elementary Schools:

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

Tannahill Intermediate:

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

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

Middle School:

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

High School:

- **\$10 Athletic Physicals** offered to athletes annually
- WSISD nurses conduct annual **scoliosis screenings** for ninth grade students.

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

Districtwide

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

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

Elementary Schools:

- All third and fourth grade students receive a **free, healthy breakfast on STAAR test days.**
Liberty Elementary, North Elementary, Fine Arts Academy (2016-17)
- Partnerships with local churches and organizations to provide **snack packs** for low-economic students
All Elementary Schools
- **Taste Testing in cafeteria:** Students can sample new products and uncommon fruits and vegetables so they are introduced to new food items
All Elementary Schools

Intermediate:

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

Middle School:

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

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

Districtwide:

- **Two district social workers** serve students at every campus and provides support for campus counselors and provides outside referrals to families as well as household necessities/toiletries, etc. for families in financial need, facing catastrophic circumstances, etc.
- **Community Resources Flyer** posted on website and distributed by counselors to families that includes contact information for a variety of health and human service programs that assist families and provide resources and services such as food, clothing and shelter,

counseling, transportation, rent or utilities assistance, legal help, drug and alcohol prevention and treatment, and more.

- Quarterly **counselor meetings**
- **Counselors' Canvas Campus Page**
- **No More Suicide Prevention and Awareness Symposium** (June 2016)
- Annual **Suicide Prevention Training** (Question Persuade Refer - QPR) for all teachers and instructional staff (implemented 2015-16)
- **QPR Team:** Designated staff on each campus trained to serve as “gatekeepers” who assist students in crisis or who are having suicidal thoughts. (Implemented 2016-17 school year)
- School officials attended the Bring the Conversation to Light luncheon to discuss suicide prevention. (November 2016 & November 2017)
- School officials work with community agencies, attending open houses, meetings, conferences, etc. to ensure that the district has partnerships with a variety of resources within the community and Tarrant County.
- Districtwide implementation of **HOPE Squad Program** in 2017-18: The Suicide Prevention program changes campus culture to create Hope. HOPE Squads are comprised of students who are trained to watch for at-risk students and provide friendship, identify warning signs, and seek help from adults. Adult Hope Squad advisors train students who have been identified by their classmates as trustworthy peers to serve as Hope Squad members.
- Nearly 50 staff members were trained as HOPE Squad advisors. (August 2017)
- District-wide implementation of a **suicide protocol** that provides guidance for school counselors to assess a student in crisis, determine a preliminary risk level, and advise parents of means to recommended resources (2017-18)
- The district has a Student Services Coordinator as well as a **behavior coach** and **behavior specialist** who work with students and staff to ensure their success in school. The staff provides classroom management and other training for educators; supports students and their parents to improve student attendance and behavior.

Elementary Schools:

- **LLC Comfort Dog** program visits every other week to assist and support select students.
North Elementary (Implemented 2015)

- **Reading dog** comes twice a week to allow struggling reading students to read to the dog.
Liberty Elementary, Blue Haze Elementary (1x week)
- **Small group counseling** for anger management, grief, social skills, etc.
- **Testing Anxiety Counseling** for all third and fourth grade students before STAAR test.
Liberty Elementary, Fine Arts Academy, West Elementary
- **Lunch Bunch:** Counselor eats with a small group of kids every day during lunch away from the lunchroom.
Fine Arts Academy, Blue Haze Elementary, and West Elementary
- **Classroom Guidance Counseling** every 6 weeks
All elementary schools
Weekly guidance lessons - North Elementary
- **Morning Club** Discussions with select students
North Elementary
- **Cool Cats De-escalating/Cooling Therapy System**
North Elementary
- **Play It Safe “Safe Touch” Presentation** in grades kindergarten through 4
Fine Arts Academy, Liberty Elementary
- **Gracefully Strong Empowering Girls with Inner-Strength and Self-Worth Program:** 20 students participated in 8-week group counseling sessions promoting positive self-esteem
All Elementaries 2015-16; Liberty Elementary and West Elementary after-school program 2016-17

Intermediate School:

- **Teen Life Support Group:** The eight-week support group provides a safe place for teens to talk with peers dealing with similar issues. These groups get together to talk about issues that are going on in teens’ lives. These may be things like grief, depression, anger, or could be prompted by issues with cutting, alcohol, or drugs. In these groups, students will also learn life skills that will help them deal with stress, relationships, challenges, school and more. (Implemented 2016-2017)
- **Safe Haven PALS program:** Safe Haven will present its PALS program to all fifth grade students. Peer Abuse Learning SafeHaven covers bullying, decision making, refusal skills, anger management styles, communication, support systems, and the role of a bystander.

- During GRIT time, each class has a **Bullying Prevention Program** that includes various stories and activities for students.
Tannahill

Middle School:

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

High Schools:

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

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

Districtwide:

- Districtwide implementation of the **House System:** Inspired by training attended by approximately 80 WSISD educators at the Ron Clark Academy, the House system is designed to unify ALL students and staff members. All students and staff members are divided into four houses of GRIT (Gumption, Resilience, Integrity and Tenacity). Students are motivated to have good attendance and behavior, demonstrate GRIT and excel in school by earning points for their house. The system inspires teachers and students to be involved in school events, instills school pride, gives kids a reason to come to school, and motivates the entire campus to make good decisions and attend school every day.
- Districtwide annual **Red Ribbon Week Campaign** promoting education regarding the dangers of drug and alcohol use

- Partnership with White Settlement Lions Club to have a Red Ribbon Balloon Release and provide ribbons/bracelets (Pre-game of a varsity football game in 2014 and 2015; Liberty Elementary in 2016)
- Employees required to watch **Bloodborne Pathogens video** annually
- Employees required to complete **allergies and anaphylaxis training** annually
- Districtwide **Choose Kind/HOPE Campaign**: Choose to do something kind for someone else, identify someone who has chosen kind
- Districtwide **HOPE Week**: Special dress themes coinciding w/ anti-bullying (February 2018)
- **Community-wide HOPE Celebration** (February 2018)
- Districtwide **Paw Pantry Donation Drive**
- **Choose Kind Messages Throughout Schools**
- WSISD implemented a districtwide, three-year **Growth Mindset/GRIT initiative** that will (2015-Present) to improve both the students' and staff members' motivation and achievement by teaching them a growth mindset. All instructional and administrative personnel were trained in Growth Mindset in August 2015.
- **GRIT Book of the Month Initiative** implemented district-wide
- **School-wide incentive programs promoting good citizenship, attendance, academics, etc.** and rewarding students with an End of Year Celebration at a local water park.
- District-wide implementation of an **online bullying reporting system** that enables students to report bullying anonymously.

Elementary Schools:

- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS train junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
Fine Arts Academy, Liberty Elementary
- **Red Ribbon Week activities:**
 - WSISD police officer spoke to students with the district's drug dog
Fine Arts Academy
 - Each student decorated a cut out of a person, decorated it and then they were linked together and displayed in the hallways saying "We are united against drugs."
Fine Arts Academy, Blue Haze Elementary, West Elementary

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

2016-17 Choose Kind Week Activities:

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

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

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

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

Intermediate Schools:

- **Partnership with Brewer High School PAL (Peer Assistance and Leadership) Mentoring Program.** PALS trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
- **Red Ribbon Week activities:**
 - “We Are Drug Free” Poster Contest
Tannahill Intermediate
 - Each team created an American flag in the hallway, and students “pledged” to be drug free by placing their names on a white star or on a red handprint. The whole flag was then put together to show school-wide solidarity to be drug free.
Tannahill Intermediate
 - WSISD police officer spoke to students with the district’s drug dog
Fine Arts Academy
 - Each student decorated a cut out of a person, decorated it and then they were linked together and displayed in the hallways saying “We are united against drugs.”
Fine Arts Academy
 - Guidance lessons for every grade level
Fine Arts Academy
- **2016-17 Choose Kind Week Activities:**
See Elementary for additional Fine Arts Academy activities

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

Middle School

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

- **Bullying Starts and ENDS with Us PowerPoint** shown to students
- **Daily Kindness Shoutouts, Quotes, & Messages over announcements**
Brewer Middle School & Tannahill Intermediate
- **Sunshine Club**
Brewer Middle School
- Just Say Yes Speaker Gabe Salazar **School-wide Assembly** - January 2017
- **GRIT Time Clubs** twice weekly offered to students who are not in extra STAAR tutorials. Improves the psychosocial climate of BMS; gives students a place to belong who might not otherwise be involved in athletics. Clubs include Food & Travel, Outdoors, Crafting, Card Games, Tech Club, Harry Potter, Design, Chess, etc.
- **Peer Mediation Program** (Implemented fall 2016)

High School

- **Red Ribbon Week activities:**
 - Celebrity Graveyard in the Cafe. Stu Co researched celebrities who have died for drug-related reasons and posted their pic with information about the drug that killed them.
 - Pledge to be drug free poster for students to sign at lunch
 - Drug and alcohol awareness info given to students at the door on Monday morning (Every Monday Matters-Don't be a dum dum that does drugs (students given suckers)
 - Statistics and facts about drug and alcohol abuse on the announcements each day
 - Facts about drugs and alcohol posted throughout the building, especially in the restrooms. (Stats, where to get help, facts, etc)
 - Video challenge for Red Ribbon Week-Stuco students from each grade level create and film a video about Red Ribbon Week
- **2016-17 Choose Kind Week Activities:**
 - **Every Monday Matters - Compliment/Positive Message Cards.** Here's a compliment, pass it on-Pass the Compliment by passing the clothespin throughout the day with a compliment written on it.
 - **Videos of students** recognizing students for positive character traits shown during Power Hour
 - Frank Molinar quotes and pictures hung throughout the building
 - Choose Kind Posters
 - **Pledge to Choose Kind banner**
- **Random Drug Testing Program for Student Athletes**
Brewer High School

- **Shattered Dreams:** a school-based program that promotes responsible decision-making among high school students regarding underage drinking and impaired driving (driving after drinking or riding with a drinking driver) by showing them how irresponsible choices can end all dreams. It emphasizes the results of alcohol-related crashes: the shattered dreams of those who drive after drinking, the innocent victims, and their friends and families. - Spring 2016 (Trailer); Spring 2017 (School-wide Program)
Brewer High School
- **Drive Alive Team:** Students experience how challenging texting and driving can be in an interactive simulator. They also use “drunk” goggles to simulate drunk driving.
Brewer High School
- **Drug Education Class for High School students who test positive for random drug testing**
- **PAL (Peer Assistance and Leadership) Mentoring Program** that trains junior and senior students in Communication, Listening, and Facilitation Skills, Understanding Behavior, Decision-Making and Problem Solving, Referral Resources, and Self-Awareness. Students then complete service delivery, which includes serving as mentors to younger students and peers in the district, as well as numerous other community and school-district service projects.
- **Center for Transition Services:** The district provides a Transition Center for seniors with a significant cognitive disability or a disability that affects their ability to function in daily life socially or independently. Seniors who have completed their high school academic requirements participate in the center’s PRIDE program, which enables these students to transition from high school to higher education, employment, community involvement and independent living. PRIDE offers six areas of transition that focus on: social skills; independent living; self-advocacy such as asking questions, speaking up for yourself, knowing your strengths and weaknesses; career exploration and vocational training; community access; recreation and leisure.
- **Center for Transition Services DREAM program:** DREAM serves 18- to 21-year-old adults with severe cognitive disabilities. It focuses on developing students’ independence in self-care skills, basic daily living skills, and developing transition options for adulthood.
- **Restorative Discipline:** a philosophy and system-wide process that works to change the school culture rather than merely responding to student behavior. When implementing restorative practices a shift in practice occurs that results in a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. (implemented 2016-17)

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

- Texas Health Resources Wellness Mobile Program provides annual onsite mammograms.
- Annual flu shot clinic provided for staff.

- **Biggest Loser Contest**
Fine Arts Academy, Brewer High School, Brewer Middle School
- **Cowtown 5K Faculty Group Run 5K**
Brewer Middle School
- Partnership with **Camp Gladiator** to promote physical fitness among staff and offer discounts to WSISD employees
- Partnership with 24 Hour Fitness to promote fitness among staff and offer discounts to WSISD employees

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

District-wide:

- **WSISD community-wide movie premiere night of “Wonder”** to promote anti-bullying and acceptance (November 2017)
- District officials attend monthly **Challenge of Tarrant County meetings** to be apprised of local trends regarding drug and alcohol use and to network and partner with outside community and private organizations
- The district’s **School Health Advisory Council** comprised of parents, citizens, business members and school officials meets at least four times a year to discuss annual goals and initiatives that provide health and wellness education to WSISD students and families.
- The district’s **Parent Involvement Committee**, comprised of parents and school officials, meets at least four times a year to discuss annual goals and initiatives that provide family/community involvement opportunities.
- **Community-wide Healthy Families Rally** (Implemented 2015)
- **Opening Day:** a community-wide celebration to kick off the softball and baseball seasons. (Implemented 2016)
- **Annual Districtwide Thanksgiving Food Drive**
- **White Settlement Jets Team** for WSISD students and individuals under age 25 who desire to compete in the annual Special Olympics Meet.
- **District-wide Pink Out Day** to promote breast cancer awareness
- **District-wide Cancer Awareness Day** to promote awareness of various cancers.

- Members of School Health Advisory Council attend **Prevention Provider Coalition meetings**, sponsored by Challenge of Tarrant County. The meetings enables school districts, treatment facilities and other organizations to brainstorm new ideas and efficiencies to ensure Tarrant County youth are provided educational opportunities and intervention strategies to avoid substance abuse issues.
- The WSISD Family Resource Center provides a variety of evening classes for families to promote health and wellness including the **Healthy Foods, Healthy Families Series** (2011-Present); **Cooking Matters Family Nutrition Classes** (2013-Present); and **Families First Parenting Series** (2014-Present). Families First provides methods for improving family communication, reducing stress, dealing with behavioral problems and encouraging honesty and respect.
- Through district-wide implementation of **Creating a Culture of Achievement/5 Critical Pillars**, all students, families and community members will feel welcome and safe to visit a child's campus and communicate with teacher, staff and administration, which is crucial to the student's success and to ensuring that families are involved in the student's education. (2015-Present)
- Lead nurse attends monthly **Tarrant County Medical Society** and **Cook Children's School Nurse Advisory Council meetings**.
- The community-wide **Back to School Kick Off Rally** included the fall Brewer High School athletic teams as well as the drill team and cheerleaders, which promotes participation in extra-curricular activities and generates interest among the younger grade levels. The event also included participation by the local sports and youth organizations such as the White Settlement Youth Association and White Settlement Recreation Center. (2016 & 2017)
- The **Winter Sports Rally** included Brewer High School's winter sports teams as well as the drill team and cheer, which is designed to promote community interest in all athletics as well as create excitement among the lower grade levels. The event will involve activities/competitions that include the high school athletes and the younger students. (January 2017/January 2018)
- The WSISD Educational Foundation sponsored a **Dodge Ball Tournament** in which students, families and businesses sponsored a team to play in an evening tournament. (March 2017/March 2018)
- The Educational Foundation sponsored a **Field Goal Challenge**, in which a student from every school had an opportunity to compete in a field goal contest at a home football game. (September 2016/September 2017)
- The Educational Foundation sponsored a **Basketball Shootout** and **Soccer Kick**, in which six students from every elementary through middle school campus had an opportunity to compete in contests during the community-wide Winter Sports Rally. (January 2017/January 2018)
- School Health Advisory Council members attended Keep Off the Grass Town Hall Meeting to discuss implications of marijuana use. (April 2017)
- School Health Advisory Council members attended Adolescent Substance Use and Mental Health Conditions presentation by Hazeldon Betty Ford Foundation. (April 2017)

Elementary Schools:

- **Participation in Cowtown Calf 5-K**
Blue Haze Elementary, Liberty Elementary, North Elementary, West Elementary, Tannahill Intermediate

- **Walk for the Cure**
West Elementary
- **Career Day:** Several professionals from the WS and FW area visited our school and talked to classrooms about different types of careers, their preparation it took to reach their careers, and the importance of commitment to future goals.
West Elementary, North Elementary (implemented 2016-17)
- **Eating Healthy Parent Workshop** (October 2015)
Fine Arts Academy
- **Jingle Bell Run** (December 2015)
Liberty Elementary
- School-wide **Cystic Fibrosis Fundraiser** (2016-17)
Fine Arts Academy
- **Color Fun Run** (May 2017; April 2018)
North Elementary
- **Home visits** to deliver STAAR scores to families (summer 2017)
Fine Arts Academy
- Watch DOGS
North Elementary

Intermediate Schools:

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

Middle School:

- **Career Day:** Ten professionals from the WS and FW area visited our school and talked to classrooms about different types of careers, their preparation it took to reach their careers, and the importance of commitment to future goals. (2016 & 2017)

- **Spanish Information Night:** All school information is presented in Spanish.
- **Watch D.O.G.S**
- **Home visits** to kick off school year

White Settlement ISD
2017-2018 Parent (Family) Involvement Policy
Revised 9.14.17

Statement of Purpose

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

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

Developing the Policy with Parents

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

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

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

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

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

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

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

Provide Coordination and Assistance to Schools

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

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

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

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

Build Capacity of Schools and Parents

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

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

WSISD will:

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

parents and the school.

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

Coordination of Programs

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

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

Annual Evaluation of Effectiveness of Parent Involvement Policy

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

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

Reservation of Funds

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

Reservation:

District Title I Planning Amount:	\$899,689
Required 1% Reservation:	\$ 8,997
95% of the 1% Reservation:	\$ 8,547

BREWER MIDDLE SCHOOL
2017-2018 CAMPUS PERFORMANCE OBJECTIVES

As a part of the Accountability System, Brewer Middle School received a Met Standard rating for the 2016-2017 school year.

I. The faculty, staff and administrators of Brewer Middle School 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 Brewer Middle School will meet System Safeguards in reading and math in all student groups.

III. The faculty, staff and administrators of Brewer Middle School will work toward obtaining a district attendance average of 96%.

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

Appendix E

Brewer Middle School Budget Summary 2017-2018

**Funding Sources for WSISD – Brewer Middle School
2017-2018**

Program	Purpose	Budgeted
Special Education	Address the needs of students with disabilities, includes Federal money	\$ 719,375
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.	\$ 197,110
Bilingual/ESL	Address the needs of students whose home language is other than English.	\$ 6,616
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	\$ 32,113
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	\$ 1,500
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.	\$ 22,338

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

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

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

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

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

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

Action Steps	Teacher-Learning	Teacher-Practice	Student-Learning	District Responsibility	Campus Responsibility	Quarterly Goal #1 Aug-Oct	Quarterly Goal #2 Nov-Jan	Quarterly Goal #3 Feb-Apr	Quarterly Goal #4 May-July
Provide teachers with the ELPS/TELPAS Proficiency Level Descriptors and TELPAS scores for each ELL student	Teachers will be made aware of the English Language Level of each ELL student & attend ELL Fall Awareness training	Teachers will examine the ELPS/TELPAS Proficiency Level Descriptors for the characteristics of ELL student language needs	Students receive accommodations based on their English proficiency levels and continue to make progress in English in all language domains	Provide TELPAS Reports to Campus LPAC Coordinators	LPAC Coordinator disseminates TELPAS information to teachers with ELL students	Teachers will have access to EL proficiency levels by Sept. 30th	Training for all campuses will be completed by November 30th		
In depth ELPS/Sheltered Instruction training for identified teacher groups- Social Studies and Science	Teachers will understand how to accommodate instruction for ELLs and incorporate academic language development by having discussions in PLCs and participating in a book study	Teachers will incorporate academic language objectives into lessons and plan for linguistic accommodations across all content areas	Students will show growth in levels of language proficiency domains - listening, speaking, reading, and increase in writing achievement	Design training plan and calendar Provide training to teachers	Identify teachers that have highest population of ELLs & those already received training within the past 2 years Campus admin collaborate with district to schedule training LPAC Coordinators provide ELL spreadsheet data for monitoring ELL students	Campus ELL data shared in PLCs	Identify groups of teachers and training timeline in November & Provide training for identified teachers in December/ January Campus ELL data shared in PLCs	Continue to monitor ELL progress using benchmark data and develop an action plan for targeted student goals Campus ELL data shared in PLCs	Review 2018 ELL progress data and determine next steps upon receipt of data Campus ELL data shared in PLCs

District System Safeguards TAIS Form Special Education 2017-18

Problem Statement: 2017 Special Education STAAR data is below the 2017 PL 0 cut points in all academic areas.

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

Special Education 3-8	2017 PL 0 Cut Points	2017 District Rate	2018 Required % of Growth for Performance Level Reduction	2018 District Rate Goal
Mathematics	70-100	49.5	10.25	59.75
Reading	70-100	43.9	13.05	56.95
Science	65-100	35.8	14.6	50.4
Social Studies	65-100	39.6	12.7	52.3
Writing	70-100	44.9	12.55	57.45
Special Education EOC				
Mathematics	65-100	48.2	8.4	56.6
Science	75-100	48.1	13.45	61.55
Social Studies	70-100	47.9	11.05	58.95
English Language Arts	60-100	19.6	20.2	39.8

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

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

Action Steps	Teacher Learning	Teacher Practice	Student Learning	District Responsibility	Campus Responsibility	Quarterly Goal #1 Aug-Oct	Quarterly Goal #2 Nov-Jan	Quarterly Goal #3 Feb-Apr	Quarterly Goal #4 May-July
District training on Backwards Design and Learning Objectives	Teachers will gain an understanding of how backwards design around power standards will provide students with opportunity for Quad D learning.	Teachers will utilize the district half days and weekly planning time to plan utilizing the backwards design process.	Students will be consistently engaged in rigorous and relevant tasks around power standards.	Provide training and follow up on the backwards design process. District instructional rounds will be evidence of alignment of learning objectives and daily tasks and products.	District instructional rounds and campus walk-throughs will be evidence of alignment of learning objectives and daily tasks and products.	1. Provide training on October 6th 2. Instructional Rounds #1	1.Campus administration provide campus rounds feedback with teachers and follow-up with aligned professional development 2. Instructional Rounds #2	1.Campus administration provide campus rounds feedback with teachers and follow-up with aligned professional development 2. Instructional Rounds #3	1.Review data and create needs assessment
Conduct District instructional rounds three times a year. Teachers will be invited to attend rounds and be part of the debrief around the three rubrics. Campus reinforcement and refinement areas will be identified and shared with each campus followed by professional development aligned to the refinement area.	Teachers will gain insight on how to increase rigor, relevance and learner engagement within their own classroom.	Teachers will attend district instructional rounds in order to gain insight on increasing rigor, relevance and learner engagement within their own classroom.	Students will be consistently engaged in rigorous and relevant tasks around power standards.	District instructional rounds will be evidence of implementation of the rigor, relevance and learner engagement rubrics.	District instructional rounds and campus walk-throughs will be evidence of alignment of learning objectives and daily tasks and products.	1. Instructional Rounds #1	1.Campus administration provide campus rounds feedback with teachers and follow-up with aligned professional development 2. Instructional Rounds #2	1.Campus administration provide campus rounds feedback with teachers and follow-up with aligned professional development 2. Instructional Rounds #3	1.Review data and create needs assessment

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

Action Steps	Teacher Learning	Teacher Practice	Student Learning	District Responsibility	Campus Responsibility	Quarterly Goal #1 Aug-Oct	Quarterly Goal #2 Nov-Jan	Quarterly Goal #3 Feb-Apr	Quarterly Goal #4 May-July
Teachers of students with IEPs and general education staff attend trainings together.	General education and special education teachers will understand the relationship between Tier 1 core instruction and IEP implementation.	General education and special education teachers collaborate about instruction to maximize student achievement.	Students with IEPs will be consistently engaged in rigorous and relevant tasks around power standards during instruction and supplemental support.	District administration reviews systems, processes and training needed to support teacher learning.	Campus administration implements systems and processes needed to support student learning.	Co-teach training to reinforce IEP implementation as supplemental to Tier 1 core instruction. Train entire Tannahill staff; BHS CTE teachers; 5th and 6th grade FAA teachers	Attend Professional Development	Attend Professional Development	Needs assessment for 2018-19
Data disaggregation of current students with IEPs to determine future needs for campus-based systems.				District Leadership Team will disaggregate data of students with IEPs and look at the relationship between their data and program support to determine future needs.			Conduct data disaggregation of current students with IEPs.-	TBD based on findings from prior meeting.	Needs assessment for 2018-19