

**Bettye Myers Middle School**  
**Denton Independent School District**  
**Angela M. Ricks, Principal**  
**Community and Student Engagement Survey**  
**2016 - 2017**

Bettye Myers Middle School is the district's seventh middle school; our doors were opened in the Fall of 2013. One unique characteristic about BMMS is our namesake Dr. Bettye Myers, a retired professor at Texas Woman's University and longtime advocate for public education and the community. Dr. Myers is a regular presence on our campus and attends many of our extra-curricular events. We are very fortunate to be able to partner with Dr. Myers and allow her to be a part of molding the culture at BMMS. At BMMS, growth has been our goal; growth in academic achievement, growth in communication with home, growth in student character development, and growth in establishing the traditions that will make Bettye Myers Middle School a campus where excellence is the norm. Our Band, Orchestra, Choir, Theater Arts, and Art programs consistently receive superior ratings in UIL competitions. Many of our students in these programs receive top honors at the local, regional, and state levels. Bettye Myers Middle School has worked to create a home away from home for parents and students, by giving them many opportunities to be involved. We accomplish this by encouraging every student to be involved in at least one student organization. Many of our student organizations are initiated by our students; they choose organizations that they want to be a part of and they take the lead in starting up new student groups. We offer over 38 different student clubs with active student involvement in all of these organizations. We allow students to be involved in these organizations before, during, and after school hours. Our GOAL and Pink Ladies programs target at-risk students and help to develop leadership skills by making connections through soccer. Mighty Titan Girls and Valuable Lessons are two student organizations that also target at-risk students and provide opportunities for leadership development. BMMS was the first campus to involve girls in the soccer leadership organization. We are extremely proud of our service organizations such as Circle of Friends, Stephens Mentors, NJHS, Student Leadership Team, Student PTA, and STUCO. These organizations work directly with elementary students, students with special needs, and students who have a desire to support our campus and community with service projects. We also allow these student groups to be a voice in campus decisions. Our Green Team frequently goes out into the community and provides service in many different areas. Our students were involved in Stream Clean, Relay for Life, and United Way. BMMS has two federally funded programs, Communities in Schools, and After School Centers on Education, that work with our students during the school day and after school. These programs allow our most at-risk students to benefit from positive relationships with assigned mentors and to extend their learning beyond the school day. We welcome parental and community involvement on our campus. Our Campus Leadership Team includes parents and members of the community. Parents and community members have the opportunity to attend our academic assemblies, Fine Arts performances, Partners in Parenting meetings, and 5 different Family Fun Nights held this year. We have developed a strong partnership with our PTA and are really proud of all that we have accomplished together. At BMMS, we have an expectation of technology being integrated into our daily lessons. We encourage our students to Bring Your Own Device at BMMS and have increased the number of technology devices available to our students to make sure all students have access to technology. Our classrooms are equipped with interactive projectors, All In Learning Clickers, and document cameras. BMMS teachers are flipping their classroom lessons, teaching digital citizenship, and encouraging students to use their electronic devices as learning tools. Our students are becoming more comfortable with the world wide resources available to them through their devices. QR Codes, Twitter, Facebook, Instagram, Campus Website, and Edmodo are frequently used to communicate with our students, parents, and community. We are excited about all of the traditions that have been established at BMMS this year. Everything we do at BMMS, we do with one question in mind. What is best for the students we are here to serve?

<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 assessing 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 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>	

The fine arts department at Bettye Myers Middle follows the district curriculum which is based on the Texas Essential Knowledge and Skills. Our campus offers multiple courses in musical and visual performing arts including the band, choir, orchestra, theatre, and visual art. Our fine arts department offers many opportunities for parents and community members to attend public shows, concerts, and performances through the entire school year. All of our music groups (band, choir, and orchestra) compete in UIL Concert and Sight-Reading Competition. The Varsity Orchestra recently earned an excellent rating at UIL and Non-Varsity earned an excellent rating; the choir earned an excellent rating for the non-varsity groups and a superior rating for the sub non-varsity group; and the band earned an excellent rating for a varsity and non-varsity group. Band and Orchestra varsity groups will compete in the Ovation Music Festivals as well. Band had 13 students placed in the All-District Band. Orchestra (2) and Choir (5) both placed students in local All-Region performing ensembles. Beginning ensembles from band and orchestra competed in the Pride of Texas Music Festival and both received a 1<sup>st</sup> Division rating. Beginning choir students will compete in the Sandy Lake Music Festival. The band (98) and orchestra (57) also received a majority of first division medals at district Solo/Ensemble competitions. In the first year of its existence, the Myers Jazz Band performed in the Denton Arts and Jazz Festival in conjunction with the Pecan Creek Choir. The art department participated in the Jr. VASE UIL competition and earned 27 Superior ratings in Divisions 1-3. The department had 40 students participate. This year we had 4 Myers students receive a Silver Medal, putting them at the top 10% of all the Superior ratings. We continued our participation in National Jr. Art Honor Society chapter at BMMS. Our Theatre Department has participated in the UIL One-Act Play competition each year. This year, we continued our tradition of excellence by placing 4<sup>th</sup> in the competition and honoring individual performers by winning Outstanding Technician, two all-star cast awards, and an honorable mention all-star cast award. The Theatre Department also produces a play each semester that the public can come to see. This year our theatre department continued its involvement in the International Thespian Society. This is a theatre honors society that puts our students in contact with hundreds of schools from around the world and give us access to internationally recognized performance standards and achievement awards. Bettye Myers Middle School, through private lessons, allow students opportunities to study privately with top musicians in their field here on campus. Master classes and clinicians are also provided multiple times throughout the year, and the art and theatre department also utilize local professional artists and thespians to enrich their students' experience. All of Bettye Myers Middle School's fine arts programs are showcased in the schools and throughout the community during pep rallies, assemblies, athletic events, holiday performances, elementary tours, Denton ISD's district art show at the University of North Texas, the Denton Arts and Jazz festival, and a variety of other community events designed to enrich the culture and climate of the school and community as a whole.

<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>	

Bettye Myers Middle School is proactive in collecting and disseminating health and wellness information with a goal of fostering strong health and wellness habits in each student. We gather food allergy information in our registration process and on forms used to enroll students in extra-curricular activities. This year, we incorporated Strength trainings into our 6<sup>th</sup> grade P.E. classes. Students were given a Strength Explorer test to discover their top three strengths. From their results, we taught the students how to use those strengths to succeed in the classroom. Our boys' athletic program participated in a clothes and toy drive for the Salvation Army. The 7<sup>th</sup> and 8<sup>th</sup> grade boys Athletics program collected and donated several items for the Salvation Army. Those items included 2 car seats, baby clothes, toys and shoes. This year, the girls' athletic department started the Breakfast of Champions, which was developed for those young ladies, who displayed leadership, not only in athletics but throughout the entire school building. Those young ladies, had breakfast with their coaches, as a reward for their hard work and dedication to being the leaders of our campus. In addition, the Denton Community Hospital partnered with us during our Family Nights. They provided health care information and CPR training for our students and parents. Our students receive instruction that promotes healthy living in Health and Science classes. In an effort to ensure that all students feel safe at BMMS, we participated in the '7 Project'. A student group was formed as a result of this campaign and they became leaders in encouraging their peers to invest in creating a positive and inclusive campus culture. Students also participated in bully prevention activities in Health class. At BMMS, we have a student assistance counselor who works with students and staff in crises. Student programs are developed based on the needs of the students. This year we implemented Salvaging Sisterhood, Lunch Bunch, and student led group meetings formed based on common crisis needs.

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 benefit the community?	Yes	

At Bettye Myers Middle School, we made building relationships with our parents and community a priority. This partnership is critical as we continue to build upon the goals achieved during our inaugural year. We have parents and community members who serve on our Campus Leadership Team. Our Communities in Schools (CIS) social worker facilitates meetings in the community increasing awareness of the mentor program. The BMMS and CIS mentor program enlists volunteers from the community. In addition, our staff is very active with our PTA. BMMS has over 235 members in their school based Parent/Teacher Association (PTA) which is an increase of 50 members from the previous year. These members consist of parents, grandparents and teachers. In addition, we have additional volunteers such as church members, college students and community support. All of these volunteers participate at BMMS to increase the amount of meaningful activities (academic, athletic, clubs and other extracurricular) to enhance learning. Some of these activities include: Reflections, Outreach Activities, College/Career Night, Family Nights, Math and Science Night, 5th Grade Transition Meetings, etc. We partner with our elementary and high school feeders to ease the transition process, including hosting a 5<sup>th</sup> grade transition night and a high school planning night where high school counselors meet with students and parents to assist with this planning process. All of our incoming 6<sup>th</sup> grade students participate in 6<sup>th</sup> grade orientation prior to the first day of school. Additional efforts used to engage families without currently enrolled students, our counselors also provide parent education meetings on our elementary feeder school campuses. To keep our parents and community informed about what's going on at BMMS, we communicate through weekly email blasts and all-calls, monthly newsletters, Remind 101, and our campus and teacher webpages. We also communicate using Twitter, Facebook, and a Marquee. To allow opportunities for parents and students to be involved on campus together, we hosted 4 Family Fun Nights, 1 College and Career Night, Math and Science Night, Literacy Night, and an ESL Family Night. These Family Nights focused on academics in a fun environment. In addition, our parents planned and participated in our Titan Day and our community and parents are invited to our monthly student academic assemblies. Parents also serve as volunteers in the classroom, during field trips, and campus-wide events such as Ryan's Hope and Titan Day. Our counselors implemented monthly Partners in Parenting meetings where the parents and students came together to learn about strategies that can lead to increased student achievement. In an effort to alleviate the transportation barrier, Partners in Parenting hosted 4 community wide events. The Partners in Parenting community events included collaboration between our counselors, CIS, Rivera and Stephens Elementary. Our teachers regularly invite parents and community members to participate in our Career Days, Veterans, Day, and College Planning events. BMMS has several student organizations with a mission and purpose of serving the community. These community service groups include; Green Team, Titan SWAG, Kiwanis Builders Club, GOAL, Pink Ladies, and the Mighty Titan Girls. Our NJHS, STUCO, and Cheer Squad also include community service into their organizations activities.

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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	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	

At BMMS, we provide multiple opportunities for our students to hear about college and careers. Our CTE program includes college and career planning, and the CTE curriculum offers students an opportunity to explore a wide variety of careers and learn how each career impacts the past, present, and future. Additionally, UNT, TWU, and NCTC partnered with BMMS at our College & Career Night where we had 12 colleges and 24 different career professionals speak with our students and their families. In 6th through 8th grade, the teachers collaborate to integrate college and career planning into their curriculum. In our ACE (Afterschool Centers on Education) program, we provide explorations in college and careers at least two weeks per semester. Instead of asking students what college they would like to go to, we ask, "What lifestyle do you want as an adult?". For example, here is our model for the implementation of our college and career weeks: Start with identifying the students' lifestyle choices as an adult. Then we research potential careers that can pay for potential life style choices and present these to those students. Some students explain that they do not want to pursue those careers and we help them look at their interests now and proceed in that direction. The other students continue with their original plan and they pick career paths to explore from the original list. Once they have their careers researched we move onto which colleges that would suit their needs and their intended career paths. As soon as the students pick their colleges, we have students research them. They explore the pricing of attending that particular college, dorm life, academics, scholarships available to them, food choices, and even show them how to buy used books. We also take two field trips with our 6<sup>th</sup> through 8<sup>th</sup> graders to UNT. This includes an academic tour around the campus and then a football or basketball game with their family. ACE also brings mentors and academic tutors from the college community to help with student needs in math and reading, while having conversations about the college experience. CIS also had NCTC come during lunch one day to provide students information about scholarships and information about college. Each year we take 60 (+) girls to TWU's annual STEM conference, which engages our students and motivates them toward science and math careers. CIS and ACE also provided students and their families an opportunity to attend a UNT men's basketball game and receive a tour of the campus. Through the GOAL program students from Myers were able to go to UTD to learn about college from the Hispanic Scholarship Fund. They heard from people involved in the organization and how scholarships made a difference in their lives and the lives of their families. The students were also able to learn about college, and what they need to do in high school to help them have a better chance to attend a college or university. Our campus ITS and ACE director have involved our students in technology-based activities, such as robotics, Minecraft club, and the Edible Car Competition.

<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>	

BMMS staff participated in all required LPAC training. We have 7 professional staff members who are bilingual and assist us in communicating with Spanish speaking families. At each of our parent meetings and Family Engagement Nights, interpreters are available for our Spanish speaking families. Our campus monthly newsletters, weekly all-calls and email blasts, and informational flyers are written in English and Spanish. Four of our sheltered instruction teachers are bilingual and are able to support our ELL's and their families in their home language. We use Remind 101 as a communication tool to inform our ELL families and students of upcoming events and updates on school information. Students who are failing common assessments or classes are discussed in LPAC meetings and plans are developed. All LEP students are monitored throughout the year to determine if exit criterion has been met. End of the year LPAC's determine the most appropriate placement for the next school year. We also work with our elementary and high school feeder campuses to ease the transition in and out of BMMS. We have 2 student organizations, GOAL and Pink Ladies, which provide leadership experiences through soccer for our students. Many of the sponsors are bilingual. This organization also uses soccer to engage the parents on our campus environment. In addition to offering Spanish for students in grades 6 – 8, we also offer a Spanish for Spanish Speakers course for 7th and 8th grade students. This year we have two family nights specifically targeting our ELL families.

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	Recognized
	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	

At Bettye Myers Middle School, our Counselors, Assistant Principals, and Team Leads facilitate our campus RTI process, 504 process, and assist with Special Education ARDS. They meet regularly with teams to discuss students who are struggling academically/ behaviorally and collaborate on a plan that will lead to success. Students also meet, one-on-one and in groups with counselors and administrators to set academic goals and discuss barriers that may be interfering with learning. Counselors hold meeting with students to discuss grade failures and Student Success Plan for students at risk of not graduating. Counselors conduct classes on the House Bills, dealing with topics like; bullying, physical abuse, and drug & alcohol awareness. Our attendance review committee meets monthly to discuss students with excessive absences. These students also meet with counselors and administration who then collaborate with the district attendance staff to inform parents how attendance directly correlates to academic achievement. The Bettye Myers website provides information for parents regarding student dropout and attendance. Parents are also explained the consequences that may occur if absences continue. Students with all A's and AB's as well as good attendance are recognized in our monthly academic assemblies. We have 1 college day per month for students and staff. In addition, we host several Family Nights, including a college and career Family Night for our parents and students. Our Counselors conduct several lessons throughout the year on career exploration using Naviance, a college and career exploration program. All parents are given information and encouraged to access their child's Naviance account. All 8<sup>th</sup> grade students create a 4-year plan for High School that includes researching careers and choosing a career path. Our 8<sup>th</sup> graders take a field trip to the Advance Technology Complex to explore career classes available to them in High School that will help prepare them for their chosen career. Our teachers also integrate college and career readiness into their curriculum.

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	

All of the teachers at BMMS are required to attend the professional development for G/T and College Board training. This training provides information on the social and emotion needs of G/T students, identification of G/T students as well as creativity, curriculum ideas and problem solving skills for teachers to meet the needs of students in each of these special groups. Training and workshops are offered through Denton ISD for teachers to attend and receive their G/T hours. Denton provides several options for parent involvement in the GT/EXPO program discussion. Parents are encouraged to refer their child to be tested for acceptance in the GT/EXPO program. Denton offers two parent G/T programs. The Denton Association of Gifted and Talented (DAGT) is an advocacy group for GT/EXPO and advanced academics in Denton ISD. The group is made up of parents, educators and interested individuals. Denton has created a G/T task force where parents can be a part of if they so choose. Our G/T students are very active in our UIL academic competitions, Chess and Art competitions, Destination Imagination, PTA Reflections contest, educational essay contests, National Junior Honor Society and Student Council. Our campus offers opportunities for advanced courses like; Algebra 1, Geometry, Enhanced, Pre-AP, and EXPO classes. In addition, our students are able to earn high school credit within Math and CTE, (Career Technology Education), classes. Our G/T students receive academic support from teachers, UNT mentors, and from our counselors.

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	

All students at BMMS received training for the Acceptable Use Policies at the beginning of the school year. For the 2016-2017 school year, Myers Middle School students completed the digital citizenship curriculum provided through a partnership with Common Sense Media. Bettye Myers Middle School was re-certified as a Common Sense Media certified school, making the campus one of 4 middle school certified in Denton ISD. Our teachers received technology training at the beginning of the year, and technology training sessions are offered for teachers who desire additional technology support. We have continued to build upon the Chromebook rollout from the 2015-2016 school year by supporting social studies teachers. This year at Myers science teachers were given Chromebooks and attended sessions to prepare the teachers for receiving class sets of Chromebooks for the 2017-2018 school year. This allows science teachers to obtain 12 Chromebooks in their classrooms; providing a 2:1 device ratio and further supporting digital curriculum resources. Teachers at Myers also participated in a Flipped Faculty meeting that featured Google Classroom, Twitter, and Tozzl, as part of the ongoing book study for A Framework for Understanding Poverty. Technology trainings offered this academic year have included: Google Basics, Google Advanced, Google Search Strategies, Newsela, Recap, Google Classroom, Eduphoria's Aware, Formative Assessment with Technology, Schoolwires, Google Sites, Getting to know your Chromebook, and various grade level specific or district application training sessions. Myers school website provides a host of learning opportunities for technology, skill practice, etc. for our students and teachers. Short video snips, instructions and quick "how to guides" are added to the staff and student portions of the website to provide assistance when needed. The campus ITS meets with the teacher teams to offer support with integrating technology in the classroom. Student feedback is an important part of the technology integration process; teachers collect feedback on favorite student tools, ease of use, learning curve, etc. to ensure our students remain engaged in the learning processes. Student data is collected through the BrightBytes survey as well as the 8th grade end of year technology assessment. The district does provide public Wi-Fi access for visitors to our building. The BMMS library is available to parents who need access to online resources. Our counselors provide support to parents through one on one and group trainings on HAC. In addition, parents informed about Naviance through email communication and call-outs. Teachers are sharing technology integration successes and challenges through team meetings and across grade levels as part of our PLC's. Students have access to educational materials and resources through the use of their personal devices, desktop computers, computer lab settings, iPads carts and Chromebook carts. All grade levels have access to Google Drive and Google Classroom for online collaboration, cross-curricular activities and a host of apps to engage all learners. Students are also able to access to Office 365 online, links to our online curriculum resources and more through the Myers website and district single sign on portal.