

**Calhoun Middle School**  
**Denton Independent School District**  
**Paul Martinez, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

Calhoun Middle School is an International Baccalaureate World School, offering the Middle Years Program to our students. At Calhoun, we endeavor to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our programs encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. Calhoun's journey as an authorized International World School continues as more teachers and administrators attend training, additional interdisciplinary units to enhance our curriculum are written, and schedules are being adjusted to meet the needs of our students and teachers.

The faculty and staff of Calhoun Middle School successfully teach all children to become responsible citizens who demonstrate an intercultural awareness and respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- Discover individual interests and the ability to communicate those interests meaningfully
- Cultivate a life-long love of learning through a holistic educational approach
- Develop skills to cope with, as well as productively contribute to, our complex, dynamic, and multicultural society.

Students at Calhoun adhere to the motto “learning for living in a global world” and have the opportunity to take a variety of academic courses and take part in numerous activities. Calhoun students can enroll in gifted and talented courses, a foreign language class, and yearbook class. Calhoun offers band, choir, orchestra, art, theater arts, cheerleading and a variety of athletics options: football, volleyball, boys and girls basketball and boys and girls track and cross country. Additionally, Calhoun has nationally-recognized programs like National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Fine Arts</b>	<b>Compliance</b>	<b>Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>Yes</b>	
<p><b>100% of our campus participates in a fine arts class each year. Band orchestra and choir participated and rated high at many of their competitions this year. All fine arts have done well to mix modern and classical arts into their curriculum. Our Jazz Band has rated high in several competitions this year.</b></p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p><b>Health and wellness opportunities are done through our PE wellness and district lead initiatives. Health cards are completed and reviewed at the start of the year and teachers are informed of any needed attention that specific students may need. Our counselors provide information on bully prevention and guidance throughout the year. All three counselors are available for students or staff in crisis.</b></p>				



<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for students and parents to be actively involved together on campus?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to participate in activities that help the community?</b>	<b>Yes</b>	
<p><b>Our phone call out system, website, and email blasts are used strategically. Service learning projects are done throughout the year. Through IB Units students develop ideas on how to provide assistance not only to our community but at times globally. Design class has students find either local or global issues and are tasked with finding solutions for these issues.</b></p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	<b>Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?</b>	<b>No</b>	<b>Acceptable</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	
<p><b>Several clubs on campus offer students opportunities to reinforce their 21<sup>st</sup> century workforce skills. Our students have participated in field trips to University of North Texas and Texas Woman's University. Students visited with an associate dean at UNT and had opportunities to learn more about the university. They visited dorm rooms and ate in the dorm cafeteria. We also participated in a Science Fair along with mentors from UNT's TAMS program. Students entered a regional competition.</b></p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide communication in both Spanish and English?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to promote students' exit from BIL/ESL within 5 years of identification in elementary and 3 years of identification in secondary?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?</b>	<b>Yes</b>	

All LPAC members are trained yearly and participate in initial, mid-year and end of year LPAC's. Adult and community education hold ESL classes and GED classes on our campus. We offer Spanish and French in our foreign language department. All of our communications are sent out in both English and Spanish. We provide translating services at our parent meetings.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Digital Learning Environment</b>	<b>Compliance</b>	<b>Does the campus conduct annual training for students regarding digital citizenship and acceptable use of technology?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide a public Wi-Fi signal that parents and guests can use to connect to online resources?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus utilize specialists in instructional technology to engage teachers and students with technology integration?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Do the campus teachers actively leverage technology to engage students in the learning process?</b>	<b>Yes</b>	

We continue to promote the use of and increase the amount of technology on campus. Our teachers have adopted Google classroom and have increased the amount of digital work being produced on our campus. Teachers are using technology to gather formative data from assessments through technology.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Dropout Prevention Strategies</b>	<b>Compliance</b>	<b>Does the campus have a system of intervention (<i>Response to Intervention</i>) for supporting all students?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?</b>	<b>Yes</b>	
<p>Students are introduced to Naviance through our counselors. This program helps students plan for post-graduation opportunities. GOAL has been a key program on our campus. They work with our at-risk students and try to keep them engaged in the learning process with soccer as the hook for the program. The program is trying to make an impact on not only our students but their families as well. Copa Familia was an event where our participants played games versus other middle school alongside their fathers, mothers, aunts, and uncles. We also provided community resources that were geared towards those participating in the event.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	
<p>We adhere to all district policies for identifying and serving students who may be categorized as gifted. All EXPO teachers are required to have 30 clock GT hours and 6 annual continuing education hours. Teachers participate in the Texas TAGT as presenters and/or conference attendees. The District provides opportunities for parents to attend district-wide informational meetings twice a year. As per district requirements, Calhoun solicits nominations for the gifted and talented program twice a year, in the fall and spring, the staff, students, parents, and community may nominate students for EXPO. EXPO addresses students who are in the top 3-5% and the evaluation of the nominated students screens potential participants through academic and creative assessments. Part of the extended learning this year included a trip to the Dallas Holocaust Museum.</p>				