

**Ann Windle School for Young Children
Denton Independent School District
Angela Hellman, Principal
Community and Student Engagement Survey
2016-2017**

THERE ARE FOUR EARLY CHILDHOOD PROGRAMS AT ANN WINDLE:

PRE-KINDERGARTEN: The half-day preschool program, offered to eligible 3 and 4 year olds, is designed to help children strengthen their self-esteem, language skills, academic readiness, physical development and pre-computer skills.

HEAD START: Head Start is a full day federally funded program that promotes school readiness in children and their families. Applicants must meet both age and income eligibility requirements. It is a comprehensive program that serves 193 students.

DEAF EDUCATION: The school offers a full-day preschool program for young children who are hearing impaired. The curriculum emphasizes academic readiness, speech, language and auditory remediation.

SPECIAL EDUCATION (PPCD): Students with disabilities, who are eligible for special education, are served from ages 3-5. Needed services may be in the areas of language development, communications skills, motor skills, academic readiness, self-help or social-emotional skills.

Ann Windle is also a parent learning center so parents can help broaden and strengthen their child's emerging skills and talents. The building opened in 2001 and was funded by the 1996 and 1999 bond packages.

GOAL: To Bring About A Greater Degree of Family Autonomy in Order to Promote Self Concept & Social and Academic Competence in Preschool Children

MISSION: To provide a comprehensive and integrated system for delivering services to families and children in such a way that it:

- Enhances children's growth and development
- Strengthens families as the primary nurturers of their children
- Provides children with educational, health, and nutritional services
- Links children and families to needed community services
- Ensures well-managed programs that involve parents in decision making

VISION: To help students and their families to reach their full potential.

MOTTO: PAWS = Positive Attitudes Will Succeed

MASCOT: Panda Bears

COLORS: Red, White, and Black

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?	No	Recognized
	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?	No	
	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?	No	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate through the arts?	Yes	
<p>Our Campus works diligently to support the Texas Pre-K guidelines in Fine Arts. Although we do not have an Art or Music Teacher, each classroom teacher instructs students in all areas of Fine Arts pertaining to Early Childhood. We collaborate with the local college music therapy program. Fine Art activities are provided for students within the daily center choices, during school-wide events, through home learning activities, and in small group assignments/projects. We hold family events each year that showcase these talents. Families are provided with opportunities to create art activities with their students (EX: cars made out of boxes for the Car Show day). Students perform songs for their parents at the end of the school year, perform Cinco de Mayo dances, and perform songs and dances for our Black History Month celebration. Students and staff participate in collaborative art projects and many of them involve recycling initiatives. Our students create Art Galleries around the school where classes and parents could visit the exhibitions. Head Start teachers use Picturing America Resources/Portraits in the classroom. They show the cards and discuss art terms with their students such as color, texture, format, etc. We have staff members that play the guitar, the ukulele, and the piano for the students in sing-a-longs every morning at arrival and at our 9-week Huddle Award assemblies. Teachers use music/songs in the classroom daily for transitions, lesson extensions, gross motor outlets, etc. "Simple Songs" from Dan St. Romain are used to teach classroom procedures.</p>				

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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	
<p>Parents are asked to reveal all allergies (food or other) prior to the beginning of the school year as part of the enrollment process. The school nurse will then make sure that each teacher is made aware of these allergies. Student allergies are noted as a medical alert in Eschool. The cafeteria staff is also informed. Although we do not have a PE teacher, classroom teachers provide students with daily exercise opportunities during outside recess play and indoor activity center time. Students are given opportunities daily to strengthen and develop their gross motor skills. Staff are encouraged to participate in wellness activities, District Fun Runs, etc. We offer parent classes in the areas of Mental Health, Physical Health, and Nutrition. Our school counselor trained our staff at the beginning of the school year on Bullying and the proper steps to take. We use the Travis and Presley Guidance lessons, Bucket Fillers, Energy Bus, monthly Character traits, and Positive Behavior & Intervention Supports (PBIS) to promote positive Social/Emotional skills on our campus. We have a Social Worker on our Program Team Staff that is available to parents and provides them with the necessary resources that they may need. We partner with local colleges to provide opportunities for our students to participate in Play Therapy and Gross motor skill development activities. We have access to the PALS program where High School students come to our campus to serve as mentors to our students. Our program has a Health Advisory committee that meets at least twice a year to discuss issues related to health and well-being. Our district provides staff with Mental Health resources. DISD produces a newsletter that provides information to the staff on what resources are available to them. We have 9-week Huddle assemblies that focus on celebrating students that make good choices and exhibit good character. Our campus participates in Recycling initiatives and has parent & student education on healthy foods. We have a Nutrition specialist for our Head Start program that helps to provide healthy snack menus and provides resources for our families of students who may be under weight or over weight. Our nurse provides health tips in the parent newsletter and provides some health education lessons to students and staff. Our staff is CPR certified.</p>				

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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	
<p>Our campus has a Family and Parent Engagement Specialist on our Program Team Staff. She helps to promote family and community members to become actively involved in all aspects of our program. Our Social Worker also helps with this initiative. We have a Policy Council (with community representatives), a Parent Committee, an ERSEA committee, a Health Advisory Committee, and a PTA. These groups help with our planning process for direction of our program and special events. We have community partnerships that are involved in our program and provide us with free services. We hold parent/student activities on our campus such as Grandparent's Day, Dunkin with Dads, Field Day, Book Fair, FRED (families read every day), etc. Our students are provided opportunities to take part in community events such as the Cinco de Mayo city parade and dance performance. We advertise our events in the paper, on our website, on our campus marquee/chrome box TV announcements, through phone blasts, through flyers, city mail outs, newsletters, remind 101, social media, school messenger, etc. Overall, our campus works hand-in-hand with the community and community leaders to enhance our family involvement in activities as well as campus events and planning. We have a high amount of Parent Volunteers on campus daily. They are welcome in the classrooms. We also have a Foster Grandparent program on campus in which grandparents help in our classrooms each day. We have formed a partnership with a local Child Care facility (Denton City County Day School) that operates on a sliding scale for families. DISD offers transportation to and from this facility to our campus for students to get the extended care if needed before or after school. We are a part of the Early Childhood Coalition for our community. We are working toward creating a School-based Community center. DISD provides a free subscription to the Ready Rosie program that gives them great resources on how to work with their child in the home on Pre-K level skills.</p>				

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21st Century Workforce	Elementary Compliance	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	Yes	Acceptable
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	No	
	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?	No	
	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	

Even at our young Pre-K age, we are building the foundation that is needed in interpersonal skills to be college/career ready. Our campus has school readiness goals that we are working towards. We are teaching our students to be ready for Elementary School. We work on character building, problem solving skills, social/emotional development, and essential academics. We are teaching our students the importance of becoming life-long learners. We teach our students "How to Do School" by learning how to follow directions and classroom routines. We teach a unit on Community Helpers in Social Studies. Our counselor proposed and implemented a career week in which students learned about different careers and what those may entail. We hold transition meetings, district activities, and fairs to provide opportunities for our students and families to visit their next school for kindergarten to make this transition smoother.

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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	

Our campus provides communication in English and Spanish. We have staff who serve as translators as needed. The majority of our classroom teachers are ESL or Bilingual certified. Each teacher works diligently with students to aide in the development and acquisition of language. We provide parents with the opportunity to participate in ESL classes on our campus. The assistant principal serves as our LPAC chair and makes sure that all involved have received the necessary trainings. She oversees our blue folders for our bilingual/ESL students and makes sure that they meet all compliances. We have paraprofessionals trained in administering the testing that is needed. Our district provides monolingual and bilingual classes for students. DISD uses the Gomez and Gomez Dual Language program.

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Digital Learning Environment	Compliance	Does the campus conduct annual training for students regarding digital citizenship and acceptable use of technology?	No	Recognized
	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	
<p>We are working hard to incorporate more technology in the classrooms. We currently have iPads, iPods, computers, laptops, chrome books, and projectors for use in the classrooms. We have a Campus Instructional Technology staff member assigned to us to help us with our needs. Teachers received training on iPad Pre-K apps and on Google Docs. We have plans to utilize this person more in the future by providing trainings to our teachers that will then impact our students. The classroom teachers work to help their students to meet the technological skills outlined in the Texas Pre-K guidelines. There are student computers in the classroom for use in center time. We need to look at providing more technology classes for our parents and community members. We promote the new Ready Rosie initiative to parents and community members which is an online learning tool for parents on how to help their child learn new skills in the home. The district provides a free Technology training opportunity for teachers each summer to enhance their personal skills. This training covers a broad scope of technology skills. We have 6 TV monitors around the building to serve as another means for communications with staff and parents. Parents have access to computers and printers to use in our parent training room. Our district offers free technology trainings to all staff. Staff helped to train/set up parents this year on See Saw (electronic portfolios), Remind 101, and emails for registration.</p>				

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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	Recognized
	Parent	Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?	No	
	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 district has a system in place to track attendance effectively. Campuses have a designated person in charge of monitoring student attendance. When a student has missed too many days, teachers call the parents and a letter goes home to the family. Each campus has an attendance committee that can meet to discuss attendance issues. The district has implemented a new process this year for following up on poor student attendance. If a student continues to have too many absences in our Head Start program, they are in danger of losing their spot to the next person on the priority list. Our Social Worker works closely with these families to help them to maintain their spot. We have an ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) committee that also meets on attendance issues as needed. We have a RTI (Response to Intervention) system in place. We used the CLI engage assessment tool this school year to measure student progress on learning targets and used the RTI lessons provided by this tool for students needing intervention. Early Education is based on the fact that a firm foundation is necessary if a student is going to succeed. We instill this philosophy in our families to let them know how very important Early Education is to their student's future. To promote good attendance, our campus celebrates classes with the highest attendance and individual students with perfect attendance each 9-weeks and for the year. Teachers participate in (PLC) Professional Learning Communities to review student data, determine needs, and to plan for interventions. Our counselor helps to provide career readiness during our Community Helper Unit of Study. We hold a transition fair and activities to help the transition to Kindergarten to go more smoothly.

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)?	No	Unacceptable
	Parent	Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?	No	
	Parent	Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?	No	
	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?	No	
	Student	Does the campus provide a variety of instructional and support services for gifted and talented students?	Yes	

Although District services for the Gifted and Talented program do not begin at this age level, we do have an itinerate teacher who comes to our campus to test students who are exhibiting characteristics of Gifted and Talented. She will work with them periodically through the EXPO program. Our teachers have received district trainings that help them to understand the components of a gifted and talented quality program that encourages students to use higher order thinking skills. Classroom teachers modify work and instruction for students who exhibit GT skills. It is left up to the teachers to make sure that they keep up with their GT hour requirements each year. At the Pre-K level this is optional. The district provides trainings throughout the year for teachers who want to take them. The district GT programs begin at the kindergarten level.