

**Adkins Elementary School  
Denton Independent School District  
Emily McLarty, Principal  
Community and Student Engagement Survey  
2016-2017**

At Adkins Elementary School, our motto is Learn. Connect. Serve. We know that we are building students' foundation for learning and life. The teachers, staff, parents, and volunteers of this school seek to work together so that we can help each child reach their fullest potential.

Adkins Elementary has many programs available to our students. We have Adkins Ambassadors, Safety Patrol, Adkins Running Club, Junior Builders Club, Adkins Announcements Crew, Art Club, and student led clubs that meet after school with parent and staff sponsorship. Our Art teacher connects students with opportunities to showcase their art throughout our community and our state. Our music teacher leads the Aviator Choir, and, along with our Adkins Orchestra, they perform regularly throughout the community. We serve students through many different programs such as EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, and much more!

We have agreed upon the following mission, vision, and commitments that we believe are necessary to help our learners of today become the leaders of tomorrow. This document was created by our campus leadership team as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school community.

**Mission: To create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.**

**Vision: We believe to accomplish our mission as a staff we will become a school that:**

- Is open and flexible in our thinking;
- Commits to professional learning in an on-going way;
- Constantly evaluates our practice to assess positive learning outcomes;
- Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
- Supports students' leadership development at every opportunity;
- Partners with parents in decision making and implementation;
- Listens to feedback from all members of our learning community;

**Commitments: In order to achieve our vision we have made the following commitments:**

- We will celebrate our students' learning successes.
- We will provide a school environment that focuses on learning.
- We will model, mentor, teach, and support one another in our professional development.
- We will engage in a positive way.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement a system of intervention that will promote student success.



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	

We are seeking to create a Fine Arts program that engages students, provides outstanding art and music education and performance opportunities, and instills in students an appreciation for the value that art and music provide throughout their lives. Parents report high appreciation for the vast array of opportunities provided for our students in the area of Fine Arts. The Aviator Choir and 5<sup>th</sup> grade Orchestra perform regularly throughout the community. Our art teacher creates consistent opportunities throughout the year for students in every grade level to create, collaborate, and show their art.

Art education programming is based in backward design model teaching practice following the district scope and sequence based on the TEKS. Instruction highlights the importance of problem-solving, play-based learning, and interdisciplinary connections. The student's artwork is displayed throughout the main hallway of the school throughout the year, as well as sent home in a student created portfolio at the end of the year with information for parents to observe student growth and discuss their work with their parents. Parents able to view student artworks on the campus year round, as well as through our art social media. The campus supports the celebration of International Dot Day, Arts in Education Week, Big Art Day, and Earth Week. Artwork is displayed in the Denton ISD Central Services Board Room in September, one student was selected to hand in the TASA/TASB Conference exhibit through TAEA in October, art clubs students designed the campus Veteran's Day assembly art installation, three third grade students won funding through the James Wood Auto Park art contest with one student placing third overall, three fourth grade and three fifth grade students were selected to win the Adopt-A-School Art Contest, all students were able to participate in the campus yearbook cover contest, and the campus designed an installation for The Great Kindness Challenge thanking our administrators, PTA, bus drivers, school board, and custodial staff for their work for our campus through artwork. The campus also held Youth Art Month events including an art display in the hallways, participation in the District Youth Art Month art show with ten student's work selected to hang in the show, a school-wide Big Art Day celebration, in which our collaborative canvas painting and additional artwork were created to display in our school conference room was created, and one student was one of three Denton ISD students selected to hang in the Texas Art Education Association State Youth Art Month art show that only consists of 100 artworks from across the state. This student's work was also selected as one of the ten artworks chosen by Mrs. Cecilia Abbott, the Governor's wife, to hang in the Governor's office for the next year. The campus participates in the PTA Reflections contest, and has the highest elementary student participation per campus size. Eleven student advanced to the district awards qualifications with ten students placing at the district level. Of those ten students, two received the highest award advancing to the state level one placed and one qualified. The campus held their awards ceremony in January, and the district awards were held in March. Students were able to interact and be instructed by two university student

observers in their path towards becoming art educators this year. Through collaboration with UNT, Michaels, and Conference USA, our art department was granted \$400 for the Extra Yard for Teachers program. Fourth grade students took a field trip to the Heroes in the Making art exhibit at the Patterson-Appleton Arts Center in Denton. Art Club will attend a field trip to the George W. Bush Museum to see the Portraits of Courage exhibit that includes our campus Air Force mentor, Sergeant Johnny Yellock. Fourth and fifth grade students designed the school holiday CD cover through a contest, and the CD was widely distributed within the community. The whole campus collaboratively created an art piece for our campus librarian undergoing cancer treatments. The art room also support the campus WATCH DOG program.

The school-wide Fine Arts Night features framed artwork created by each student, grade level singing performances, orchestra and choir performances, and interactive arts activities. The art show features three-dimensional artwork by students, and other artworks created throughout the school year, including the fifth grade end of year canvas paintings. This event invites every parent to the campus to view and interact with the arts.

Music education is based on the Kodaly and Orff-Schulwerk music methodologies following the district scope and sequence based on the TEKS. Instruction highlights the importance of music literacy, creative expression, historical and cultural relevance, and critical evaluation and response. Students perform in several music programs each year including a Veterans Day Program, Winter Musical, Fine Arts Night, and Spring Concert. We also produce an annual music recording CD project. Students involved in the 4th and 5th Grade Aviator Choir also represent the school in various music festivals, including the Main Event Holiday Music Festival, NRH2O Music Festival, and Sandy Lake Fun Fest.

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	

We seek to create health education and PE programs that are engaging, healthy, positive, and inclusive to all. The school RN meets with parents whom have children with life-threatening food allergies and sets up plans for safe environments at school. The school nurse also does screenings for Type II Diabetes Risks in grades 1, 3, and 5. The PE teacher and nurse both support on-going learning and wellness events such as Sun Safety, Walk/Ride your Bike to School Day, Hand Washing, Growth and Development, Skating Skills, Fitness gram, Bully Prevention and more.

Our Counselor meets with every Kindergartner and First Grader weekly for Bullying Prevention. Second through Fifth grade classes meet on a three week rotation. A new component recently introduced is "The Stand Up Crew" to teach kids to stand up for one another if they witness insults or harassment.

As a campus we participate in monthly fire safety drills as well as shelter in place drills for environmental crisis. The Lockdown drills and Weather safe drills occur throughout the school year. Along with this training, a number of our staff participated in an Active Shooter Drill over spring break.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Community and	Compliance	Does the campus welcome parents and community members in planning	Yes	Exemplary

<b>Parent Involvement</b>		<b>initiatives?</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>	

We are seeking to establish strong, positive ties with our parents and community. We commit to collaborative, inclusive practices in every aspect of decision making. We will be pro-active and consistent in our communication and outreach efforts. Our involvement with parents and our community will continue to be an area of focus for Adkins Elementary. For that reason, we make a concentrated effort to welcome parent and community input in planning initiatives. We are amazed at the eagerness of those who have provided suggestions, feedback, and leadership as we continue to build the foundation of Adkins Elementary. In an effort to tie our community together, E. P. Rayzor, Blanton, and Adkins PTA work together to put on the annual fall festival (UNITE). UNITE has quickly become an event in which everyone looks forward to attending. Our Adkins PTA works tirelessly to support our students, teachers, and staff. We are also able to involve parents, community members, high school volunteers and local businesses in many of our endeavors such as: Fairy Tale STEAM Night; Scholastic Book Fair (fall & spring); Grandparent's Day luncheon; Thanksgiving food drive; holiday toy and coat drive; 4th grade Austin Field Trip; 5<sup>th</sup> grade Science Camp at Sky Ranch; Earth Week activities and Fine Arts Night. Beyond this, parents and approved volunteers are given the chance to be actively involved with students on our campus. Our Watch D.O.G.S. program has been very successful this year, increasing in size by over 50% this year alone. We have seen many classroom volunteers helping teachers with Friday Folders and other tasks. Parents are more than welcome, they are encouraged to be here, and take the opportunity to come read to students. In addition, we always have parents eager to chaperone various field trips and events.

Through our food, school supplies, coats, and toy drives, we have been able to help countless people in our community and beyond. Many of our drives have been initiated by our students, some by parents, and some by Mission Moms (a Lantana non-profit organization.) We are also thankful for our partnership with Kids Cupboard. The founder does not have students enrolled in our school, but she arrives faithfully each Friday to deliver 52 bags of food so that 30 of our students will have snacks for the weekend. Many of the kids who receive this assistance are the first to volunteer for service projects. Our students made cards for a program called Honor Flight, our PE and Music Clubs visited a local Assisted-Living Community, and participated in a Veteran's Day Program led by SSgt. Johnnie Yellock to celebrate the veterans in our community.

Communication is key when organizing the many activities of our school. We never rely solely on one line of communication to extend invitations and news of an upcoming event. We put the information in Friday Folders, do call-outs, utilize Facebook, Twitter, and our school website. Teachers send weekly emails and our administrators prepare monthly emails with important news and dates listed. We also have a scrolling marquee in the front of our building. Our PTA is also extremely helpful and sends reminders about important events.

<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>Yes</b>	<b>Exemplary</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>N/A</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and</b>	<b>Yes</b>	

		<b>university partnerships to support 21st century workforce development?</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>

The campus guidance curriculum at Adkins Elementary focuses on inspiring students to be lifelong learners. While we focus on interpersonal skills necessary for students to achieve academic success at their current age and grade level, our larger scope is to ensure our students are prepared to be successful participants in the 21<sup>st</sup> century workforce. Toward this effort, our guidance lessons concentrate on promoting college and career readiness. More specifically, we focus on four critical areas of development:

- Collaboration and teamwork
- Creativity and imagination
  - Critical thinking
  - Problem solving

The college and career pathway of our guidance curriculum is driven by research-based evidence that states there are essential behaviors and abilities that are predictive of a student's future success. Among these are many non-cognitive skills which are sometimes difficult to measure. These include personality and character traits such as conscientiousness, citizenship, grit and perseverance. Therefore, our guidance lessons are purposely crafted to develop these necessary interpersonal skills.

Additionally, many educational frameworks designed to improve the development of 21<sup>st</sup> century skills agree that initiative is an essential trait to develop in young students. Adkins Elementary answers this call by giving students an opportunity to develop their own learning experiences and projects through our Wonder Wednesday initiative. Each Wednesday, students are free to investigate and explore a topic of their own choosing. Once their project is complete, they share their new knowledge with their classmates.

We recognize the importance of placing role models in our students' paths. Our *Watchdog Program*, made up of our students' fathers, does exactly that. *Watchdogs* spend the entire day on our campus working with small groups of students. These men serve as great role models not only for their own children but for all students with whom they work. In addition, parents always have an open invitation to any of our events. We host several family nights each year, and they are well-attended. 21<sup>st</sup> century learners need to be developed holistically. Therefore, we have nights showcasing literacy, science, math, and fine arts.

In addition, we schedule annual field trips to Texas Woman's University and the University of North Texas. While on campus, students participate in various activities that not only support their current curriculum, but also allow them a glimpse into college life. To reinforce the importance of post-secondary education, we host various college days throughout the school year. The days highlight many types of college and university options, from in-state to out-of-state schools. Teachers and students wear college attire on these days, and teachers share information on the morning announcements. We also realize the importance of partnering with leaders in our community to ready our students for the future. Fortunately, we are surrounded by businesses and universities that are more than willing to join in this effort. For example, *Tutor Doctor* provides tutoring for *Homework Zone* which many of our kids attend weekly free-of-charge.

Finally for the second year, *Digital Age Literacy* and *Cyber Safety* lessons were taught for all grades. All students completed three sessions throughout the year. Adkins is proud to be among the first schools to have received digital safety certification.

<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>Recognized</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>No</b>	
<p>Our ESL program emphasizes a strong collaborative relationship between not only the teachers and the ESL specialists but with the parents of our students. Teachers collaborate each six weeks with the ESL specialist a urgent and focused “Blue Folder Parties”. This is a time to look closely at each student receiving services for ESL. The teachers gather data throughout the six weeks in all four domains of language acquisition. Teachers take notes, monitor goals, and gather artifacts of each student’s reading, writing, listening and speaking performance. Teachers bring this data to our blue folder party. Then as a collaborative team we pour over the artifacts and notes. We celebrate goals that have been met and purposefully set new goals for each domain. This collaborative time directly links to language targets, classroom instruction, conversations with our parents about our future instruction and needs, and aids both the classroom teacher and the ESL specialist in meeting the needs of each students. After these “blue folder parties” the ESL specialists assists teachers in lesson planning, gathering resources, meeting with parents, and having small focused intervention groups. We strive to always be a gracious communicator by having our publications translated and printed in the native languages of our students and hosting interpreters for our parent meetings.</p>				

<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>	
<p>Our campus librarian and library assistant teach a series of digital citizenship lessons to all students in all grade levels using the curriculum from Common Sense Media. We met the criteria required by Common Sense Media to become a Digitally Certified Campus for 2016-17. Our students receive training in our District’s Acceptable Use Policy and they are each expected to follow the guidelines when using all forms of technology. We have multiple teachers including the librarian, and instructional technology specialists, who serve in leadership roles at the district level in regard to technology integration and planning. Our campus has developed a technology team that provides instruction and assistance for teachers, parents, and community members.</p>				

Our equipment is state of the art, and we provide a public Wi-Fi signal for all students, parents, and guests. Access to the district and campus online resources is available 24/7 through the campus webpage. Use of technology is integrated into the learning process for all students, in all subject areas through use of our collaborative learning lab, interactive whiteboards in all learning areas, Chromebooks, iPads, and traditional desktop computers.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
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	

Our system of intervention places the highest level of commitment to quality instruction first, and foremost. As a campus, we have collaboratively created a list of Essentials for Language Arts and Math. Essentials are the foundational pieces of learning which students must know before moving on to the next grade level. Teachers work together in Professional Learning Communities to analyze student work and to plan for needed intervention focusing on the Essentials. We utilize a creative master schedule which includes designated intervention times. Through our system of intervention and structured academic support, as well as our consistently supportive attendance practices, we promote healthy habits that will benefit our students long term.

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	

The Gifted and Talented System at our school offers a wide variety of opportunities for our gifted learners that begins with the identification process

and continues with the engagement of students. In addition to pull-out classes, GT students have the opportunity to participate in many clubs that meet their needs (ex. Technology Club, Art Club, Running Club, Choir). This year, students participated in Hour of Code during pull-out time devoting time to coding through various websites. We also started math enrichment at our campus for upper level students that exhibited mastery on grade level TEKS. Through the use of Google Apps and Google Classroom, students have multiple opportunities to continue their technology growth . Not only do these resources allow the students to create products, but they also allow parents to be active participants through collaborative efforts. Students are encouraged to share products with parents in order to get feedback from them. Our goal is to encourage these young learners to be responsible for their own learning and seek opportunities to deepen their understanding of topics in order to cultivate a culture of lifelong learners. SeeSaw is also utilized as a digital portfolio to allow parents to be an active participant in what goes on in the GT Class. Parents are encouraged to comment on the activities that are being completed and feel more knowledgeable about what takes place in the GT classroom.