

**Ronny Crownover Middle School
Denton Independent School District
Charlene Parham, Principal
Community and Student Engagement Survey
2016-2017**

At Ronny Crownover Middle School, our motto is "Our Students, Our Future." We work collaboratively with all stakeholders to develop and improve academic programs to serve and support our students' academic and behavioral, and social and emotional needs at the very highest level.

Mission Statement: At Ronny Crownover Middle School, we are committed to provide a positive and safe learning environment that encourages students to become life-long learners. We will strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse student population."

This document was completed by members of our Campus Leadership Team. This process has served as an opportunity to reflect on our current practices and develop goals to strengthen our areas of weakness just as we do when completing our campus Comprehensive Needs Assessment.

Vision: Our core business is to engage students through the delivery of the highest quality instruction and development of meaningful relationships with our students.

We will:

- Emphasize the importance of meaningful relationships with our students and staff
- Work collaboratively in PLC's to improve quality of instruction, ensure common planning, and develop common assessments
- Utilize student data to drive academic programs, interventions, and make student-centered campus decisions
- Maximize time devoted to a teaming concept to provide early intervention and high quality support for students in need
- Intentionally plan opportunities for reflection of our individual and campus practices to promote continual professional growth and student achievement
- Encourage risk-taking among our students and teachers alike to create an innovative learning environment
- Be committed to seeking opportunities for professional growth and development
- Work as a team as we strive for excellence and celebrate our successes along the way
- Strive for professional growth so that we can be THE BEST we can be for our students each day

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Fine Arts	Compliance	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?	YES	Exemplary
	Parent	Does the campus provide multiple opportunities for parents and community members to attend public shows & performances?	YES	
	Parent	Does the campus provide parents with a variety of evidence for evaluating fine arts programs?	YES	
	Student	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?	YES	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	YES	

The Denton Independent School District fine arts curriculum is based on the Texas Essential Knowledge and Skills. The fine arts faculty at Crownover Middle School is highly qualified with over 85 combined years of teaching, offering the highest level of quality fine arts instruction to our students. The fine arts faculty continues to mentor multiple student teachers from Texas Woman's University, The University of North Texas, and many other Texas universities. Our campus offers multiple courses in visual and performing arts including: band, choir, orchestra, art, theatre arts, jazz band, show choir, and full orchestra.

Extracurricular offerings include Fiddle Club, Arts and Crafts club, Jr. VASE club, and Jr. International Thespian Society. Throughout the course of the school year our fine arts programs offer a variety of events and performances for parents and community members; fall, winter, and spring concerts, pre-UIL, UIL, pep rally performances, Denton Arts and Jazz Festival, jazz tour to feeder elementary campuses, Peak Contest, Orchestra String Fling, UIL One Act Play, middle school football game performances, band ESD performances at Hawk Elementary, year-round art displays, and fine arts showcase presentations for incoming fifth grade students.

The fine arts programs on our campus this year have done outstanding with a record number of students participating in elite groups within our district and region. Our campus had 35 students named to the All-Region performing groups. We also had 21 7th grade band students selected for the 7th Grade Select Band and 28 band students selected for the Denton ISD All District Band. All our varsity performing ensembles (band, choir, and orchestra) received Sweepstakes awards this year at UIL Concert and Sight-reading Contest. Our choir department took four groups to UIL this year and all of them earned Sweepstakes. This is the highest honor a group can receive at UIL. Our Beginning Band attended Sandy Lake Contest and received a first division rating. Our Theatre department attended UIL One Act Play and received an All Star Cast award and an Honorable Mention All Star Cast award.

Other Denton community performances we have done this year or are scheduled to do include: Jazz Band performing at Hawk Elementary for their ESD program, Jazz Band and Fiddle Club performing at Denton Arts and Jazz Festival, Full Orchestra performing at the TWU scholarship concert, Art department competing in the Junior VASE competition, District Art Show, displaying student art work at central in the board room, participated with the Crow Asian Art Museum in their pilot program Crow 360 introducing the virtual reality tour.

We are fortunate to have access to numerous arts experts from local universities who provide valuable experiences for our students such as private lessons, master classes, clinics, and performances. Our fine arts programs promote positive interactions between students of different grades and teams that would not normally have the opportunities to engage with each other at school. Concerts, performances and contests create shared experiences for our students, parents, faculty, and community. Student fine arts achievements are highlighted on our school scrolling and video announcements, social media, teacher websites, and parent newsletters creating a campus culture of interest and appreciation of the fine arts programs.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Wellness and PE	Compliance	Does the campus seek information from parents related to food allergies at the time of new student enrollment?	YES	Exemplary

	Parent	Does the campus offer opportunities to participate in community health and wellness events?	YES
	Parent	Does the campus provide community health and wellness resources and information?	YES
	Student	Does the campus provide developmentally appropriate bullying prevention education programming?	YES
	Student	Does the campus have procedures in place to assist students and staff during crises?	YES

Parents complete a health form during enrollment, which is updated annually, indicating their child’s food allergies. The parents provide a Food Allergy Action Plan to the nurse who notifies the Cafeteria Manager and the teachers of the child’s allergies. RCMS has a Wellness Council that meets during the year to discuss health and safety issues for students, staff, and families. The Council includes administration, school nurse, staff, parents, students and community members with the mission to protect and promote the health and well-being of the students, staff, and community members of Ronny Crownover Middle School. Student CPR/1st Aid training, Breathing Power program for students with Asthma and Self Breast education for girls, have been programs developed as a result of the Council. A school garden has been developed by 7th grade science classes and the School Garden Club utilized the TEKS for 7th grade Science. Our campus recently hosted a blood drive so staff and parents could donate blood for our local blood bank. The school auxiliary gym is utilized by the community as a recreation facility for health and fitness classes. Parents are able to access health and wellness information from the school nurse notes in the PTA newsletter as well as on the nurse’s school website. Information concerning immunizations, recent health concerns (such as flu outbreak or Pertussis updates), and any upcoming information/dates for group screenings (such as Scoliosis) are available through these resources. Annually, students are educated about bully prevention in a variety of ways. Additionally, an annual presentation is designed specifically for our students and is disseminated during our advisory classes. Students are encouraged to seek teacher/counselor support if this evokes an emotional reaction. Students also receive classroom training on how to make anonymous reports through the “SafeSchools Bullying Reporting” link on the school website. During Bully Prevention Month, teachers are encouraged to incorporate bully prevention and pro-social skills into their lesson plans. A poster contest is sponsored by the Bully Prevention Council, as well as a “pink day” to promote awareness, and a pledge poster was available for signatures in the school cafeteria. The pledge and posters are hung in the main hallway to serve as a reminder to be kind to others. In order to evaluate the development and implementation of bully prevention education, data is collected from RCMS students, faculty/staff, parents and community members. The campus also seeks student feedback through the student-led Bully Prevention Council. In a year-end district survey, 90% of students reported learning about bully prevention and knowing how to get help if it is needed. Drills for Fire/Weather Safety/Shelter In Place (intruder) are conducted routinely with cooperation of the local fire and police departments. A Crisis team has been formed. An active Medical Emergency Response Team conducts training in 1st Aid and Triaging biannually.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Community and Parent Involvement	Compliance	Does the campus welcome parents and community members in planning initiatives?	YES	Exemplary
	Parent	Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?	YES	
	Parent	Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?	YES	
	Student	Does the campus provide opportunities for students and parents to be actively involved together on campus?	YES	
	Student	Does the campus provide students with opportunities to participate in activities that help the community?	YES	

At Crownover Middle School we find great value in gaining input, feedback and buy-in from our campus stakeholders. Our Campus Leadership Team meets monthly, and is comprised of 2 parents, 2 community members, and 2 business owner/managers, along with our campus representatives. Our CLT is the driving force behind assessing our campus needs and developing goals and actions steps to address these needs and areas of needed growth and improvement. Communication between our school, parents, and community include: RCMS website postings, English/Spanish phone outs, email blasts, constant campus marquee updating, PTA Newsletters, Facebook, Twitter, and Remind 101 text messages. Parent presentations are offered

to address school transition, bully prevention, pro-social skills, cyber safety and online behavior. Information about presentations is distributed through social media, the school website, the local newspaper, and through fliers distributed to local businesses. In addition to parent information nights, RCMS hosts a school-wide “Fiesta Math” night in which families are invited to participate in student-led math, science and social studies activities. Attendance to this event has become increasingly substantial and is sponsored, in part, by community businesses.

RCMS students, at all grade levels, have the opportunity to participate in the “Cowboys Who Care” program. There are several components to CWC including a school welcoming committee and a community service project. Each team of students designs posters and collects goods for their chosen charity. For example; students made blankets for the local animal shelter. Additionally, the Bully Prevention Council collected nearly one ton of canned food items to donate to the local food bank, and over 600 pairs of socks. Community service projects are also promoted through Student Council, National Junior Honor Society, and our Family & Consumer Science department.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
21st Century Workforce	Elementary Compliance	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	N/A	Exemplary
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	YES	
	Parent	Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?	YES	
	Parent	Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?	YES	
	Student	Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?	YES	
	Student	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	YES	

RCMS partners with several businesses and universities called our “Partners in Education”, such as: Sam’s Club, James Wood Auto Park, Domino’s Pizza, University of North Texas, Texas Woman’s University, and North Central Texas College to name a few. The RCMS Math Department sponsors Family Fiesta night and business sponsors put together prizes for our families which involves both businesses and community donations. Local colleges and universities provide us with the prizes that are distributed during college week, and they partner with us to have college students visit to speak with our kids about college life. RCMS prepares students for 21st workforce skills by providing several opportunities for enrichment and competitive activities: MineCraft Club, STOPMO Club, Academic UIL (calculator, mathematics, and science events for 21st century workforce skills). While College & Career Awareness is engrained in our daily routine, there are specific targeted campaigns three times per year. During these times, we have: invited college cheerleaders to be in the school cafeteria for a meet and greet, hosted door contests with college/career themes, handed out college prizes collected from local colleges and universities, had a college student panel answer questions from 8th graders, had slide shows in the cafeteria of teacher’s college experiences, offered classroom guidance to promote an ongoing culture of college/career goals. This year, we took all 6th grade students on an educational field trip to the University of North Texas to provide them more exposure to our local colleges.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Second Language Acquisition	Compliance	Does the campus provide yearly LPAC training for all required staff?	YES	Exemplary
	Parent	Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?	YES	
	Parent	Does the campus provide communication in both Spanish and English?	YES	
	Student	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?	YES	

	Student	Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?	YES	
<p>Crownover Middle School is a campus that serves a wide range of students who speak different languages and who come from various cultures. To uphold the value of our uniquely diverse campus, we strive to support our students' language acquisition and academic success through various systems. Our LPAC team is comprised of devoted teachers, a parent, and an administrator who gather throughout the year to determine and collaborate on specific student's linguistic needs in our classrooms. Each LPAC member is trained through online courses and face to face correspondence to remain updated on best practices and law compliance for our English Language Learners. Our 6th and 7th grade students who were rated in the Beginning and Intermediate domains in TELPAS have had the opportunity to be in an ESL sheltered English and Reading block to offer intensive linguistic support. Our students who have an Advanced or Advanced High rating on TELPAS are served by highly qualified ESL teachers who have received SIOP training and various other resources throughout the school year to support their practices in their classrooms. 8th grade ELLs are clustered into common English and Reading classes and served by our ESL teacher in a co-teach setting with the general education teacher. This collaborative and supportive approach adds value and support to the least restrictive environment for our English Language Learners. Each core content teacher who serves an ELL student has collaborated on their students' academic and social needs by filling out a blue informational card to use as a tracking tool to ensure that the linguistic accommodations used are adding to and supporting their students' success. All of our students have multiple opportunities to be a part of our eclectic group of clubs and organizations to help build and promote second language acquisition. Our campus distributes information in both Spanish and in English and offers the assistance of our bilingual staff to properly communicate with our Spanish speaking families. Teams of teachers collaborate often on the success and needs of their ELL students. LPACs are held at the beginning of the year, middle of the year to determine testing accommodations, and end of year to review academic placements for the upcoming school year. As needed, we hold academic LPACs when students are not successful in their classes to develop a plan of support.</p>				

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

At the beginning of each school year, the newly revised Student Code of Conduct and Technology Acceptable Use Policy are distributed to students and training is conducted so that each student is exposed to important digital citizenship information/practices. Opportunities are provided for all teachers throughout the year to advance their skills and improve their practice regarding technology integration. Specifically: Google Drive, Google Documents, Google Classroom, VoiceThread, ReadWrite for Google, utilization of Chrome Books especially in a 1:2 environment, and formative assessment using technology were a focus for our campus professional development activities this year. Other evidence includes large and small group professional development, one-on-one coaching, flipped-model learning, self-paced courses and even campus and district level Twitter chats on topics like the use of digital resources for learning enhancement, engagement, collaboration, and distance learning/communication. All district facilities are broadcasting a public Wi-Fi signal that allows guests and parents to access online resources. Our students and teachers directly benefit from the expertise of an Instructional Technology Specialist who provides daily support for their technology integration questions and needs. Teachers have a variety of tools like Google Apps for Education, Office 365, student response systems, interactive projectors, and other technology hardware/software to enhance teaching and learning.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
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Dropout Prevention Strategies	Compliance	Does the campus have a system of intervention (<i>Response to Intervention</i>) for supporting all students?	YES	Exemplary
	Parent	Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?	YES	
	Parent	Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?	YES	
	Student	Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?	YES	
	Student	Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?	YES	

Crownover Middle School incorporates several proactive strategies to support students on their journey to graduation. We have a Response to Intervention Committee that is comprised of teachers, counselors, and administration that meet twice each grading period to evaluate individual student's performance and put in place accommodations to support their success. Crownover administrators run weekly attendance reports to plan and conference with students about the importance of attendance and student success. Administrators and the Campus Attendance Officer meet individually with students who have more than 5% absences. These meetings provide students with information from the District Student Handbook, the Ten Tips for Staying out of Truancy Court, and the State requirements for attendance in accordance with Texas House Bill 5. Parents are a critical part of our student and school success. Crownover provides parents the opportunity to be involved in student's learning every day. Teachers and parents work together by having conferences, sharing e-mail correspondence, and phone communication. Attendance is very important at Crownover. Our attendance committee, made up of our attendance officer, administrators, and teachers, make daily phone calls and meets daily with parents and students to discuss attendance and being on time to classes. We have experienced great success in working as a team to eliminate unnecessary student absences. Our goal for daily attendance is 98%. Students at all grade levels have access to classroom guidance offered by the counseling team. Students participate in a variety of surveys and personal interest inventories, in order to understand how their strengths may benefit them in high school, college, and the workforce. Students are able to set short-term and long-term goals, record their annual achievements, explore colleges that offer majors in their area of interest, seek job shadowing opportunities, and think about contributions they can make to their school, community, and the world. Students and parents have access to this online information anytime they would like to revisit it and discuss it as a family.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Education Programs for Gifted and Talented Students	Compliance	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)?	YES	Exemplary
	Parent	Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?	YES	
	Parent	Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?	YES	
	Student	Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?	YES	
	Student	Does the campus provide a variety of instructional and support services for gifted and talented students?	YES	

At Ronny Crownover Middle School, the EXPO teachers that serve the gifted and talented (G/T) population through the EXPO Program have earned specialized professional development training in gifted and talented education by completing the initial 30 hours of training in gifted education, maintained the 6+hours of annual update in gifted education, and hold the Gifted and Talented Supplemental certification. Parental support is provided through campus/district level informational meetings and the Incoming 6th Grade Parent Meeting by providing parents with information about identifying G/T students and how the EXPO Program is setup at the middle school level. Parents may act as a chaperone on the EXPO enrichment field trips throughout the year as well as are afforded the opportunity to participate in the annual EXPO Parent Survey to provide feedback about the EXPO

Program. Electronic PTA newsletters, school webpage, phone-outs, school announcements, and campus marquee are used to inform parents and students about referrals for G/T testing. A variety of extracurricular activities such as University Interscholastic League (UIL) Academics, Destination Imagination, STOPMO, Art Club, Choir, Junior International Thespian Society, and National Junior Honor Society are made available to G/T students to foster their academic and creative skills. Gifted and talented students receive instructional support to meet their needs through differentiation of lesson plans, activities, class work, and projects. Pre-Advanced Placement courses and advanced instruction in Algebra I and Geometry are provided for enrichment in core classes. Duke University Talent Identification Program (TIP) search programming is available to aid in identifying academically gifted students