

**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.

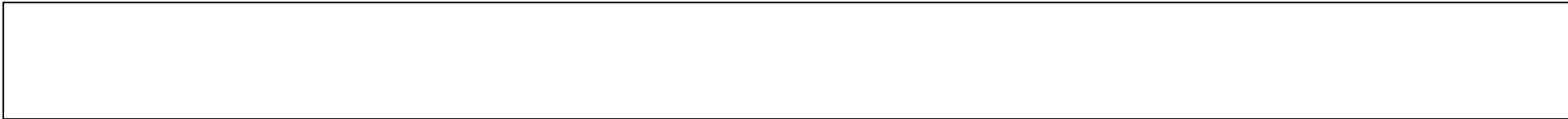
**Mission: To create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.**

**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.



**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 &amp; 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 &amp; 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>				

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	
<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>				

<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>Acceptable</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>No</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>	

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.

<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>	

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.

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?	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>				

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?	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.

**Catherine Coleman Bell Elementary School  
Denton Independent School District  
Lauren Shapiro, Principal  
Community and Student Engagement Survey  
2016-2017**

At Bell Elementary School, our mission is to provide a nurturing community that empowers learners to strive to reach their maximum potential by creating innovative global citizens of the future.

Bell Elementary has many programs available to our students. We have 4<sup>th</sup> and 5<sup>th</sup> grade students who lead and broadcast our Bell Broadcasting Network (morning video announcements), 5<sup>th</sup> grade Boys Leadership Club, and 4<sup>th</sup> grade Singing Bobcats Chorale, and 5<sup>th</sup> grade Honor Choir. The artwork of students has been displayed at multiple venues for the community to view and appreciate. Student campus activities include Maker Space, Destination Imagination, Robotics/Coding, STEAM workshops, and Escape Room/Problem Solving workshops offered during the school day so all have an opportunity to participate. We serve students of all needs through many different programs such as EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, Play Therapy, and much more! We are so proud of all we have been able to provide our students during our inaugural year, and are already excited about adding to this in the coming years!

We have agreed upon the following mission that we believe is our driving force for decision making on campus. Our campus leadership team works together to evaluate alignment to our mission.

**Mission: To provide a nurturing community that empowers learners to strive to reach their maximum potential by creating innovative global citizens of the future.**

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	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 assessing fine arts programs?	Yes	
	Student	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?	No	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	



The district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers multiple courses in visual and performing arts, and students are taught how to self-reflect on their work as well as give productive critiques to their peers. The culminating products in fine arts courses are a variety of shows and/or performances (concerts, art shows, talent shows, theatrical productions, etc.). Bell Elementary provides opportunities for our choir to perform at multiple venues throughout the community, including Denton Arts & Jazz Fest. They also compete and receive superior ratings. Our student artwork and essays are also displayed at various locations throughout the community and several students have received awards for their work. Our students even designed their own art and performances for our Volunteer Recognition event this year! 5<sup>th</sup> graders have had the opportunity to participate in orchestra throughout the entire year to provide early support as they choose their electives in middle school.

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	

Bell Elementary School is committed to fostering strong health and wellness habits in each student, including safety awareness and practices. Students develop these habits not only during PE class, but throughout the day (brain breaks in the classroom, structured recess, nurse and counselor guidance lessons in the classrooms, etcetera). Information that promotes healthy living is discussed in physical education, health classes with the general education teacher, and in class when the nurse and counselor visit monthly. Strong emotional health is as important as physical health, and Bell Elementary is equally committed to this goal as well. Participation in school-wide campaigns like Red Ribbon Week and Boosterthon Fun Run encourages students to invest in creating a positive and inclusive school culture. We also focus on safety and character (no bullying) each day. Each month is focused on a character trait (honesty, resilience, kindness, etcetera), the Principal reads a quote from a famous person on announcements including what we can focus on that day as a school community based on the quote, and staff help keep a focus on this during the day. Students are recognized with Bobcat Brags when they are caught acting on one of our core values – Be a leader, Overcome obstacles, Bring a positive attitude, Cultivate character, Accept responsibility, Treat others with respect, and Show integrity.

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	Recognized
	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?	No	

At Bell Elementary School, we have several opportunities for parents and community partnerships. Parents serve on our Campus Leadership Team that help analyze school data and make important decisions, including next steps for campus goals. Special programs for students, such as our Black History Month, Family Literacy Night, Fine Arts Night, Book Fairs, Boosterthon Fun Run, Read Across America Day, and Family Science Night focus on academics and strengthen the teamwork between school and community. Bell staff communicate at least weekly with parents via classroom and campus newsletters, webpages, social media (i.e. Facebook, etc.), school marquee, and phone/email blasts so that parents are kept up to date with the happenings on our campus. PTA meetings offer opportunity for parents to participate in more campus decisions. Progress is being made toward growing our Watch D.O.G.S. (Dads of Great Students) program, volunteer hours, and mentor programs that benefit families and students alike. End of year awards assemblies give families an opportunity to celebrate their child's growth with us as well.

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?	Yes	Exemplary
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?		
	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 Bell Elementary School, we believe that every day provides an opportunity for students to learn and practice interpersonal skills; this all starts with shaking teacher hands upon greeting, and looking them in the eye as they say "good morning". As early as Kindergarten, children are participating in learning experiences to teach interpersonal skills that employers emphasize such as effective communication, team building, critical thinking and conflict resolution. Our campus counselor engages students and parents in various social and future planning activities. Field day, curriculum nights, and choir and orchestra competitions are just a few examples of the competitive events that foster workforce preparation. Our 5<sup>th</sup> graders have been working on a project that will culminate at their end of year awards ceremony entitled "How I Will Leave My Legacy" which focuses on many aspects of their learning and character, but also focuses on what skills they are taking with them to middle school and beyond. Our kindergarten and third grade classes have hosted Career Days throughout the year, and it is our goal to make this a more systematic focus throughout our campus next year.

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	Recognized
	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?	No	
Bell Elementary provides ESL support for all of our English Language Learners. Communication is provided in the students' home language if there is a need. We also have Spanish-speaking front office staff that provide assistance to Spanish-speaking families whenever needed. Goal setting and monitoring of ESL student academic and linguistic progress is on-going and collaborative. Time is spent in Professional Learning Communities discussing student academic and language/vocabulary progress.				

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	Recognized
	Parent	Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?	No	
	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. Teachers spend time with students discussing safe technology practices throughout the year as students access our computer lab, collaboration lab, and classroom Chromebooks and iPads. Throughout the year, multiple opportunities are provided for all teachers to advance their skills and improve their practice regarding technology integration. This is evidenced by professional development focusing on technology integration, and one-on-one coaching with other teaching staff and/or from the expertise of our Instructional Technology Specialist. All district facilities broadcast a public wifi signal that allows guests and parents to access the WWW. Teachers have a variety of tools like Google Apps for Education, Office 365, student response systems, interactive projectors, iPads, Chromebooks, and other hardware/software to enhance teaching and learning. The district provides ongoing support and training on these tools so that our teachers can effectively integrate these tools to increase student engagement, collaboration, and critical thinking. The district initiative of a 2:1 device for every pair of students in the classroom started with 4<sup>th</sup> and 5<sup>th</sup> grade this year and will be expanding to 2<sup>nd</sup> and 3<sup>rd</sup> grade students next year. With these Chromebooks, teachers have participated in multiple trainings to ensure the highest level of technology integration as possible.

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	

At Bell Elementary School, we incorporate several proactive strategies to support students on their journey toward graduation. Our Response to Intervention system allows for conversation about targeted students weekly in PLC meetings, as well as more specialized meetings that include experts and parents to discuss student needs, evaluate student progress with interventions, and determine next steps needed for the students. The Denton ISD Data Dashboard is used to monitor academic progress toward our campus goals, and is evidence of the district's commitment to continuously access real-time data to advance our continuous improvement efforts. Additionally, parent letters are mailed to all families with information emphasizing the importance of education, statistical information about higher education in relationship to earning potential, attendance correlations with school success and other such information. Our Attendance Committee works together to monitor student attendance and communicate with families to increase time in school. Denton ISD provides classes to parents that need more training on attendance and why it is so important to keep regular for our students. Parent and student activity nights are scheduled frequently throughout the year to support academic growth.

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	Recognized
	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?	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?	No	
	Student	Does the campus provide a variety of instructional and support services for gifted and talented students?	Yes	

At Bell Elementary there are many support services and learning opportunities provided to enhance the learning experience for our students identified as Gifted and Talented, including for our teachers who serve GT students. All of our teachers serving GT students have earned specialized professional designations through the completion of additional coursework and annual training in the field of gifted education. Parent support is also offered through DAGT and campus/district EXPO nights that provide information about identifying and supporting gifted children. Our campus

provides enrichment through academic differentiation of daily lesson plans/tests/and class work. Time is spent during PLC meetings with teams not only focusing on what do we do when students do not understand, but also what do we do when students already know it.

**Ray Braswell High School  
Denton Independent School District  
Lesli Guajardo, Principal  
Community and Student Engagement Survey  
2016-2017**

**Empowering lifelong learners to be engaged citizens to positively impact their local and global community**

**Core Values**

Celebrating Common Successes  
Collaborating to Improve Learning  
Developing the Whole Child  
Embracing Transparent Communication  
Growing Together

Braswell High School opened its doors in the Fall of 2016. In the first year, BHS housed 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. In the 2017-2018 school year, a 12<sup>th</sup> grade class will be added. We are the high school for two middle and five elementary schools on the 380 Corridor. We are The Braswell Zone. Our feeder pattern serves many communities in the area, including Aubrey, Little Elm, Savannah, Oak Point, Providence Village, and Cross Roads.

Together, the schools in The Braswell Zone work to address the needs that are unique to our students and our community. We believe:

The Braswell Zone is larger than schools, it's bigger than community. We are family. We do whatever it takes to help everyone succeed.

- We take pride in growing together and in our authentic relationships with each other.
- We take pride in our collective commitment to develop the social, emotional, and academic needs of our children.
- We take pride in celebrating our common successes.
- We take pride in embracing our opportunities for growth through transparent communication.
- We take pride in collaborating to improve learning for students at all Braswell schools.

Our shared purpose is to create Braswell High School graduates who are empowered to fulfill our mission to positively impact our local and global community.

Student at Braswell High School competed on the 5-A UIL level in the absence of a senior class. Our unique circumstances allowed students more opportunities to compete and participate in activities at all levels. In our first year, one student competed at the state level in swimming, the band and choir received Sweepstakes at competition, and our girls' cross country team were 1<sup>st</sup> place in the district.

Overall, BHS offers a wide variety of Fine Arts, CTE, Athletic, and other Co-Curricular opportunities for students.

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 assessing fine arts programs?	Yes	
	Student	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?	Yes	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	
<p>Braswell High School students have numerous opportunities to participate in the arts including (and not limited to) band, orchestra, theater, community theater, visual arts, jazz band, choir, dance, and technical theater.</p>				

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	
<p>Partner PE Fitness-Gram Bullying Prevention Action Plan</p>				

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Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
<b>Community and Parent Involvement</b>	<b>Compliance</b>	Does the campus welcome parents and community members in planning initiatives?	Yes	<b>Exemplary</b>
	<b>Parent</b>	Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?	Yes	
	<b>Parent</b>	Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?	Yes	
	<b>Student</b>	Does the campus provide opportunities for students and parents to be actively involved together on campus?	Yes	
	<b>Student</b>	Does the campus provide students with opportunities to participate in activities that benefit the community?	Yes	
<p>The Braswell High School Campus Leadership Team currently has five parents and community members. The campus communication plan includes call-outs, Facebook, Twitter, email “blasts”, and the campus webpage. Several activities throughout the year (including sporting events, the Renaissance Showcase, craft fairs, etc.) encourage active family involvement on campus. Many of these activities are open to the community.</p>				

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	Yes	<b>Exemplary</b>
	<b>Secondary Compliance</b>	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	Yes	
	<b>Parent</b>	Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?	Yes	
	<b>Parent</b>	Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?	Yes	
	<b>Student</b>	Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?	Yes	
	<b>Student</b>	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	Yes	
<p>Digital technology and Makerspace areas have been added to the library. The district CTE advisory committee includes district and community stakeholders. The BHS career preparation and supervision staff routinely works with business and community partners.</p>				



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

Braswell High School provides communication in several languages through an on-staff interpreter, bilingual administrators, and several bilingual faculty members. Languages of the staff members include, Spanish, French, Farsi, Arabic, and Hindi.

<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>	

Every faculty member received a Google Chromebook and content-specific training before the school year.

The utilization of technology in daily classroom instruction was the highest among all secondary schools in the district (Brightbytes survey).

BHS is a BYOD campus and encourages families to equip their students with Chromebooks to use at school.

BHS currently has six carts (30 each) of Goggle Chromebooks and two carts (20 each) of iPad minis.

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	
<p>Campus personnel work consistently with Darrell Muncy's office and staff to support a district-wide dropout prevention initiative.</p> <p>BHS utilizes multiple opportunities (registration, PSAT result hand-out, tutorials, etc.) to provide parents dropout information and college/career readiness strategies.</p>				

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	
<p>The BHS Administration works with the district Secondary Curriculum Director to monitor GT hours. Gifted and Talented student needs are addressed in our Pre AP/AP courses (Students are identified in middle grades). Parents have the opportunity to request PreAP/AP placement through the counseling staff.</p> <p>Many of our PreAP/AP programs have corresponding UIL academic teams that compete on district and state levels.</p>				

**Blanton Elementary School  
Denton Independent School District  
Linda Bozeman, Principal  
Community and Student Engagement Survey  
2016-2017**

At Blanton Elementary School, our motto is 'Where a Knight's Quest for Knowledge Begins'..., because we know that our fundamental purpose is to ensure that all children learn at a high level. It is a collaborative journey in which teachers, staff, parents and volunteers serve together so we can assist our students as they take ownership of their learning and progress.

We have many programs available to our children at Blanton. Students are presented with multiple opportunities to participate in the fine arts through Squire Choir, Honor Choir, Orchestra, and ocarina performances. In addition, multiple after-school activities are offered to students K-5, such as Running Club, Art Club, Green Team, Media Club, and STEM. We also support student learning through programs such as EXPO, Dyslexia, Reading Recovery, Speech/Language Therapy and Literacy Groups. Our Response to Intervention Team collaborates on a weekly basis to help ensure individual needs are addressed in a timely and appropriate manner.

The staff at Blanton believe in collective efficacy as we share a perception that the efforts of the faculty as a whole will have positive effects on students. Through the collaborative efforts of our Campus Leadership Team, the staff has agreed upon the following mission, vision and commitments that we believe will assist us as we strive to maximize the potential of all our children.

**OUR MISSION:**

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

**OUR VISION:**

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement

- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

**OUR COMMITMENT:**

- We will develop relationships with students as the foundation for learning
- We will use data analysis to target specific areas of need
- We will utilize the Texas Essential Knowledge and Skills (TEKS) along with Denton ISD Scope and Sequence to align instruction
- We will engage in research-based staff development opportunities
- We will ensure continuous student improvement through the use of a variety of formative assessment tools
- We will meet individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- We will enjoy the journey!

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Fine Arts</b>	<b>Compliance</b>	<b>Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>Yes</b>	
<p>The district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers multiple performance opportunities for students to participate in the Fine Arts. Students at Blanton have the opportunity to participate in art, choir, orchestra, ocarina and the PTA Reflections program. They have performed in concerts on campus, caroling, in area nursing homes, competitions, and music festivals. Students in the Squire Choir and Order of the Ocarina also perform at the Denton Tree Lighting and Denton Area Jazz Festival. Student art work is exhibited throughout Denton in a variety of locations, including businesses and the DISD Central Administration Office. Students also participate in a variety of productions hosted by TWU and UNT. Students interacted with a resident musician who shared his knowledge of the ocarina.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>Blanton Elementary is committed to promoting health and wellness habits for each student and our staff. We develop these habits with the support of our nurse through vision and hearing screenings, communication to parents and students from the nurse about community events, and health care tips. The school has a Running Club where students set goals and work toward achieving these goals to promote exercise and a healthy lifestyle. Each year, we host a Fun Run and a Field Day, with an emphasis on the importance of exercise and good eating habits. Our school counselor provides guidance lessons and support for the Bully Buster Program, while supporting students on an individual level in small group settings. An Emergency Operations Plan (EOP) has been developed, shared and practiced throughout the year to help ensure the safety of our children and staff. Safety drills are practiced monthly and a support team is in place to assist students and staff during crisis.</p>				

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

At Blanton Elementary School, we have multiple opportunities for parent and community involvement. Parents and community members serve on our Campus Leadership team and also on our PTA executive board. In addition, we support community programs/volunteer activities such as the national Watch DOGS (Dads of Great Students), annual UNITE Festival, and Family Fun Nights focused on providing enjoyable events to promote the importance of family time. Classroom websites are updated weekly with newsletters that include upcoming events and important dates. We utilize both phone and email blasts to communicate important events/happenings on our campus, as well as a weekly principal newsletter. Monthly PTA general meetings include grade level performances, along with seasonal programs such as our Winter Concert and Spring Concert. Blanton hosts an annual Science Extravaganza each spring to promote an excitement for science, which includes volunteer involvement by professors from both UNT and TWU. In the fall, our Blanton Reading Goal Team hosts the Story Book Character Day, which gives our students the opportunity to dress up as their favorite story book character, and our parents the chance to volunteer as 'guest readers' for the day. Blanton also hosts the Lantana 5k each September, which is a community activity.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

At Blanton Elementary School, the importance of preparing students for future success is a priority. Beginning in kindergarten, children participate in a guidance program that emphasizes the importance of 'being the voice' through respect, making good choices, service to others, personal safety, honesty, and internet safety. Through the collaborative efforts of our Campus Leadership Team, parents, staff, and community members work together to discuss school programs and plan for various activities. Our counselor organizes a Career Day for the campus in the spring in which community members and parents speak to students about their chosen careers: importance of, the education required to obtain, and how it benefits the community/world. Every Friday is designated as school spirit/college day. Students and staff are encouraged to wear college shirts to promote school loyalty and increase an interest/awareness in post-secondary education. We collaborate with our feeder schools as well to promote secondary readiness.

<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>Blanton Elementary School provides at least one ESL classroom at each grade level to support our students with language acquisition. Our teachers use strategies such as word walls, word of the day, peer support and technology applications. Communication is sent home weekly in both English and Spanish, as needed. ESL students are involved in goal setting activities that promote collaboration and support from multiple staff members, including our ESL specialist.</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>At the beginning of each school year, the Student Code of Conduct and Technology Acceptable Use Policy are distributed and reviewed by students, parents and staff. Throughout the year, multiple training opportunities are provided for teachers in the use of such devices as iPods, iPads, CPS units, Chromebooks, and SMARTboards. Our staff follows a peer teacher model, where we share best practices throughout the year on the integration of technology into the lesson cycle. All district facilities are equipped with public Wi-Fi signal that allows parents and guests to access the internet while on site. DISD provides campus specialists to assist with training, equipment repair/replacement, and integration. In collaboration with our PTA, training opportunities are provided that focus on technology use and safety. Blanton's 4<sup>th</sup> and 5<sup>th</sup> grade classrooms provide technology at a ratio of 1:1 through Chromebooks. These are kept in the classrooms so that technology becomes a daily part of learning. Students in grades K-3 also have Chromebooks, iPads, and computers in their classrooms.</p>				

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	

Blanton Elementary School utilizes a Response to Intervention (RtI) team to support students requiring individualized support for continuous improvement, with documentation collected through the district AWARE program. This committee convenes on a student-by-student basis in order to address on-going concerns in a supportive and timely manner. Each grade level team has developed a positive support plan to encourage students to be at school and on time. Each classroom maintains a system of data collection and self-assessment for each student. Students are able to see their goals and progress and share their achievements. In addition, classroom newsletters/websites are used to communicate the importance of good attendance to parents, students, and community members. A Career Day is hosted each spring by our school counselor, providing multiple opportunities for students to interact with local business people as well as our very own parents.

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	

Blanton's Gifted and Talented (EXPO) program successfully served 63 students, to include grades kindergarten through fifth grade. The students excitedly reached learning requirements and goals through cooperative groups and independent research. Students not only shared their learning with each other, but with the campus student body through their EXPO Expose'. The Expose' exhibited their learning of how mathematics & the Fibonacci sequence applies to architecture, computer coding as they explore the scientific principles of simple machines, and recreating the scientific methods of mysterious enigmas, in such projects as the Architectural Showcase, Lego Robotics Amusement Park, the Enigma QR Code Mystery Museum, as well as the creativity & problem solving strategies used during the Kindergarten Chopped Challenge. Students were able to monitor and assess their learning by collecting data daily both individually and collectively. Students used the collected data to challenge their



learning, bringing attention to their specific learning style, and to grow successful learning behaviors. The collection of this data not only increased their learning in the EXPO classroom, but enabled students to transfer these skills within their homeroom. EXPO students were able to practice & share their advanced learning styles with other learners through activities like after school clubs such as B.A.T.S (Blanton's Academy of Technology Scholars) and S.T.E.M Academies. EXPO not only strengthened their intellect, but their social and emotional needs through community outreach by maintaining an ongoing commitment to the South African Water Project and by donating classroom books toward a local book drive for young readers in need.

**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.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

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.

**Frank Borman School**  
**Denton Independent School District**  
**Michele Sandefur, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

Borman is known for its commitment to student success and a commitment to its community. Borman offers numerous programs in place to support its students including a mentorship plan with Robson Ranch that has led to more than 12,000 annual volunteer hours, a partnership with Devon Energy that has led to financial support for an overnight Science camping trip where students are able to explore and experience Science at Camp Jolt near Lake Texoma. Devon Energy is also able to participate in our annual Field Day by providing volunteers to assist with Field Day stations. Borman Elementary has a Robotics Club where students are able to compete in Robotics Competition with areas schools. Borman has an Art Club where students are able to create using the latest technology such as a 3D printer. Borman students are also able to participate in Choir, Orchestra, Running Club, Drums, and in the 21st Century Afterschool Club.

Borman offers several Family Involvement Events such as Literacy Night, Math Night, and Science Night. You are able to see students perform on International Night, Black History Performance, and Cinco de Mayo.

Borman Elementary is a newly-authorized (January 21, 2016) International Baccalaureate World School offering the Primary Years Programme for students age 3-12. The PYP prepares students to be actively engaged in the world around them. The whole child is developed to be a caring, lifelong learner who understands that curiosity belongs both within and outside the classroom. Texas state standards (TEKS) are addressed through the transdisciplinary, inquiry-based Primary Years Programme.

The PYP provides a strong academic and social foundation for success within IB's Middle Years Programme and Diploma Programme. PYP students are encouraged to take responsibility for their own learning and look for ways to take positive action based on their increased knowledge.

Frank Borman is best represented through their mission statement:

At Borman Elementary, we work collaboratively to empower young people to become compassionate, independent lifelong learners who positively impact their global environment through inquiry, leadership, and respect.

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 assessing fine arts programs?	Yes	
	Student	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?	Yes	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	

Our Choir students participate in the annual Denton Jazz Festival and sing at various nursing homes during the holidays. Several Borman students were selected for the Denton 5<sup>th</sup> Grade Honor Choir. Our students' art work can be seen in our hallways, at several local banks, as well as Denton's Visual Arts Center. There are currently 100 students enrolled in afterschool programs such as Choir, African Drum club, and Art club. Borman Elementary also celebrates Black History month and Cinco de Mayo with school-wide performances, as well as a French and Fine Arts Night. Campus pride is also promoted each week when members of the Borman Choir lead the school song during morning announcements. Our Music teacher has been published in the IB World Magazine for using the latest technology with her students.

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	
		Frank Borman Elementary is committed to the Health and Wellness of our school community. Posters around the school can be seen during registration to remind parents to alert the nurse and classroom teachers of food allergies. The "A" team (Allergy Awareness) works through the nurse, teachers, and students to create a buddy system to remind each other of		

		<p>food allergies. Physical fitness is encouraged through our after school basketball and running clubs, and our 5<sup>th</sup> graders participate in the district track meet. Health and wellness are also promoted during Red Ribbon Week and through campus visits by a local dentist. Borman has a Food or Kids Program where at-risk students are able to take food home over the weekend. Our Bully Buster Program consists of guidance lessons, anonymous reporting boxes, and video training for teachers and students about reporting bullying incidents and bully prevention. Students practice fire, tornado, and lockdown drills frequently and feedback is provided to our Crisis Team through parent, teacher, and student surveys.</p>		
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<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	Does the campus welcome parents and community members in planning initiatives?	Yes	<b>Exemplary</b>
	<b>Parent</b>	Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?	Yes	
	<b>Parent</b>	Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?	Yes	
	<b>Student</b>	Does the campus provide opportunities for students and parents to be actively involved together on campus?	Yes	
	<b>Student</b>	Does the campus provide students with opportunities to participate in activities that benefit the community?	Yes	

Borman Elementary partners with the Robson Ranch retirement community and currently has the largest mentoring program in Denton ISD with over 57 mentors. Each year, our campus hosts several academic and social night activities for our students and their families. These include Literacy, Math and Science nights, as well as Movie and Bingo Nights. Borman works closely with Kiwanis Club to help support Literacy Night where every student gets a book to take home twice a year. Our Borman parents are also able to be involved with their children during our Muffins with Mom and Donuts with Dad events. Families who currently do not attend Borman are welcome to schedule a campus tour which includes information about our International Baccalaureate program. Communications about campus events take place via phone calls, newsletters, flyers, and social media (Twitter and Facebook). Borman works with Elks Lodge to help support student that need dentistry work. Devon Energy donates \$5,000 a year to send Borman students to an overnight Science camp and \$3000 to support our after school Robotics club. Borman currently has ESL classes for parents. Our students have the opportunity to support our community through music performances, recycling programs, and by participating in Keep Denton Beautiful Stream Clean. This year, our 3<sup>rd</sup> graders inspired a fundraiser that collected \$375 which was donated to the City of Denton Animal Shelter.

<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>	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	Yes	<b>Exemplary</b>
	<b>Secondary Compliance</b>	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	Yes	
	<b>Parent</b>	Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?	Yes	
	<b>Parent</b>	Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?	Yes	
	<b>Student</b>	Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?	Yes	
	<b>Student</b>	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	Yes	

As an International Baccalaureate World School, our students are encouraged to think globally while developing the positive attributes of the Learner Profile. The counselor's programs support interpersonal skill development and conflict resolution. Research, communication, self-management, social, and thinking skills are incorporated in our classrooms daily. Borman students are developing technology skills while building electronic portfolios with district-provided Google drives. Students learn from a variety of community adults, not just during our annual Career Week, but also throughout the year as guest speakers. Weekly ESL classes are available for adults. An after school robotics club promotes science, technology, engineering and math skills, and Borman hosts Robotics competitions every year at the campus. Post-secondary education awareness is encouraged through College Shirt Days, teachers' College Corner in the classrooms, and campus visits to TWU, UNT, and TCU for academic and athletic events.

<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>	Does the campus provide yearly LPAC training for all required staff?	Yes	<b>Exemplary</b>
	<b>Parent</b>	Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?	Yes	
	<b>Parent</b>	Does the campus provide communication in both Spanish and English?	Yes	
	<b>Student</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?	Yes	
	<b>Student</b>	Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?	Yes	

The campus provides both mid-year and end-of-year LPAC training.

All communications (newsletter, flyers, phone blasts) with parents are done in English and Spanish. Translators are provided for parent-teacher meetings as needed. Additionally, our campus phone line is answered by a bilingual receptionist. Student progress in the BIL/ESL program is monitored via TELPAS results, STAAR results, Woodcock-Munoz assessments, and the LPAC committee. A Multi-Cultural Committee composed of parents and teachers helps to plan our PTA nights and assemblies. All signage is in English and Spanish and announcements are done in English and Spanish. Our library houses books in the home languages of our students including English, Spanish, French, German, Arabic, and others. Students learn and perform songs in multiple languages. Instruction in Spanish is provided for all students Kindergarten – 5<sup>th</sup> grade.

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 every year, teachers go over the Student Code of Conduct and the Technology Acceptable Use Policy with the students. Parents are provided information about the Student Code of Conduct and the Technology Acceptable Use Policy in grade level parent meeting at the beginning of every school year. The counselor provides Cybersafety and Cyberbullying lessons. Teachers are encouraged to attend the Technology Institute Academy that is held every year in our district. Teacher trainings have been offered for Kahoot, Verso, Plickers, Google Docs, and the IB Online Curriculum Center (OCC). Parents and students were offered training in basic computer skills by Club 21/CIS. Denton ISD provides a public Wi-Fi signal that parents and guests can access. Borman Elementary offers an electronic portfolio system for students, and currently leads the district in the number of technology badges earned by teachers. Chromebooks have been purchased for teacher and student use, and are now an integral part of collaboration and learning. District Citizenship training is provided by our librarian.

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 dropout 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	

RTI meetings are scheduled regularly throughout the school year. Data is collected, recorded, and shared as needed through AWARE. The RTI committee discusses student needs and intervention strategies. Grade-level intervention is provided at a scheduled daily time. Instructional specialists support and assist students and teachers. Bi-weekly PLC meetings are used to discuss student progress and set instructional goals. Parents are counselled on the importance of attendance through parent-teacher conferences and attendance letters if necessary. Parents are encouraged to be involved in their children’s future through academic family nights, school book fairs, Meet the Teacher Night, parent-teacher conferences, and Kindergarten and 5<sup>th</sup> grade graduation ceremonies. Teachers keep record of student tardies and absences. Excessive tardies or absences are reported to campus administrators. Phone calls and letters to parents are used to encourage consistent student attendance. Each classroom contains a “college corner” to provoke interest in college. Borman has a weekly college shirt day. Students are exposed to a variety of careers through Career Week and individual units of study.

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	

Not only does Borman ensure that Gifted and Talented teachers meet the learning standard, but we also encourage all classroom teachers to obtain these professional development hours as well. The district offers free summer workshops in GT education, and teachers are encouraged to attend. Parents of GT-identified students receive informational emails about the program throughout the year. GT students are invited to participate in the robotics program. They also experience field trips and global Skype session within their GT class. GT students are provided differentiated instruction within their regular classroom and their GT classroom. Borman’s GT teacher is involved in planning sessions with all grade levels to ensure differentiation of instruction.



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

**Cross Oaks Elementary School**  
**Denton Independent School District**  
**Matt Preston, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

At Cross Oaks Elementary, our work is based firmly in our shared belief that all students are capable of learning at high levels, and we make all decisions considering first and foremost what will help our students grow as learners academically, socially, and emotionally. We understand that children learn best when they are motivated by a sense of belonging and community, so many diverse extracurricular activities are offered, providing exceptional educational activities in addition to traditional content instruction. These special clubs and programs include choir, chess, fishing, physical fitness, outdoor learning, dance, orchestra, artistic collaboration, and student leadership opportunities. Our stakeholders value an educational climate that reflects excellence not only in academics, but in our fine arts programs, character and behavior education systems, and in our opportunities for parent and community involvement.

These underlying beliefs and values are reflected in our school mission statement: **Learning for All**. Our vision is reflected in the belief that by working together in a professional learning community, we accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels. In order to support our mission and vision, we commit to:

- Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of all learners,
- Establish clear expectations for all students and staff,
- Consistently work with students in flexible small groups,
- Genuinely encourage students and one another with kind and positive attitudes,
- Form genuine relationships based on mutual trust, respect, and openness,
- Engage students in collaborative activities that are meaningful and relevant, and
- Utilize ongoing, meaningful goal and data-driven collaboration across content and grade levels.

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	
<p>Our school offers students at multiple levels varied opportunities to participate in high quality fine arts programs. Both our school choir and orchestra have been recognized with rewards at local and regional competitions. All students in grade levels K through 5<sup>th</sup> have an official evening music performance over the course of the school year, each highly attended by parents and community members. A Fine Arts Night is held in May of each school year, featuring performances by the choir, orchestra, and dance/spirit squad, drama club, as well as framed student artwork displayed to highlight student achievement in the visual arts. Our choir and dance/spirit squad performed at many community events this year. We are fortunate to have access to multiple experts in the arts, through collaboration with local universities and other organizations. Our fine arts instructors continually seek new opportunities to grow and develop in their practice through professional development, and the classroom instruction provided to our students in music and art represent some of the finest the district has to offer. We have worked hard this year to deepen our connection to fine arts programs at Braswell High School, where all Cross Oaks students will eventually attend.</p>				



<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	

Cross Oaks is committed to creating a safe and healthy environment for our children. Through our campus registration processes, we actively work with parents to identify students who suffer from food allergies and other health concerns that can impact their learning and safety at school. Students with severe allergies receive formal health and/or 504 plans to formally provide accommodations relating to safe dietary practices. Our health curriculum provides our teachers with diverse instructional opportunities to enhance our students' education regarding nutrition, wellness, and general health. Through our outdoor learning program, students learn where food comes from, how fruits and vegetables are grown, and essential components of a healthy diet. Information regarding healthy living and exercise are also emphasized in our physical education program. Our school counselor works closely with teachers to provide consistent, high quality anti-bullying and character building education to all of our students, and staff as well as parents are provided resources to accurately identify bullying and intervene to prevent incidences of bullying from occurring. Campus-wide systems such as golden tickets, awards assemblies, and Playworks recess activities provide essential character education programs to students and reward students who exemplify identified positive character traits in action.

Specifically, the Playworks training and curriculum has been utilized this year to meet students' social and emotional needs and give them valuable conflict resolution tools. We held our first annual Family Play Night in April to give parents the opportunity to play alongside their children and learn first-hand about our mission to provide positive play opportunities to all students.

The emotional and social needs of our students were also addressed this year through our play therapy program collaboration with Texas Woman's University, and we also established a coordinated mentor program that included collaboration with district high schools, parents and staff, and local churches.

Our PE program is exemplary at Cross Oaks. Coach Jones, Coach Ellis, and Coach Farris provide students with diverse and highly engaging physical learning activities so that they can develop in their physical health, personal character, and general wellness.

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	
<p>At Cross Oaks, we have multiple opportunities for parent and community partnerships. Parents serve on our campus leadership team, providing a voice from these stakeholders in campus decision making. Our PTA is strongly involved in providing high quality programs and services for our students, and these parents have established effective recruiting efforts in finding volunteers to serve our students and staff. Partnerships with local churches make our mentor programs, power pack weekend food program, and summer reading programs possible. Love and Logic parent training was provided to our families at an evening event.</p> <p>Highly attended campus events that promote parent involvement, established in conjunction with our PTA, include Grandparents Day, Donuts with Dad, Muffins with Mom, Family Math Night, Young Authors Night, Fall Festival, Fine Arts Night, evening music programs, and Family Science Night. Our students have opportunities to take their learning into the community through field trips, and we bring the community into the school to enhance learning through our college and career week, master naturalist stream clean project, and Young Authors Night.</p> <p>For the second straight year, each grade level participated in a unique service learning project, resulting in all Cross Oaks students having the opportunity to learn through service to the community.</p>				

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?	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	
<p>Students at Cross Oaks Elementary School are well prepared for success in the future. Beginning in pre-kindergarten and continuing through fifth grade, our students learn and practice interpersonal skills emphasized by employers as critical to graduates' success in the workplace. These skills include team building, critical thinking and problem solving, conflict resolution, and effective communication. During our college and career week, students have the opportunity to experience firsthand community members representing a wide variety of career paths, and staff members share with students their own essential college experience. Our Destination Imagination student teams practice effective problem solving in a very deep and authentic way. By incorporating a wide variety of extracurricular programs at our school, we prioritize giving students high quality instruction in nontraditional content areas, to teach to the whole child and develop the unique talents of all our students.</p>				

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

**Cross Oaks strives to be a warm and welcoming school community, making parents feel valued and comfortable regardless of their language background. Parents who speak Spanish at home have access to school communication in their native language. Our receptionist and several staff members are bilingual, including our ESL specialist. Parents who do not speak English have consistent access to staff members they can speak to in their native language. Native English speakers are exposed to multiple other languages in the school setting, whether through our Spanish club or German/Spanish word of the day in PE. All ELL's are placed in an ESL-certified teacher's classroom, and these teachers receive frequent academic and social support from our ESL specialist. These teachers also receive best practices based in SIOP and sheltered instruction training regularly.**

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 and on an as-needed basis, students are trained in acceptable use practices by qualified staff members. These acceptable use policies, developed by the district, are also communicated to parents and staff. Multiple opportunities are provided in the summer and throughout the school year to provide teachers and staff with high quality technology training to enhance classroom instruction and learning opportunities for our students. These trainings include TIA (district technology integration academy), flipped model learning, Verso, Google Drive and Google Classroom, Google apps for education, interactive projector training, CAFÉ pensieve, and many others. Our campus offers a public Wi-Fi signal that is available to students, staff, and parents. Technology specialists are available to all teachers through the district, and regular technology trainings take place throughout the school year. A class set of Chromebooks and ipads is available through our library so that teachers can extend and enrich learning in the classroom through technology. All classrooms on campus have interactive projectors that further allow students the chance to engage more deeply with their learning. Our fourth and fifth grade classrooms contain sets of Chromebooks that are used regularly by students to apply their learning to new contexts and deepen their 21<sup>st</sup> century learning skills. Our 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers have received district training to utilize Chromebooks similarly in their classrooms next year.

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	

At Cross Oaks, we are proactive in our approach to working with parents and students to emphasize the importance of education to our children's future success. We have a multi-level campus RtI system to allow teachers to collaborate with school content experts to identify and put into place effective interventions, and to identify students in a timely manner who are struggling in their learning. Our campus attendance committee works collaboratively and clearly defines the role of the teacher, administrator, and other stakeholders in communicating attendance policies and encouraging students to be on time and at school each day. All teachers have parent newsletters that are sent home at least weekly, and we strive to involve parents in their children's education in multiple ways, including evening academic activities in math, reading, writing, and science. Our campus mentor program, play therapy collaboration, play-based learning opportunities, and high quality extracurricular activities give our students the opportunity to feel successful at school beyond academics, and these serve their vital social, emotional, and behavioral needs at school.

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	
<p>At Cross Oaks, we have established systems of support, including gifted and talented training, for our teachers who serve advance and gifted populations of students. Our campus gifted and talented specialist works regularly with teachers to provide techniques and practices to enhance and extend learning for students who have already mastered content taught and assessed in class. Teachers who serve gifted students are trained in various areas of giftedness, including quantitative, non-verbal, reading, and creativity, and are also trained in how to address the needs of students gifted in each of these areas. Parent support is also offered through campus and district EXPO nights that provide information about identifying and supporting our gifted children. Our extracurricular activities and clubs provide enrichment to our students, allowing them to express their talents in a wider variety of disciplines.</p>				

**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



<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Fine Arts</b>	<b>Compliance</b>	<b>Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?</b>	<b>YES</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>YES</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>YES</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>YES</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>YES</b>	

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 7<sup>th</sup> grade band students selected for the 7<sup>th</sup> 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.

<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>

	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/1<sup>st</sup> 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 7<sup>th</sup> grade science classes and the School Garden Club utilized the TEKS for 7<sup>th</sup> 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 1<sup>st</sup> 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.

<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>N/A</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>YES</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>YES</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>YES</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>YES</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>YES</b>	

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 21<sup>st</sup> workforce skills by providing several opportunities for enrichment and competitive activities: MineCraft Club, STOPMO Club, Academic UIL (calculator, mathematics, and science events for 21<sup>st</sup> 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 8<sup>th</sup> 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 6<sup>th</sup> grade students on an educational field trip to the University of North Texas to provide them more exposure to our local colleges.

<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>	
<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>				

<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>	

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.

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

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
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>YES</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>YES</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>YES</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>YES</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>YES</b>	

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 6<sup>th</sup> 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**

**Denton School**  
**Denton Independent School District**  
**Joel Hays, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

Denton High School is an International Baccalaureate World School including both the Middle Years Programme (MYP) and Diploma Programme (DP). These two rigorous programs along with other advanced academic programs provide our students a variety of options to prepare themselves for the next steps in college and career. Students are encouraged to engage and explore a variety of interests through the school's numerous extra-curricular activities in academics, athletics and fine arts.

Embodying the mission statement of Denton ISD and the mission statement of the International Baccalaureate, Denton High School continues to empower lifelong learners to be engaged citizens who positively impact their local and global community. Our students, led by a caring and knowledgeable staff, spend many hours dedicating their time to community service projects that directly impact the local and global community.

In conjunction with our local universities, Denton High School students participate in academic endeavors that provide exposure to what college has to offer. Our International Baccalaureate students work with the Toulouse Graduate School at UNT to share personal projects and receive feedback on the quality of their work from a college perspective.

Our current mindset is that every student walking through our doors will be exposed to a rigorous academic program that will prepare them for the workforce or college. We are continuing to reach new heights of academic and athletic success and our students are reaping the benefits of being in an environment that became our motto, Dedication, Honor, Success, We are DHS.

This document was completed by a committee which included campus personnel, parents and students.

<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>	
<p>Denton High School provides a TEKS based curriculum for all fine art classes. The DHS Fine Arts department showcases the best of DHS through their many awards accolades both locally and state wide. The fine arts programs at DHS involve their students through a variety of performance based events and competitions. Some of the competitions our students participate in are: UIL marching for band contest, UIL concert and sight reading for band, choir and orchestra; UIL Solo &amp; Ensemble for band, choir, and orchestra; UIL One Act Play; the Dallas Summer Musical High School Musical Competition for musical theatre; Texas Thespian Festival; Percussive Arts Society International Convention; Music For All National Percussion Festival; Danceline Competitions, and the Texas Wesleyan University Jazz Festival. All groups of the DHS Fine Arts department perform community service events around Denton, none bigger than the annual Denton Arts and Jazz Festival at the end of April.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>Denton High School believes that by helping students develop healthy habits early in life, these habits can be fostered throughout their lives. We make sure all students know the importance of emotional health and how to help themselves and others through a variety of education programs on such topics as appearance concerns, bullying, suicide prevention, teen dating violence and safe technology usage. Our campus offers a variety of ways for our students to stay physically fit by participating in a variety of athletic programs(Baseball, Basketball, Cross Country, Dance, Football, Soccer, Softball, Tennis, Track &amp; Volleyball) and clubs(Aikido, Yoga, &amp; Biking). Students have opportunities to help their community by participating in the annual blood drives partnering HOSA and the Carter Blood Bank, Relay for Life with the IB Dance and Fillies, and a variety of activities through Student Council. DHS is staffed with a full-time RN to help meet the needs of our students. We also staff a Strength and Conditioning Coach whose primary role is working with female athletes.</p>				



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	Recognized
	Parent	Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?	No	
	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	

Denton High School welcomes all Broncos and their families to our campus. We provide a variety of opportunities for parents to become involved at DHS. Our parents are one of our greatest assets and can be found serving on Booster Club boards, Campus Leadership Team, PTSA and other groups. We host a variety of events to help our students and parents feel welcome on our campus including Bronco Pep Rallies, Bronco Night, Purple Out, 8<sup>th</sup> grade transition night and other informational events. Information about these events can be found in variety of ways including the DHS website, our various twitter feeds, the Bronco Beat counseling newsletter, the DHS Horseshoe (student newspaper) and the Denton Record Chronicle. Our student council is also actively involved in providing opportunities for our students including partnering with Keep Denton Beautiful, the DATCU teen advisory board and Ann Windle Adopt a Child program. Denton High School alumni have also created DHS Cares- Family Assistance Foundation which aids families who have graduated from DHS in times of extreme crisis. Our work with community service is unmatched in Denton ISD as a result of our yearly community service projects.

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?	No	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	

At Denton High School we are actively preparing our students to be successful community members in the 21<sup>st</sup> century workforce. We recognize the importance of providing students opportunities to collaborate with others at both the collegiate and career levels. Our students partnered with the Toulouse Graduate School at the University of North Texas to learn about advanced research and how to present their research to others. Our CTE teachers partner with instructors from the ATC to provide skills and knowledge necessary to compete in the global arena. The DHS Counseling team also contains a dedicated Career and Technology counselor that works exclusively with CTE and ATC students.

<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>Yes</b>	
<p>Yearly all required staff are trained on LPAC policies and procedures. The goal of our ESL department is to help our students become academically fluent in their home language and English. This allows our students to be successful both in the classroom and on state mandated exams. For those members of our community who speak an additional language we provide all information in English and in Spanish. This includes phone outs, letters and presentations.</p> <p>Denton High School is an IB world school and believes that the ability to speak an additional language is paramount to their success in a global society. Our students have the opportunity to become fluent in a variety of languages including Spanish, French, German, Latin, American Sign Language and Mandarin Chinese. All of these language groups offer opportunities for our students to participate in clubs, national language competitions and honor societies.</p> <p>For the 2017-18 school year, DHS has been chosen to participate in the ELLevate Grant with TWU. This grant provides opportunities for professional development, graduate schooling, technology, and family aide to ELL teachers and students. 5 DHS faculty members are pursuing advanced degrees in ELL education through TWU and this grant!</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>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?</b>	<b>No</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>No</b>	
	<b>Student</b>	<b>Do the campus teachers actively leverage technology to engage students in the learning process?</b>	<b>Yes</b>	
<p>All district facilities are broadcasting a public wifi signal that allows guests and parents to access the WWW. Students are learning, in conjunction, with our faculty the use of multiple online education tools such as Google drive and Moodle that assist in the learning environment. We have just started the process of having a few select teachers use the “flipped” classroom model in order to gain data to support that environment. While our school offers internet access, we have found that many students still do not have access outside of school to learn in the digital environment. Our</p>				

**campus just recently purchased a class set of Chromebooks to expose more classes and students to digital learning. Chromebooks have also been purchased and dedicated to the IB program.**

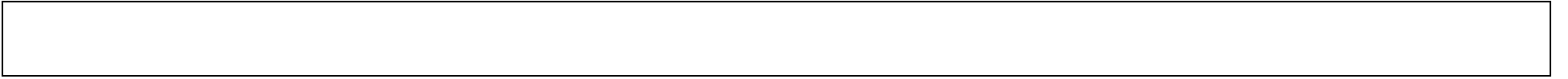
Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Dropout Prevention Strategies	Compliance	Does the campus have a system of intervention ( <i>Response to Intervention</i> ) for supporting all students?	Yes	Exemplary
	Parent	Does the campus direct parents to research/information 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	

The ultimate goal for Denton High School is to help students to graduate within four years of starting high school. Our graduation rate is consistently at 95% or higher. We recognize that a key component to student success is their daily attendance in class. Through the campus attendance clerk and liaison student's attendance is monitored regularly for issues. As concerns arise the counseling and administrative staff become involved to work with student and parent to share information about the importance of regular attendance, state requirements and campus expectations. The Denton Data Dashboard is used to monitor attendance to help reach our goal of a 95% attendance rate weekly. Throughout a student's time at DHS we provide a variety of opportunities for students to learn more about college and career readiness through Career Scope, Advanced Placement and International Baccalaureate classes and Naviance which is a web-based resource providing college and career information.

2017-18 will see an increased administrative focus on our At-Risk population with increased opportunities for tutorials, credit recovery, and attendance incentives.

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	Recognized
	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?	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	

Denton High School recognizes the needs of Gifted and Talented students. Gifted and Talented students are supported instructionally through our Advanced Placement and International Baccalaureate programs. GT students are provided enrichment through a variety of programs including UIL academics and academic clubs, fine art clubs and technology groups. We insure that teachers serving our GT students have met the professional training standard. DHS will continue to be the IB World School campus for the district and Denton County.



**EP Rayzor Elementary**  
**Denton Independent School District**  
**Mary Dunlevy, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

At EP Rayzor Elementary, our motto is, "Learning today, leading tomorrow!" E.P. Rayzor is known for an environment creating a love of learning and working with parents to provide multiple opportunities for the school, parents and children to interact. The campus prides itself on the consistent communication between students, parents and staff, which has led to a number of community events such as U-Nite, an event held in conjunction with Blanton Elementary and Adkins Elementary, Mother –Son night, Daddy – Daughter dance and unique programs, such as the use of Chrome Books, I-pads and I-pad minis to enhance reading and math comprehension.

We offer a variety of opportunities to enhance learning and provide a sense of community such as the WOLF Morning News which allows students to try their hand at video production and Speeding to Read with the Texas Motor Speedway which celebrates reaching goals for reading. Students also have the opportunity to participate in Wolves of Compassion, Safety Patrol, Minecraft Club, Art Club, Running Club, Student Council Science Club, Lonestar Leadership Academy, Choir and Orchestra. We recognize our learners and leaders through Star Awards, GRIT Awards and Leaders of the Pack.

We have agreed upon the following mission, vision and values that we believe are necessary to help our learners of today become the leaders of tomorrow.

**Mission:** Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

**Vision:**

"Cultivate a collaborative culture through the development of high performing teams."

**Values:**

**Integrity:** We will be positive role models reflecting our ethics and character.

**Balance:** We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically and mentally) to ensure positive results.

**Teamwork:** We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

**Humor:** We will find joy in our daily situations, up-lift our community and create a positive environment.

**Respect:** We will value each individual, accepting one another with tolerance, and honoring contributions, strengths and ideas.

**Empathy:** We will up-lift our community and create a caring positive environment.

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	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?	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 district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers multiple opportunities for students to participate in the Fine Arts. Students at EP Rayzor have the opportunity to participate in art, choir, music, orchestra and PTA Reflections. They have participated in concerts, holiday sing-along, competitions and music festivals. In the state's reflection's contest, students placed at the school, district and state level. Within the school's art program, students have the opportunity to participate in art contests and public art installations. At the district and state levels, students have won awards, participated in contests, and had their work published. Student art work was displayed at Denton community events. Students have received Superior ratings at choir contests. EP Rayzor Elementary holds a Fine Arts night, where all the Fine art programs are spotlighted and featured. Student artwork is on display for purchase, while the orchestra and choir perform for the community. Students are provided opportunities to interact with experts through webinars and skyping. Multiple students participate in the art club and afterschool choirs. Students pursue opportunities with outside experts through private lessons.

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	

Our school community values strong health and wellness habits in each student and our staff. We develop these habits with the support of our nurse through hearing and vision screenings, communication to parents and students from the nurse about community events, screenings, and health care tips. The school nurse provides "health tips" to the staff as well as the community. The school has a Running Club where students set goals and work towards achieving these goals to promote exercise and a healthy lifestyle. The school's staff members, student and parents participate and win the most participants in the Denton Dash. Our counselor has a "Bully Buster" program in place where students and teachers participate in assemblies discussing and role playing how not to allow "bully behaviors" and procedures for reporting them when they occur. GRIT – Goal, Resiliency, Integrity, Tenacity and The 7 Habits of Happy Kids are focuses of our school community. At EP Rayzor, the 3R's are discussed, displayed

in classrooms and hallways, and reinforced through multiple opportunities to be rewarded for positive behaviors, such as Leader of the Pack, GRIT awards and Star Student. Safety drills are practiced monthly and a support team is in place to assist students and staff during crises.

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 EP Rayzor School, we have multiple opportunities in which we participate with our parents and community. Parents are active members in our Parent Teacher Association and Watch Dogs. With the support of our families and community, they have provided multiple events throughout the year such as our annual U-Nite festival, Fun Run, Mother/Son Movie Night, and Father/Daughter Dance. Our parents and community members volunteer daily in a variety of ways. Many volunteer during the school day working with teachers and children. Others volunteer outside the school day either working on projects at home or during events held after hours. One opportunity to participate is through our WatchDogs (Dads of Great Students), where a father is present volunteering, working with students and in the classrooms almost every day during the year. We have clocked in numerous volunteer hours at our school this year. Students help support our PTA by performing at their meetings. Our teachers communicate with parents through emails, weekly newsletters and FreshGrade, an on-line digital portfolio, Facebook, Twitter, Remind and webpages to keep our parents informed about the happenings at EP Rayzor Elementary. The administrative team communicates with parents weekly through the "Principals' Press newsletter and providing phone blasts so parents are aware of events at the school. Kinder Round Up includes multiple opportunities to new students to visit the school before attending. EP participates with Texas Motor Speedway and schools throughout other districts in a "Speeding to Read" competition where the entire school works towards meeting reading goals. Students participate in "Wolves of Compassion" where students work on numerous community projects supporting various organizations. Math Strategy Night and Science Night was held for parents and was run by the students.

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?	Yes	Recognized
	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?	Yes	
	Student	Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?	No	
	Student	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	Yes	



Assemblies are also held every six weeks for second through fifth grade which focus on the skills necessary for success in life. Students participate in Safety Patrol where they open car doors and greet students and parents in the morning to ensure that they arrive happily and safely in the doors. Students are also responsible for raising and lowering the flags every day. Market Day is held in which students produce a product then market and sell their product to the school. Minecraft Club in conjunction with UNT is open to fourth and fifth graders to begin to learn coding skills. GRIT – Goals, Resiliency, Integrity, and Tenacity are explicitly taught and reinforced throughout the building. GRIT awards along with a hard hat are given on the morning news to those students that exhibit these qualities. Rotating news teams write and broadcast the news daily throughout the school. Student Council was active with officers from the fourth and fifth grades and classroom representative from each grade level.

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	Recognized
	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?	No	

The staff is offered staff development through the district's Bilingual/ESL department. Additional training, such as differentiated instruction, TELPAS training and SIOP is offered at the campus level. The campus provides communication with parents via flyers, phone calls and the website in English and Spanish. We are beginning to implement procedures and documentation on how to advance our ELL students. EP Rayzor Elementary is working toward 100% of their teachers being ESL certified. A section of the library is relegated to Spanish Books for our parents and students to check out and share.

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 the year, the newly revised Student Code of Conduct and Technology Acceptable Use Policy are distributed to students and reinforced throughout the year with appropriate lessons. All district facilities, which include our campus, broadcast a public Wi-Fi signal that allows guest and parents to access the World Wide Web. Various evening activities are held to support parents and students with technology such as Think Through Math parent nights, Dyslexia Parent Nights and informal training with parents and students. Chromebooks were provided for all fourth and fifth grade classes with a two to one ratio. EP Rayzor's student led news team writes, produces and broadcasts the daily news from the news room as well as from remote locations. PTA and the Lantana Foundation provide resources to the school to continually increase our technology.

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?	No	

At EP Rayzor we have a Response to Intervention Committee in place which meets weekly to evaluate data and student performance in order to ensure that support is provided to all learners. Grade levels meet weekly in Professional Learning Communities to discuss and review student data and make instructional decisions based on the data. PRIME time is provided within the school day to provide enrichment, Tier II and Tier III interventions. Tutoring is provided by teachers before and after school. The computer lab and reading room is open every morning to provide enrichment to those students that arrive early. I-station data, Think Through Math, SRI is reviewed to progress monitor the effectiveness of the interventions provided for our students as well as evaluate Tier I instruction. Attendance policies and procedures are reviewed in the weekly Principals' Press which is sent via email to all parents. An attendance committee is in place to address attendance concerns of individual students.

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	Recognized
	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?	Yes	

	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>

**At EP Rayzor we value the giftedness of all students. Our teachers attend staff development throughout the year as well as summer in order to meet the needs of our Gifted and Talented students and their certificates are added to their learning portfolios. Parents are invited to district Gifted and Talented nights that provide information about identifying and supporting gifted children. Additional communication is sent to parents regarding upcoming events, conferences and meetings related to Gifted and Talented. Parents are an integral part of the nomination process. An appeals process is in place for parents. Various activities and clubs are offered for all children including Minecraft, Art Club, Choir, and Destination Imagination and Friday Clubs that are held during Specials that are student choice and offer a variety of experiences such as gardening, basket weaving, and archery.**

**EVERS PARK ELEMENTARY**  
**Denton Independent School District**  
**Linda C. Tucker, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

At Evers Park Elementary, our goal is to Engage and Inspire! The staff members understand the importance of educating the whole child. Learning cannot happen until a child's basic needs are met and it is OUR RESPONSIBILITY that this happens.

Evers Park Elementary has many programs available to our students. We serve students of all needs through many different programs such as EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, Play Therapy, K-kids, Student Council, Orchestra/Choir and much more!

At Evers Park Elementary, we understand that the parent is a child's first teacher. Because of this, we have embarked on a journey to make Evers a hub for where community comes to connect! We have put together a task force made up of caring individuals and community members who want to make a difference! These include: Robson Ranch mentors, United Way of Denton County, Kiwanis Club, Parent Volunteers, Campus Leadership Team, students and staff. It is with great minds that change happens and this is what Evers Park has committed to doing. Evers Park Elementary is home to the very first school-based Community Center - - Evers Park School and Engagement Center. This is a place that serves as a safe haven for families who need help, parents who wish to contribute their skills and time, and community and business members who wish to share their resources. In addition to community support, Evers Park also partners with local universities to offer students support beyond the classroom. Through collaboration and support with the University of North Texas Department of Counseling and Higher Education, Evers has been able to offer students who are in need support through play therapy. Through engaging in collaborative efforts with Texas Women's University reading classes, we have offered both the pre-service teachers as well as students an excellent experience grounded in literacy. The goal of Evers Park continues to be aligned with our school mission statement: Growing a Community of Engaged and Inspired Learners!

**Mission: Growing a Community of Engaged and Inspired Learners**

**Vision:** To accomplish our mission we will become a school that:

- Unites to achieve a common purpose and clear goals
- Works collaboratively to ensure student success
- Engages in ongoing professional conversation
- Shows a personal commitment to student achievement
- Celebrates our student and staff successes

**COMMITMENTS:**

- We will mentor and support each other in our professional learning
- We will have a positive attitude and have fun
- We will base decisions on student needs
- We will engage in student—focused communication that is open, honest, and respectful
- We will promote our children, staff, and school throughout the community

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	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?	YES	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	YES	

All students, K-5, participate in fine arts courses that are taught by highly qualified teachers. The love of the arts is expressed not only during the school day, but also in the evenings through public performances and galleries. Since the 2012-2013 school year, teachers have worked as a team to offer multiple opportunities for students to perform and display their love of the arts. This is done through annual art gallery show/displays, musical performances, orchestra and choir. At Evers, we see the love of the arts as a team movement and each department has the responsibility of showcasing our student's work.

Our campus has a well-established choir program. Students are eligible to participate as a 4<sup>th</sup> and 5<sup>th</sup> grader. Our choir performs at a variety of venues including the annual Denton Jazz Festival and this year at the Christmas Tree Lighting Ceremony on the Square. Choir students also have the opportunity to compete to be part of the honor choir for the district. Our orchestra participated in the annual String Fling at Denton High and also had the opportunity to perform for our Duke Recipient Ceremony in May.

Providing parents with a variety of evidence for assessing our fine arts programs is an area that we can improve in.

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	

Evers Park held its 4<sup>th</sup> annual Parent and Community Resource Fair this year. We offered a dental clinic as well as a flu immunization clinic. Our school PTA hosted our first Color Fun Run focused on bringing in the community and offering an opportunity to engage in physical activity outside of the school day. Our 5<sup>th</sup> grade students participated in the 5<sup>th</sup> grade track meet at UNT.

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 Evers we have School and Community Fair, School-Based Community Center, Academic Nights, Fine Arts Programs, Literacy Nights, Robson Ranch Mentors, UNT play therapy, TWU Helpers, In-coming Kinder Events, Book Drives, Food Drives, Community Garden, K-Kids, and Student Council.

During most events listed above, parents have the opportunity to attend and engage in learning with their child.

Evers Park is one of only two schools that employs a full time parent liaison whose primary focus is to engage parents and local businesses.

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?	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	

All of our students, K-5, have an opportunity to explore different career options through our guidance program. Our counselor offered grade specific lessons and research that provides students opportunities to explore their interests. This year she did this in collaboration with our school library as well as through the use of technology. In addition to this, Evers Park had two opportunities for students to become involved in leadership roles through student council as well as a K-Kids program through Kiwanis that focuses on service projects.

We also met our goal set from the previous year of promoting more college and career readiness by taking our students to the Advanced Technology Center.

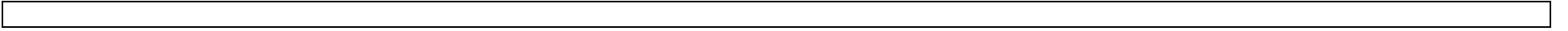
Secondary Compliance – Denton HS

<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>	

Evers Park has a one-way dual language program K-5. Through this opportunity, students have the opportunity to become not only bi-literate but also bi-cultural. We employ highly qualified, bilingual teachers as well as a bilingual aide and a Bilingual support teacher. Non-English speaking parents are always encouraged to be a part of special programs. All communication is delivered in both English and Spanish.

<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>	

Technology is integrated into our daily instruction. Evers Park has two fully-equipped computer labs that teachers are able to access regularly. In addition, our campus has incorporated iPads as an instructional tool in all grades with each teacher having access to one iPad for personal use as well as the ability to check out additional iPads for class use. Our campus has recently purchased two Chromebook carts that are available for check out through our library. Denton ISD has embarked on a technology roll out plan which will also enable us to provide a 2 to 1 Chromebook/iPad implementation in grades K-5. In addition, our zone ITS have provided on-going training to our staff throughout the year.





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	

Research is provided to parents about the link between good attendance and student success through parent newsletters, and letters home. It is also emphasized once parents are required to attend class for poor attendance. We do offer incentives for good attendance; however we do not do this as a school other than end of year perfect attendance. Teachers provide incentives by class.

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	Recognized
	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?	NO	
	Student	Does the campus provide a variety of instructional and support services for gifted and talented students?	YES	

Most of the training and support that is offered to families of gifted and talented students is done through district-wide classes. This year, our EXPO teacher has worked with students using Robotics kits. This has enriched our EXPO program and opens the potential for our school to go to competition in the near future.

**Fred Moore High School**  
**Denton Independent School District**  
**Marilyn Rabsatt, Principal**  
**Community and Student Engagement Survey**  
**2016-17**

Fred Moore High School is the *School of Choice* for Denton ISD. Our campus is a small learning environment offering a differentiated and driven learning experience. Because we are self-paced, our students can graduate early or on time. Our staff is dedicated to working collaboratively with all students, their families, and the community to provide a quality education.

Fred Moore High School serves grades 9-12. Our students have opportunities to recover credits; however, most of our students simply desire a smaller learning environment or want to graduate early. We offer direct classroom instruction, a self-paced curriculum, and online learning opportunities. We also provide special education, ESL, Gifted and Talented, and 504 services for those who qualify.

Students who attend Fred Moore High School must be highly motivated. The expectation for our students is that they leave equipped to be successful in any learning or working environment. A high school diploma from Fred Moore will gain a student access to any university, college, or vocation in the world!

Our mission reflects the values of our staff, students, and parents.

***Fred Moore High School is dedicated to providing students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills to be successful citizens.***

Our school motto is ***Believe Achieve Succeed***

Our school vision is ***Preparing today's students to succeed in tomorrow's world.***

<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>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>No</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate through the arts?</b>	<b>Yes</b>	

We offer Fine Arts courses through the use of our online platform-OdysseyWare. Several students had their poetry and short stories published this year in national teen circulations. Additionally, students may elect to participate in our school-sponsored Art Club. In addition, this year the Dallas Institute of Art did a presentation for our students interested in pursuing Fine Arts after high school graduation.

<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>	

At the time of enrollment, through Info-Snap we solicit all pertinent health information from parents including allergies. In addition, that information is disseminated to all staff members from our school nurse. We invite the Health Department to provide informative sessions with students, as well as providing opportunities for assistance in enrolling in the food stamp program and Medicaid. TWU Dental students provide information on the health benefits of proper dental hygiene. MHMR educates students and staff on mental health care, as well as providing a list of available resources. With bullying prevention, we conduct school wide presentations, have peer groups led by our social worker and school counselor, and we educate our students and staff on the use Safe Schools Alert. Additionally, the campus conducts a school wide No Bullying Campaign that is student led and driven. With student and staff crises, we draw on resources such as Friends of the Family and Safe Schools Alert.

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	Recognized
	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	

We have parents and community members serve on the Campus Improvement Committee. Additionally, parents have met this year to explore the option of starting a PTSA on our campus next school year. We utilize mentors from TWU's College of Education all year as part of a mentoring program partnership. We have volunteers from the military and firefighters as mentors. This has proven to be a great outreach to the community for individual students and for our campus as a whole. We maintain a campus website that allows parents, students, and the community to access pertinent school information and updates. Our students participate in a local food drive each year, as well as reaching out globally to participate in the H2O drive that promotes and provides for clean water for schools in South America and Africa. Through our involvement with InterAct Club, the local Rotary club invites students to attend a monthly breakfast in Denton. This year, through the AdvancED accreditation process, we were able to connect parents with each other which facilitated more parent and student involvement. Parents have attended campus celebrations, programs, College and Career Day and now attend our campus "Bell Ringers" for each graduate.

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?	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	

Our counselor works with students to assist with the application process to participate in programming such as Culinary Arts. Our campus hosted our 1<sup>st</sup> College and Career Day where we partnered with local colleges and universities that included TWU admissions, TWU Dental hygiene school, , UNT Emerald Eagles, NCTC Project Achieve and the Office of admissions, Dallas Art Institute, Military recruiters, and ITS Cosmetology school. Wells

Fargo Bank also sent a representative to conduct a workshop on money management and UNT's School of Social Work conducted a workshop on Job Interviewing skills. Our students and parents have access to Naviance which includes interest and aptitude surveys, as well as assisting with the college application process. Our teachers utilize technology daily with online learning, research, and project based learning. We participate in the NorTex College Fair each year and this past year, we took our students to TWU where they met with admissions officers, sat in on a college class, and toured the campus. Our counselor and social worker also led Generation Texas Signing Day activities as a school spirit day focused on career and college exploration. Lastly, our campus collaborates with NCTC to enroll students in their grant-funded Project Achieve program. This program allows students to earn certifications in various fields while working towards their high school diploma. Grant funding covers tuition, textbooks, uniforms, and miscellaneous fees so that the certification is practically free.

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	Recognized
	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	

LPAC training occurs every occurs at the beginning, middle, and end of the school year. Our parents have access to district wide communication that is in English and Spanish. We have fluent foreign speakers that serve as district translators housed on our campus and are accessible when needed. We follow all district and state guidelines in assessing students and exiting them from ESL. Our students have access to the following languages: German, French, Spanish, and Latin. Spanish and French are taught here, and students have taken the others through distance learning provided by Ryan HS, Guyer HS, and Denton HS. Lastly, we utilize School Messenger to send home voice recorded and written messages in English and Spanish. During parent conferences, IEP committee meetings, and 504 meetings, translators are provided if needed to effectively communicate programs and services available for our students.

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	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	

Students have training each fall and as they enroll in acceptable use of technology as well as training on the use of OdysseyWare. Most of our staff attends TIA annually and they have access to all district available professional development. We have Wi-Fi on our campus which is utilized daily. Our math students use online resources such as Class Zone and Khan Academy. Our math and ELA texts are available online as well. We utilize OdysseyWare, an online learning platform for numerous courses at Fred Moore. However, with the acquisition of Google Chromebooks, our staff has become proficient in the use of Google Docs and continues to look for ways to utilize technology. Our teachers, with the assistance from our instructional technology specialist, have increasingly incorporated the use of Google Classroom in their classes. This has allowed for student collaboration as well as providing a means for consistent and timely feedback from teacher to students.

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 staff members work very closely with our special education teacher to assist students who receive special education services. In addition, Eduphoria is used with RTI. The principal meets with every student and parent for an interview prior to enrolling to discuss goals. Publications from the National Dropout Prevention Organization aimed at educating students and parents on the signs and effects of becoming a high school dropout are utilized. Our endeavors surrounding college and career readiness have included bringing in presenters such as bringing college and university representatives, military recruiters, and college students to serve as mentors. We now conduct regularly scheduled Care meetings that include counselors and our school nurse to discuss students that are at-risk of dropping out for various reasons and we strategize on the best ways to support these students. One staff member is dedicated to monitoring attendance and collaborating with our attendance review committee to help students recover credits due to absence failures. Home visits are conducted for students who have excessive absences and where verbal/written communication efforts fail. We utilize the district's Truancy, Dropout, and Prevention system to consistently determine appropriate interventions for students that greatly reduce absenteeism and tardies. These interventions include parent/administrator/student conferences, attendance contracts, home visits, after school detention, truancy classes, and court filings. Incentives are also awarded to encourage students to come to school on a regular basis.

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	Recognized
	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?	Yes	

	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>No</b>
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>
<p>All teachers at Fred Moore have the option to participate in any district training for gaining the 30 hours or updating annually with the 6 hours. One teacher is qualified to teach AP Chemistry. Fred Moore, because it is self-paced, does allow for advancement in all subjects, thus meeting the need of those students who are gifted to move at a faster pace. Additionally, teachers provide enrichment activities for those students who seek them. Our campus is currently exploring the addition of dual credit courses for next school year.</p>			

**John H. Guyer High School  
Denton Independent School District  
Shaun Perry, Principal  
Community and Student Engagement Survey  
2016-2017**

**Mission Statement:**

**Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment.**

John H. Guyer High School opened in August of 2005. In the twelve years since our opening, Guyer students and staff have excelled at academics, fine arts, technology, agriculture, and athletics. Guyer's motto is ***Where Tradition Begins and Excellence Continues; Knowledge, Integrity, Courage.*** Through providing a rigorous and relevant curriculum that is cognitively demanding and challenging for students, we strive to engage our students, parents, staff, and community in the learning process. Guyer staff strives to be student-centered and engaging. As students apply the essential concepts and skills to real world applications, they see the value of their engagement in and commitment to their educational success beyond the classroom.

Guyer provides numerous Advance Placement and Dual Credit opportunities for students. This year, Guyer administered over 1300 AP tests. All sophomore and junior students at Guyer take the PSAT. Guyer offers PSAT and SAT/ACT prep classes throughout the year, including a class students can take as part of their GHS daily schedules. Students who are at risk are given opportunities for after school tutoring or credit retrieval.

Guyer offers a variety of opportunities for students to excel in the Arts. Our Band, Choir and Orchestra have won unprecedented Sweepstakes honors. Individual students have advanced in Solo and Ensemble competitions. Our Art program has been recognized at the local and state levels. Guyer's Theater department produces two to three productions each year, and during the 2016-17 school year, Guyer students advanced to state level competition in several areas, including UIL One Act Play. The Silverados, Guyer's Dance Team, represents Guyer and Denton throughout the state.

Athletically, several teams qualified for the playoffs this year. Football won back-to-back State Championships in 2012 and 2013 and continue to rank at the top of their district, and our boys basketball team was state ranked through the season. Guyer students, the Blue Crew, show school spirit by attending games and activities to support fellow students.

Wildcat Zone is held each six weeks to help students' better deal with social and psychological concerns. Topics like Bullying, Distracted Driving, Suicide Prevention and College Readiness are discussed, and students are engaged in conversation and activities that provide healthy resources for dealing with situations that result in negative behavior.

The culture at Guyer is one of family. We truly mean it when we say: **Once a Wildcat, Always A Wildcat!**



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	

Guyer High School offers a wide range of fine art subjects. Our instructors are fully certified and highly qualified in their area of expertise. Yearly students, parents and community can attend performances by Guyer students. Examples include: Mosaic Concert, UIL Concerts, Musicals, Art shows and Madrigal Dinner. Parents can assess our programs by completing surveys on all aspects of Guyer. Administration has an open door policy and many parents share concerns and successes with us. Our fine arts faculty brings in clinicians and experts in their related fields. We have had yearly visits from Broadway theater experts, musical performers and UNT professors. Guyer's groups perform throughout our city and area throughout the year. Examples include: Kiwanis, Lions, Denton Jazz Fest and other celebrations and banquets.

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	

Guyer High School asks for information on allergies each year as parents update their registration information. This information is kept in the nurse's office, but also sent to staff members that come in contact with a student. Guyer also hosts blood drives two times per year. Our Intervention counselor and nurse provide information to parents and students in need. Guyer provides on going bully prevention education through our Wildcat Zones as well as during our "The Counselor is In" lunch sessions. Information is updated yearly and includes cyber bullying. Guyer has a crisis management plan in place to provide assistance and help to students, staff and parents. Guyer also has a phone tree that allows information to be quickly disseminated to all staff. The broadcast emails and celly programs are also used to notify staff, students and parents of any situation that raises concerns. Guyer provides information to students through Wildcat Zones that are held each six weeks.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Recognized</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>No</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>	

Guyer utilizes parent and community engagement surveys and our Campus Leadership Team as a vehicle for receiving feedback from parents. We have a communication plan that includes our website, emails, phone blasts and email blasts. We also have numerous parent organizations across campus that allows us to get information to parents quickly. Our many booster clubs allow parents to be involved with athletics, fine arts and academics. Parents help sponsor trips and events. Guyer students volunteer and perform community service through our Interact Club, Key Club, National English Honor Society, PALS program, and Social Studies Mentors. Guyer NHS volunteers each semester to cook for Ronald McDonald House in Ft. Worth.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

Guyer utilizes the ATC and their advisory councils to better plan for courses and activities. Guyer students are involved in dual credit courses and other college level courses each semester. We also provide vocational assistance to students who need additional support in the community workforce through our VAC program. Guyer students have the opportunity to be involved in the work study program. Guyer counselors meet with each grade level in small groups and individually to review plans post-graduation plans. Counselors meet individually with each junior to review courses and future opportunities. Guyer students compete in events through UIL, ATC, business professionals, and writing contests. They also compete on the local, state and national level in speech/debate and art. College representatives visit Guyer during lunch periods. Guyer also holds an annual Academic Signing Day for students making a commitment for post-secondary plans, and we incorporate a college/university/workforce fair during this event. Guyer participates in Upward Bound and has the TWU Go Center that addresses first generation college students.

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	

Guyer trains staff in LPAC procedures and has an administrator who oversees this training. Guyer employs a number of Spanish speaking staff members who have the ability to meet the communication needs of our Spanish-speaking students and parents. We also employ speakers of other languages who provide assistance with the communication with speakers of other languages. At this time, we only provide communication in Spanish and English for campus and district required communication. Guyer offers Latin, Spanish, French, German, and ASL in our World Languages department. Guyer students take part in a German exchange program, and other travel opportunities are provided by various programs.

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	

Guyer trains students in the Acceptable Use Policy yearly through blocked classes the first week of school. Students are also provided this information through website. Teachers have the opportunity to attend TIA yearly and Guyer's Instructional Technologist provides additional training in a multitude of areas throughout the year. Students, staff, and community have access to technology training and use of Wi-Fi through the Guyer Library that stays open late one night per week. Parents can also access Wi-Fi any time on campus. Teachers receive technology integration training throughout the year before, during, and after school hours. Technology is also integrated in our math, science and English departments to help students better prepare for the 21<sup>st</sup> century workforce. Guyer has a "Bring Your Own Technology" policy. Many students and staff members use mobile phones, tablets, and computers to better engage with curriculum. The Google Suite, Flubaroo, and Canvas are examples of readily used technology integration resources.

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

Guyer has a Response to Intervention Team that meets weekly to discuss students at risk. Teachers can refer students to this committee, and the committee also reviews grade reports and previous information for students. Guyer also has an Intervention Counselor to help identify students at risk. Guyer monitors attendance using teachers and administrators to follow up on attendance problems. Our Attendance Liaison utilizes the courts system to address chronic absenteeism related the mandatory attendance laws. Administrators meet with students who have attendance concerns and make parent contact, including follow-up documentation of attendance-related meetings. Guyer also offers an incentive program of perfect attendance each six weeks through our Renaissance Program. Students have opportunities to visit with college representatives through our Upward Bound and TWU Go Center programs. Guyer utilizes AP Potential and teacher referrals to identify students who are underrepresented in AP and Dual Credit courses.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	

Guyer provides Pre Advanced Placement, Advanced Placement and Dual Credit opportunities for students. PreAP, AP, and Dual Credit teachers receive annual training and updates through organizations, colleges, and universities. Parents can place a child in an advanced class, or they can also refer their child for GT testing. Parent meetings for prospective and current PreAP and AP students are held during the year. GT students are offered opportunities to participate in academic contests through UIL, Science and Math organizations, state forensic events, and a variety of individual events sponsored by local, state and national organizations. Guyer also offers a PSAT/SAT prep program for juniors as part of their GHS coursework.



<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Fine Arts</b>	<b>Compliance</b>	<b>Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>Yes</b>	
<p>The District's Fine Arts curriculum is based on the Texas Essential Knowledge and Skills which our campus follows. At Ginnings we offer Fine Arts classes for all students as well as afternoon activities related to the Fine Arts. Through the Music and Visual Arts classes, students are taught the skills needed to meet state and local requirements. The culminating results in Fine Arts courses are a variety of exhibits and/or performances: concerts, performances and art exhibits. This provides parents and the community multiple opportunities to engage with their students' learning and the fine arts program. Through the Visual Arts program, students have earned city, district and state honors for their art work. Through the Music department, our 5<sup>th</sup> graders are offered orchestra, and students have earned multiple honors through their performances at North Texas Children's Choir and 5<sup>th</sup> grade Honor Choir. The Ginnings Choir received a 1 at UIL competition.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>Ginnings Elementary is dedicated to the physical and emotional well-being of our students. Our school nurse takes the initiative to identify any allergies, notify all proper parties, and post signs as necessary. Students are informed of and encouraged to participate in local events such as 5K's, Fun Runs, camps and other activities. Students are asked to set personal goals to help them improve their own physical ability. Through the Fitness Gram program students set goals for exercises such as Push Ups, Curl Ups and an endurance run and spend time weekly practicing and tracking progress. Our 5<sup>th</sup> graders have the opportunity to represent our campus in the district track meet. Our campus counselor facilitates character lessons which include bully-prevention, and she addresses any other bully concerns along with administration. Our school's partnerships with local churches, volunteers, mentors, and organizations helps support strong emotional growth. Ginnings now has a Communities in Schools Site Coordinator who and directly assist parents with outside wellness resources as necessary.</p>				

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

Ginnings has always been a welcoming campus that strives to increase involvement and engagement by parents, family members, and members of the community at large. Events and announcements are shared and promoted on the school website, teacher websites, the Ginnings Facebook, the school marquee, Peachjar, daily announcements, posters/signs in the school, Wednesday folders and several different twitter accounts. Ginnings has hosted several evening events for the family and community including: Curriculum Night, Meet the teacher night, and Math and Literacy night, Open House, Carnival, Valentine's Family Dinner and Dance, Family Movie Night, book fairs and multiple Kinder Round-up events. This year we have had several after school clubs, one of which is Helping Hands, and focuses solely on philanthropy and community. Our relationship with First United Bank had blossomed through the Adopt-A-School Program. Not only have they donated money, but they have been present in our school reading to students and volunteering for school events such as field day. Furthermore, our campus partners with several university professors who bring their students, local UNT sororities, UNT Football, churches, high school programs, and volunteer organizations.

<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>Recognized</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

We believe that everything we do every day is ultimately to teach students lifetime workforce skills. Our campus counselor facilitates regular guidance and character lessons, and additionally teachers facilitate R-Time one time per week in class. It focuses on building relationships through interpersonal skills and activities. Our campus counselor and the Communities in Schools Site Coordinator have planned and successfully implemented college week and Career Day, allowing student direct access to ask a multitude of questions to a variety of community members. Over 20 community businesses were on hand to inform students and answer questions. Furthermore, our counselor and CIS Site Coordinator have begun some parent courses this year.

<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>No</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>	

There is currently a one way dual language program in Kinder through 5<sup>th</sup> grade. The dual language promotes bi-literacy in two languages through 5<sup>th</sup> grade. For many of our students who enter in pre-K and Kindergarten, this allows 6-7 years for exit, allowing sufficient time for students to acquire cognitive academic language proficiency (CALPs). Our ESL (English as a Second Language) students are served by ESL certified teachers in the classroom, an interventionist and a paraprofessional. We carefully monitor our students that exited the dual/bilingual/ESL program and they indeed have shown that they were ready to succeed in regular education. Oure LPAC committee is fully trained, included all required members, and meets regularly to review new students and make decisions for existing students. Apart from bilingual classroom teacher, Ginnings also has a bilingual receptionist, counselor, principal, and social worker (CIS Site Coordinator) to support our bilingual families in the school setting.

<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>	

At the beginning of the school year, students are presented with the Acceptable Use Policy and view the district created AUP (acceptable use policy) video. Students are also trained regarding digital citizenship. Ginnings is a Digital Citizenship Certified School. Throughout the year, teachers are provided technology training opportunities through TIA, district training, and our ITS. This year, the ITS provided a training during teacher planning time which immediately resulted in a high demand for Chrome Book check-out. A vertical team for technology met once per month and accessed new tools and planned ways to implement new technology in the classroom. The interest in Google Classroom has increased, and Chromebooks are now in place in 4<sup>th</sup> and 5<sup>th</sup> grade. Second and 3<sup>rd</sup> grade teachers have Chromebooks and are increasing knowledge in preparation for next year. Our new CIS Site Coordinator is working on more opportunities for parents with technology.



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	

We have a Response to Intervention (RTI) system that supports all students. We meet on an as-needed basis (typically several times per week) where teachers can bring information regarding students that the teachers are concerned about academically and/or behaviorally. Goals are set, interventions determined, and monitored. Each grade level also discusses all of their students on a regular basis during scheduled Student of Concern meetings and PLC time (Professional Learning Community) to help one another in meeting the needs of all of their students. We monitor attendance, and reach out to parent with informal conversation when needed, as well as sending formal documentation and creating plans and contracts for students/parents in need. In some instances our CIS Site Coordinator will go with an additional staff member to do home visits regarding attendance. College Week has been a huge success. A chart indicates where each staff member studied, and students are given guidance lessons and opportunities to learn about universities and post-graduation options throughout the week.

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	

Ginnings Elementary gives all students learning opportunities that reflect their academic needs and abilities. Our teacher that serves the gifted/talented students through the EXPO program has a state certificate for the field of gifted education. Many of our classroom teachers have coursework and annual updates that meet the professional learning standard for gifted education. This information is documented annually by the GT specialist. Parents are invited to attend informational meetings at Ginnings and at the district-wide GT PTA where they can collaborate and learn with other parents of gifted students. Parents of GT students receive monthly newsletters that detail activities and resources that are pertinent to their gifted child and the Ginnings EXPO teacher keeps a Facebook page for students and parents. Ginnings parents receive information about how they can refer their child for GT testing through our website, newsletters and displays throughout the building. We were particularly pleased to have more bilingual students meet criteria this year than in years past.



**Gonzalez School For Young Children  
Denton Independent School District  
Felicia Sprayberry, Principal  
Community and Student Engagement Survey  
2016-2017**

The Gonzalez School for Young Children is more than just a school – it's a community for the district's youngest students. It has a school setting scaled down to a comfortable size for children, with every wing designed to form a neighborhood reflective of Denton.

Students are immersed in a friendly environment and learn through fun and engaging activities. At the center of the school is the Pioneer Central Library, where students listen to favorite childhood stories and learn to check out books.

Gonzalez is known for its friendly staff, dedicated teachers and hard-working volunteer groups. The school offers early education programs to 3- and 4-year-olds, with its staff understanding the value of building a strong educational foundation.

Gonzalez offers Pre-Kindergarten classes, Bilingual Pre-K classes, and Preschool Program for Children with Disabilities. We also offer the Pre-K Academy Class, which is a tuition based preschool program for children who do not meet eligibility for other programs, but would like to attend a DISD Pre-K class. Gonzalez has a partnership with Fred Moore Day Nursery school, and they provide care for 3 and 4 year old children on our campus from 6:30 a.m. to 6:00 p.m. on a sliding scale tuition basis.

**Our Motto- Gonzalez SYC- Our kids are "PAWS"itively Awesome!!**

**Our Mission Statement:** Through a collaborative partnership with the community, families, and professionals, we will cultivate an environment that encourages every child to reach their fullest potential.

**Our Goals:** We, as a team of educators, will work together to ensure each child progresses in social, emotional, and conceptual development. This will be measured through observation, participation in daily activities and routines, and through the use of informal/formal common assessments.

**Our Vision:** We will purposefully schedule collaborative sessions to address the needs of all students, by utilizing a variety of researched based teaching techniques to reach all areas of a child's development.

**Our Values:**

- V-Teacher and parents will have a **VOICE** in our school community.
- A-**Adapt** to our learning community.
- L- Positive **Leadership**
- U- **You** are # 1
- E-**Excellence** in Education
- S- **Strive** to support our learning community.

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	Unacceptable
	Parent	Does the campus provide multiple opportunities for parents and community members to attend public shows & performances?	No	
	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	

We provide fine arts skills through daily instructional activities. We do provide school-wide programs for physical education. We do not provide our students with fine arts that are instructed by content area specialists, due to the age of our children (3 and 4 years old) and due to the amount of time our students are at school (3 hours per day). However, our certified teachers do teach almost every facet of fine arts within the context of the day (music, movement/dance, computer, art, etc.). Our students created center pieces for the Early Childhood Coalition conference and provided musical entertainment for the district's Grandparent Recognition Breakfast.

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	

Our school nurse obtains information regarding allergies and shares that information with the appropriate personnel, as needed. Information regarding district/community health issues and wellness events are shared with parents. Our counselor and safety committee create, share and implement plans for students and staff during crisis situations. We communicate with parents regarding the number of safety drills we conduct as well as inform them when we will be conducting an off site safety drill. Our counselor provides training about bullies, bully prevention, and reporting. As a campus we utilize Positive Behavioral Supports to teach and reinforce bully prevention, character building, etc. We also use a bucket filling

philosophy to reinforce good character and doing things that make others appreciative or feeling good. We provide students with fitness opportunities on campus daily and we reinforce the importance of physical education by sponsoring a Fitness with Families event.

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

We have parent representatives on our Campus Leadership Team as well as provide a suggestion box for parents to leave comments or suggestions. Parents are communicated with about activities at the school in a variety of ways. We use weekly emails, classroom newsletters, and the campus televisions to keep parents up to date. We also utilize the Remind App, phone call system, and campus marque to remind parents of important dates and events. We provide a family activity every month, and encourage participation at these events. The students and staff have participated in a Breast Cancer fundraiser this year. We will be working on providing more community involvement opportunities for our students during the 2017-2018 school year. We have had several adopters this year that have supported our campus clothes closet and provided assistance to families during the Christmas holiday season. We will be starting a school based community center during the 2017-2018 school year. This will provide resources to our school families as well as community members.

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?	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?	No	
	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?	No	
	Student	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	Yes	
<p>At the Pre-K level, we focus on teaching skills that will allow the children to be successful in elementary school. We talk about community helpers and their roles in community. We had a career dress up day at school and the students were provided with activities within the classroom to support this event. We also focus on character building and social/emotional skills, which helps to foster and develop well rounded, independent thinkers and learners. Competitive events are not age appropriate for our students.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide communication in both Spanish and English?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to promote students' exit from BIL/ESL within 5 years of identification in elementary and 3 years of identification in secondary?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?</b>	<b>Yes</b>	
<p>Staff is provided beginning and end of year LPAC trainings. We are a one way dual language campus. We provide both ESL and one way bilingual programs to accommodate our second language learners. All information that is sent home from the school is sent in both English and Spanish. The email program also allows parents who speak other languages to have the information translated on the computer. We closely monitor students' progress throughout the year consistently, and discuss progress during end of year LPAC meetings. We also provide adult ESL classes for our parents who are not fluent English speakers (sponsored by the Adult and Community Education department). This year, we conducted a multicultural night. This event exposed students to a variety of countries and the culture and traditions of these locations.</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>No</b>	<b>Acceptable</b>
	<b>Parent</b>	<b>Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?</b>	<b>No</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>No</b>	
	<b>Student</b>	<b>Do the campus teachers actively leverage technology to engage students in the learning process?</b>	<b>Yes</b>	
<p>All the teachers are provided with iPads, Ipods, computers, projectors, document cameras, and a teacher Chromebook in their classrooms. We promote and utilize the Ready Rosie program. We use regular emails as well as our campus TVs to relay information to our parents and families. We have provided online information regarding our assessment tools and activities that are available to parents to help remediate areas of deficits. The teachers meet regularly to discuss technology implementation within their lessons. Also, student assessment is completed online, so the chromebooks and ipads are used for this testing.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Dropout Prevention Strategies</b>	<b>Compliance</b>	<b>Does the campus have a system of intervention (<i>Response to Intervention</i>) for supporting all students?</b>	<b>Yes</b>	<b>Recognized</b>
	<b>Parent</b>	<b>Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?</b>	<b>Yes</b>	
<p><b>We follow the district and state guidelines regarding attendance rules. Teachers call parents when children have excessive absences, and truancy policies are followed as necessary, in an effort to improve student attendance. We stress to our parent the importance of having the children attend school and reinforce perfect attendance.</b></p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>No</b>	<b>Unacceptable</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>No</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>No</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	
<p><b>Our teachers differentiate instruction to meet the needs of all the children, whether on, above, or below grade level. The areas in which we answered "no" are not age appropriate, as the district does not provide Gifted and Talented programs for this age group. We do provide information to our parents to tell them how to inquire about GT services when they become eligible.</b></p>				



**Harpool Middle School  
Denton Independent School District  
Jeff Smith, Principal  
Community and Student Engagement Survey  
2016-2017**

Harpool Middle School is committed to helping young people grow, not only as students, but as people. Harpool Longhorns value responsibility, leadership, and community as evidenced by our dedication to excellence inside and outside the walls of our campus.

Our fine arts and athletic programs have been recognized at regional, state, and national levels, including the Harpool Orchestra National Champions, Harpool Choir selected to perform at the national level and Harpool Athletics receiving their 6<sup>th</sup> straight County Cup. The collaborative relationship between students, educators, parents, and administrators results in a communicative campus that identifies and utilizes each team member's unique set of strengths in order to achieve success.

The following document is a demonstration of this communication, as our Campus Leadership Team has worked to articulate areas of focus for continued growth and development.

<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>	

Our highly qualified and dedicated fine arts staff very capably carries out the curriculum which is based on the Texas Essential Knowledge and Skills. Our campus offers an extensive variety of courses in the visual and performing arts. Throughout the school year, we have numerous exhibits and concerts which provide a culminating experience for each of our units. Art displays occur throughout our hallways and in district and city locations. Concerts, performances, competitions occur at the school, in other schools throughout the district, the city of Denton, the metroplex of DFW, and even in other states. Students from this campus were selected to perform out of state at a southwestern United States regional event as well as another group that was not only selected to compete, but also won first place at a national event. Our students have also been extraordinarily successful in our UIL competitions, consistently earning the highest possible ratings for band, choir, orchestra, and theatre. Our students have also earned top individual ratings at regional and district contests. We are fortunate to have access to numerous arts experts through UNT and TWU who provide valuable enrichment opportunities for our students such as private lessons, master classes, clinics, field trips, guest artists, etc.

<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>	

At Harpool Middle School, the staff works diligently to promote wellness throughout the year. At the beginning of each year, the campus nurse gets health information (food allergies, medications, etc.) about each student from parents in order to be fully prepared for any medical needs students may have. Throughout the year, students, parents, and staff members are encouraged to be involved in wellness activities including the HMS Run Club, activities at Game-On Athletics, the Denton ISD Wellness Fair, and the Denton Dash. Alongside physical wellness, the HMS counselors provide programming that emphasizes emotional and social wellness including school-wide bullying prevention programming. If a crisis does occur on campus, HMS counselors and administrators are familiar with district emergency response procedures to engage support for our campus.

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

Harpool Middle School uses our Campus Leadership Team, Parent/Teacher Association, and Language Proficiency Assessment Committee to get parents and community members involved in planning initiatives. Each one of these committees has parent representatives, and meetings are held in a manner that promotes parent and community member involvement. Additionally, the CREST advisory council is another avenue that promotes outside involvement. One of the ways we promote involvement for those that don't have students currently enrolled is through our 5<sup>th</sup> grade parent night. We open our doors and hold an informational meeting where parents and community members can ask questions about Harpool and what to expect if/when their students starts to attend our school. Also, the administrative team goes to each elementary campus that feeds into us and hold 5<sup>th</sup> grade transition meetings at each one. Students and teachers can ask questions and find out more information about our school. We also do a Fine Arts Fair, where each of our Fine Arts programs advertises their program. Our band does a band camp one Saturday a year for the elementary students. In terms of communication, we use Facebook, our webpage, email blasts, voicemails, and the marquee sign to keep parents and community members informed. Many of these media outlets can disperse information at the click of a button, so there is not much wait time for parents and community members. We promote active involvement of parents and students through concerts, athletics, STAR Store, PTA dances, and Pre-Game meals. Several groups take field trips in which we recruit a high number of parent chaperones. We encourage students to participate in opportunities that benefit the community through Builders Club, Student Council, National Junior Honor Society, Cheerleading, Choir, service learning, and our GOAL program. Additionally, there are several classes on campus that incorporate community service and encourage an awareness of service to others.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

At Harpool Middle School, students are well prepared for the 21<sup>st</sup> century workforce. Our campus regularly exposes students to the idea of post-secondary education through an ongoing relationship with UNT. Our 6<sup>th</sup> grades take a campus tour of UNT each fall, and UNT students also frequent our building through student teaching programs, private lessons for students involved in music classes, and Minecraft club. Harpool also has college day where each teacher talks about the college they attended, and students and staff wear college shirts.

Concerning career preparation, students are made aware of various careers through our CTE programs as well as career day. During career day, employees from local businesses as well as firefighters, law enforcement, military, and students from the ATC talk to students about various career opportunities after high school and college. Finally, parents are involved in their child's preparation for the workforce through our Naviance program which has been set in place by our counseling staff.

<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>	

Harpool Middle School has an ESL program for students learning/acquiring English. Each year all members of the LPAC committee are trained so they can meet regularly to enter and exit students from the program as well as address their academic needs. Students in the ESL program are put into the regular classroom with ESL certified teachers so that can receive grade- level instruction in English thus helping students acquire English quickly.

Because Harpool does have a low Spanish speaking population, communication to parents in languages other than English is not common. Plans are being put in place to communicate, both in writing and orally, to families in their native language so they can feel valued and informed as part of the Harpool family.

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	

The campus and district are dedicated to continually improving the digital learning environment for all stakeholders. The Wi-Fi received a huge upgrade. There are now enough access points to support three devices per student, teacher, and staff member in the building. Parents and guests also have access to internet resources through the public domain while on any DISD campus. A variety of tools are available to teachers and students, including both hardware; interactive projectors, student response systems, mobile laptop carts, iPad Minis, and software; Google Apps for Education, Microsoft Office 365, Edmodo, Moodle, All In Learning, many Web 2.0 tools and iPad Apps. Trainings are offered for all of these tools throughout the year to increase student engagement, collaboration and critical thinking.

All of this technology is supported by the campus technology team consisting of; the Hardware Support Technician, the Library Media Specialist and the Instructional Technology Specialist. The HST upgrades and troubleshoots all hardware issues. The LMS is available to assist with research, digital citizenship, and equipment checkout. The ITS is a resource for daily questions concerning the integration of technology as well as an educator providing direct and indirect technology instruction. Many training methods are utilized including large and small group face-to-face, hands-on, flipped model, and digital learning resources.

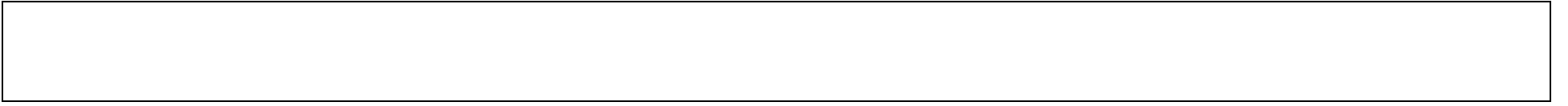
The campus is also very supportive of teachers extending their learning by attending technology learning conferences like Texas Computer Educators Association (TCEA) and the district's own summer conference, Technology Integration Academy (TIA) as well as online courses such as those provided by the Region.

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

Student achievement and success continue to be a primary focus at Harpool Middle School. We incorporate several proactive strategies to support our students in their educational journey as they move towards high school graduation. We have a Response to Intervention Committee to evaluate individual student performance and match support resources with student needs. This offers an opportunity to increase student achievement and reduce behavior issues. Parents are an integral part of our campus. Working with parents is a priority to ensure every child's completion of each school year is successful. Regular attendance of school is a major component of the academic progress towards our campus goals and continuous improvement efforts. Additionally, classroom presentations, parent newsletters, phone calls, the use of career day and the implementation of Naviance, emphasizes the importance of education, statistical information about higher education in relationship to earning potential, attendance correlations with school success along with other post high school opportunities.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	

At Harpool Middle School there are many support services and learning opportunities provided to enhance the academic experiences and differentiated learning styles of our GT students. Both of our teachers serving GT students have earned specialized professional designations through the completion of additional coursework and annual training in the field of gifted education. Parent support is also offered through DAGT, our organization for parents of gifted students, and campus/district EXPO nights that provide information about identifying and supporting gifted children. Also, parents may nominate their student/students for the program once every 12 month period. Our campus also provides enrichment through UIL, Destination Imagination, choir, orchestra, band, theater, and advanced instruction in core classes.



**Mildred M. Hawk Elementary School  
Denton Independent School District  
Robin Brownell, Principal  
Community and Student Engagement Survey  
2016-2017**

At Hawk Elementary School, our motto is Learners Today...Leaders Tomorrow, because we know that we only have a few short years to influence those that will lead our communities one day. The teachers, paraprofessionals, parents, and volunteers of this school seek to work together so that we can help each child reach their fullest potential.

Hawk Elementary has many programs available to our students. We have student ambassadors and student council for our 4<sup>th</sup> and 5<sup>th</sup> graders. Our music teacher puts together a 5<sup>th</sup> grade choir and “ringers” group each semester. We serve students of all needs through many different programs such as EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, Play Therapy, 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 completed 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 successful learners.**

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

- Works collaboratively as teams to ensure student success.
- Is willing to constantly engage in professional conversations.
- Discusses our curriculum in vertical teams.
- Demonstrates a personal commitment to the emotional and academic success of our children.
- Models acceptance of all.
- Celebrates the successes of our students and teachers.
- Is willing to reflect and adapt our instructional practices based on our continued learning.
- Is an innovative school that uses technology to prepare our children for the world in which they live.
- Has fun!

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

- We will publicly support our children, staff, and school.
- We will provide a school environment that promotes learning.
- We will model, mentor, teach, and support one another in our professional development.
- We will maintain a positive attitude.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement our pyramid of intervention that will promote student success.
- We will constantly seek to grow and develop as professionals.



We will evaluate each assessment for mastery with a rubric that corresponds with the grade level standards based report card.

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 assessing fine arts programs?	Yes
	Student	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?	Yes
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes

The district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers weekly art and music classes to every student enrolled. In addition to the classes that students attend weekly, Hawk offers choir for fourth and fifth grade children, chimes (Maverick Ringers) to 5th graders, Young Rembrandts, Drama Kids, and the PTA Reflections Contest throughout the school year. Students are encouraged to demonstrate their artistic strengths through these opportunities. Student's art is also auctioned at our campus fall festival to promote fine arts. The parents and community of Hawk Elementary have the opportunity to assess our fine arts programming through a variety of public performances. Parents are provided opportunities to assess our fine arts programming following each performance. The campus hosts multiple performances throughout the year, in addition to a "Fine Arts Night" in May.

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	

Hawk Elementary School is committed to fostering strong health and wellness habits in each student. Students develop these habits through daily periods of both self-selected and teacher-directed activities. Information that promotes healthy living is discussed in science and physical education classes. The campus also has a running club (Maverick Milers) to increase physical awareness and participation. They promote fitness as a fund raiser, by participating in our Family Color Run in the spring. Each year we have a team of 5<sup>th</sup> graders compete in a district wide track meet. In addition, each year we host at least one blood drive to promote wellness for our community. The PTA was awarded a grant from The Oliver Foundation focusing on student and family health. We implemented the "Have Fun While Learning to be Healthy" and incorporated a health component to our STEM night.

Strong emotional health is as important as physical health, and Hawk Elementary is equally committed to this goal as well. Participation in school wide campaigns like Bully Busters and bi-weekly character days encourages students to invest in creating a positive and inclusive school culture. Weekly guidance lessons are also utilized to promote positive choices for student's mental health.

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

At Hawk Elementary School, we have several opportunities for parents and community partnerships. Parents serve on our Campus Leadership Team and the PTA Board. Parent volunteers and special programs for student's families, such as the national Watch DOGS (Dads of Great Students) and Family Fun Nights focused on academics, strengthen the teamwork between school and community. Teachers communicate weekly with parents via classroom newsletters, webpages, e-blasts, social media and phone blasts so that parents are kept abreast of the happenings on our campus. PTA meetings always include a fine arts performance. At Hawk, we host events for the community such as our annual MavFest, STEM Night, and Literacy Night. Hawk partnered with UNT to provide a STEM workshop for students in grades 3-5. .

Hawk has a strong relationship with businesses in our community as well. The UNT graduate students facilitated the workshop and provided engineering based activities for our students. James Wood sponsors students and staff by supporting us with fund raising opportunities and providing "cook-outs" for our staff during the school day. We are proud to involve high school students from our local high school as mentors to students. Our student council also leads our school community through two events each year to support our community, such as food drives, coin drives for Denton Public Schools Foundation, drives for local disasters, local hospitals, and drives to support our local animal shelter. The PTA also provides snacks for kids to take home on the weekend who are in need (Snack Packs). Parents are also tremendous support as we take annual field trips in each grade. Without the partnership of our parents the students at Hawk could not attend educational field trips such as the 4<sup>th</sup> grade Austin trip and 5<sup>th</sup> grade science camp.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	

	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	
<p>At Hawk Elementary School, students are well prepared for future success. As early as pre-kindergarten, children are participate in learning experiences to teach interpersonal skills that employers emphasize as critical to graduates' success such as communication, team building, critical thinking and conflict resolution. Hawk participated in Gallup Strengths Finder for both staff and students. We assessed students in both 4<sup>th</sup> and 5<sup>th</sup> grade. Students identified their 3 themes and teachers fostered their strengths throughout their year. Our campus counselor engages students and parents in various social and career activities. One of our favorite days at Hawk Elementary school is our career fair day. We solicit support from community members and parents to talk with students about career opportunities. Teachers and students dress up to show off possible future career choices! Students are taught the importance of goal setting and are taken through this process throughout the year for both academic and social skills. Teachers have employed the engineering process within Science to promote creation, collaboration, and critical thinking. Students blog and create digital portfolios to document their learning and growth.</p>				
<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>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>At Hawk Elementary all lessons are designed to support the at-risk student, including those that are second language learners. The Hawk ESL teacher constantly works to support the best use of such strategies in classrooms. Multiple teachers have sought their ESL certification to ensure ELL strategies in the classroom. Teachers routinely seek support from the ESL teacher for planning for the unique needs of ELL students. Teachers frequently use literature that is culturally diverse to be inclusive of students from varied cultures and language backgrounds.</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>	

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. The critical lessons of digital citizenship are revisited continuously throughout the year as well. Throughout the year, multiple opportunities are provided for all teachers to advance their skills and improve their practice regarding technology integration. This is evidenced by large and small group professional development, one-on-one coaching, flipped-model learning, and other asynchronous events like self-paced courses and even twitter chats on topics like the use of digital resources for learning enhancement, collaboration, and distance learning/communication. All district facilities are broadcasting a public wifi signal that allows guests and parents to access the WWW. 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, Google Classroom, Office 365, student response systems, interactive projectors, and other technology hardware/software to enhance teaching and learning. The district provides ongoing support and training on these tools so that our teachers can effectively integrate these tools to increase student engagement, collaboration, and critical thinking. Hawk also hosted a digital awareness workshop inviting a panel to share digital safeness with our Hawk and Crownover community. The Hawk staff has worked in conjunction with the Hawk PTA to upgrade our technology resources, including the purchase of Chromebooks and cart. It is our goal to continue to purchase the most current technology available to support the ever-changing needs of our students.

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	

The staff at Hawk Elementary considers it our responsibility to begin focusing our students on high school graduation and post-secondary readiness. In an effort to facilitate the importance of college and career, we host events throughout the school year such as career day and college day. We routinely share articles with parents about the importance of attendance and education in the early years to prevent drop out. As a staff we host "students of concern" meetings one time per six weeks in which we discuss the needs of each child in each grade level. In addition, we host weekly RTI meetings and PLC meetings. We host daily before/after school tutoring, intervention with specialists and classroom teachers. We also provide specific curriculum nights to help educate parents on how to support the learning of their child in specific curriculum contents. In collaboration with our fine arts department we are able to take our students to field trips on one of the two local university campuses. We attend events such as UNT Symphony performances, UNT Basketball games and local ballet performance of The Nutcracker at TWU. Our teachers and librarian provide resources at the end of the year encouraging students to continue read and progress during the summer months to prevent regression. Teachers send home summer reading incentives and programs that families can join throughout the summer months.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
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<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>No</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	
<p>The staff at Hawk hosts parent meetings for G/T students and perspective G/T parents and routine parent conferences. Hawk has an individualized report card for GT students. All Hawk teachers have the opportunity to receive G/T training annually, and the G/T teacher serves as a resource to general education teachers to support GT students. Approximately 1/2 of all Hawk staff members are G/T trained.</p>				

**Hodge Elementary School  
Denton Independent School District  
Patty Jensen  
Community and Student Engagement Survey  
2016-2017**

**Hodge Motto:** Whatever it takes .....there are no Excuses

Hodge is a diverse Title I campus that provides educational opportunities for approximately 700 students. Hodge is a dual language campus providing bilingual instruction to 51% of the campus population. Approximately 81% of the students at Hodge qualify for the free and reduced lunch program.

Hodge meets student needs in specialized programs such as speech, dyslexia, special education, gifted and talented, play therapy, and reading recovery.

The combination of a strong staff with parent and community involvement is vital to the success of students at Hodge. Collaboration with staff, parents, TWU and UNT, as well as community adopt-a-school programs allows activities including CIS After School Program and summer camp, Fall Festival, Winter Wonderland, a talent show, a Veteran's Day performance, and Celebration of Learning to enhance and enrich the learning of our students while providing opportunities for them to show their cognitive and creative abilities.

**Mission:** To Learn, To Teach, To Grow, and To Serve

**Vision:** To create a collaborative learning community that nurtures the achievement of ALL

**Commitments:**

- Respect: We treat others with tolerance and acceptance
- Teamwork: We commit to communication and collaborations towards a common goal
- Learner-centered: We make decisions based on what is best for the learner
- Integrity: We do the right thing no matter what
- Reflective: We act, assess, and adjust

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	
<p>The district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers multiple courses in visual and performing arts. The culminating products in fine arts courses are a variety of shows and/or performances (concerts, art shows, recitals, theatrical productions, etc.). We are fortunate to have access to numerous arts experts who provide valuable experiences for our students such as: private lessons, master classes, clinics, field trips, guest artists/performances, and university/community partnerships (ex. GDAC, UNT, TWU, FBNCT, etc...). Hodge programs are often showcased in school and during holiday performances, Denton Arts and Jazz festival, and through a variety of art contests. Students also showcase their talents during PTA evening events. Our 4th and 5th grade Choir competes in Honor Choir and 5<sup>th</sup> Grade orchestra at the Sandy Lake competition.</p>				

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	
<p>Hodge Elementary School is committed to fostering strong health and wellness habits in each student. Students develop these habits through daily periods of both self-selected and teacher-directed activities. Information that promotes healthy living is discussed in science and physical education classes and our online health course includes opportunities for students to set personal achievement goals for healthy eating and daily physical activity. Hodge Podge is a long standing tradition at Hodge ES. Students participate in group activities using all facets of their body and brain while having fun. Brain Gym allows students to work their brains in the regular classroom and is often used to stimulate and motivate the brain and the thinking process.</p>				



<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for students and parents to be actively involved together on campus?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to participate in activities that help the community?</b>	<b>Yes</b>	
<p>At Hodge Elementary School, we have several opportunities for parents and community partnerships. Parents serve on our Campus Leadership Team. Parent volunteers and family learning nights (such as Winter Wonderland and Celebration of Learning) strengthen the teamwork between school and community. Teachers and Administration communicate bi-weekly with parents via classroom newsletters, webpages, Remind 101, and phone blasts so that parents are kept abreast of the happenings on our campus. PTA meetings always include a fine arts performance. Our CIS students participate in Keep Denton Beautiful and Arbor Day celebration.</p>				

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

At Hodge Elementary School, students are well prepared for future success. As early as kindergarten, children participate in learning experiences to teach interpersonal skills that employers emphasize as critical to graduates' success such as communication, team building, critical thinking, and conflict resolution. Our campus counselor engages students and parents in various social and career activities. The science fair, field day, Sandy Lake Orchestra and Honor Choir competitions, District Reflections, and Barnes and Noble Adopt a school Essay competitions are just a few examples of the competitive events that foster workforce preparation. One of our favorite days at Hodge Elementary school is our career fair day. We solicit support from community members and parents to talk with students about career opportunities. Kindergarten - Second grade students are active participants in Career on Wheels. Our 5<sup>th</sup> grade students create Kids Inquiry Conference (KIC) which provides students the opportunity to share their inquiry in science and math with the next year's 5<sup>th</sup> graders.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>Exemplary</b>

<b>Second Language Acquisition</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>
<p>A majority of the students at Hodge Elementary are English Language Learners. To support these students, the entire faculty has been trained in second language acquisition practices as well as in celebrating cultural and linguistic diversity. In addition to an overall culture that celebrates diversity, Hodge Elementary has the following programs to support second language acquisition: DLL (Descubriendo la Lectura), Gomez and Gomez One-Way Dual Language Enrichment Program, ELL program, and ESL tutoring. Our popular family nights, including Winter Wonderland and Celebration of Learning, furthermore celebrate our cultural and linguistic diversity while promoting second language acquisition. Hodge second language learners have demonstrated success in learning English by continuing to perform well on state assessments.</p>			

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
<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>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. Throughout the year, multiple opportunities are provided for all teachers to advance their skills and improve their practice regarding technology integration. This is evidenced by large and small group professional development, one-on-one coaching, flipped-model learning, and other asynchronous events like self-paced courses and even twitter chats on topics like the use of digital resources for learning enhancement, collaboration, and distance learning/communication. All district facilities are broadcasting a public wifi signal that allows guests and parents to access the internet. 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. Although there is not a fulltime IT on campus there is TIA conference for staff as well as technology development offered at the district level for community members.</p> <p>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. The district provides ongoing support and training so that our teachers can effectively integrate these tools to increase student engagement, collaboration, and critical thinking including Edmodo, Dropbox, Doceri, and GoogleDrive, to name a few. Students have increased technology and communication skills with the additional and updated technology tools available on our campus. This boosts college readiness and 21st Century Workforce initiative.</p>				

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	

Hodge Elementary staff members are all trained to provide interventions when data shows that students are not meeting their learning targets. A comprehensive Rtl team meets regularly to discuss the best course of action for students who struggle academically or behaviorally at school. Preventative strategies include guidance counseling, play therapy, small group counseling, small group academic interventions, one-on-one academic interventions, computerized interventions, a school-wide WIN (What I Need) time, as well as other individualized options for students who struggle.

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	

IN EXPO students are encouraged to explore alternative ways to solving new problems. By doing this, the goal is that they learn to develop many solutions to a single problem in ways that may not always be seen as "conventional". The problem solving skills developed and encouraged in EXPO will be helpful and useful in future careers. Through developing and using these "gifts" in EXPO, students will see, understand, believe and reach the amazing potential they all possess.

**Sam Houston Elementary School  
Denton Independent School District  
Teresa Andress, Principal  
Community and Student Engagement Survey  
2016-2017**

At Sam Houston Elementary we believe that all students can learn and it is our responsibility to facilitate the learning process. We work to build academic knowledge, problem solving skills and character skills.

Sam Houston Mission Statement: At Sam Houston we will inspire all students to become confident life-long learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

Sam Houston Vision Statement: Sam Houston commits to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

Sam Houston Values: Caring, Enthusiastic, Friendly, Inclusive and Ambitious

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	

At Sam Houston all Fine Arts teachers display work, or host performances to illustrate the curriculum being taught. Each Fine Arts teacher engages in rigorous annual training regarding the state mandated specifications that must be taught as part of the curriculum. The visual art program exhibits at the following shows: Youth Art Month at the Appleton Arts Center, DISD Board Room, Denton Arts and Jazz Festival, Sam Houston Fine Arts Night, and the DISD Art Show. The orchestra program hosts three annual concerts and competes at NRH20. The Choir/Music program performs school concerts multiple times throughout the year as well as at the following shows: the Denton County Veteran's Day Program on The Square (in conjunction with UNT/TWU), DISD 5<sup>th</sup> Grade Honor Choir, Sandy Lake Contest, Sam Houston Fine Arts Night, and frequently represent DISD at various events, such as the DISD Superintendent's luncheon. In addition to these the hallways are filled with artwork and parents are always given invitations to attend performances/class times. The Visual Art program hosts three annual art field trips to various art museums in Ft. Worth. The music program offers clinics for choir students, opportunities for students to be in Honor Choir at local, state and national level. Both the music and orchestra directors are professional musicians and play several instruments for students to learn from. The orchestra program includes collaboration with upper level orchestras in the DISD. All fine arts programs participate in contests representing Sam Houston Elementary. All art displays are branded with the school name and information. Sam Houston Elementary is recognized during all community performances. Again, all of the students' hard work is showcased throughout the year.

<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>	

At Sam Houston the nurse meets with the parents of all students who have food allergies and then again with the parent and the child's teacher to come up with a health plan for the year.

To promote health and wellness at Sam Houston we have Fun Runs, CPR Training, Growth and Development Training, Running Club, EPI Pen Training and Dental Awareness programs, Mental Health Training for all staff by Jessica Dean, School Counselor and Morning Exercise Program to name a few. We also provide parents with information throughout the year about health and wellness information and resources through weekly Parent FYI's that are passed out in English and Spanish and other through other flyers. Our counselor does appropriate bullying education throughout the school year. We practice fire drills, shelter in place drills, evacuation drills and inclement weather drills throughout the year so everyone knows what to do if we have a crises.

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

At Sam Houston we have a very active PTA that promotes many activities throughout the year for Sam Houston families and families from the community to attend. One activity that many families from the community attend is our Fall Festival. The campus's communication plan includes an informational marquee in the front of the school that is changed regularly, weekly Parent FYI's that are sent home weekly in English and Spanish and emailed home to every family and phone calls out to parents about different events. Teachers and administration email parents and students take home a weekly take home folder that is filled with important information. Parents and students are actively involved together on campus at Field Day, Fall Festival, Grandparents Day, when parents volunteer, at PTA programs, Chess Club, Bee Club, Running Club, Girls in the Game, and at Live Chess Tournaments. Sam Houston students participate in activities that benefit the community by running in 5 K's for different agencies around the city, collecting food for food drives for the local food banks, having artwork on display in public places and singing at Jazz Fest.

<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>NA</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

Students at Sam Houston are involved in and exposed to an assortment of activities that reinforce and build a 21<sup>st</sup> Century Workforce. Some of these are: Character Skills Training, Chess Club, Lunch Bunch, Robotics Club, UNT Field Trips, Parent Conferences, Goods and Services Activities, Mini Mall and Yearbook Club. University students come over and work with Houston students for practicum hours. Graduating seniors who are alumnae from Sam Houston are invited to campus to speak to the students about how they reached their goals of graduation and going on to college.

<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>	

Yearly LPAC training is held at Sam Houston for required staff members. Parent notes are sent home in English and Spanish. Students are exited from the ESL when they pass STAAR, are TELPAS Advanced or higher and are Level 4 on the WMLS. Adult education classes are held on campus for community members who are learning English as a Second Language.

<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>	

At the beginning of every year all staff and students are trained on digital citizenship and acceptable use of technology. Technology training is available as is public Wi-Fi and online resources. We are a Common Sense Certified School. Sam Houston has an Instruction Technology Specialist to help teachers and students with technology integration. We also leverage technology use at home as part of an extension of the classroom by flipping classroom lessons, providing on-line classroom videos to help parents help their children at home and providing engaging computer programs that can be used at home to reinforce and build the skills the students use at school.

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

Sam Houston has a RTI Committee that meets weekly to discuss ways to support students. The campus works very closely with parents to help them understand the importance of their children having good school attendance and provides help to parents when attendance issues arise. The learning the students do throughout the year is building their college and career readiness.



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 Sam Houston the EXPO teacher collects the 30 hours data for every teacher and administrator on the campus and then keeps the documentation. She also collects the information on the updates each year. This documentation is kept in the Expo office at the PDC, as well as on the O drive.

At Sam Houston the EXPO teacher also does a parent information night at Open House. There are also district information nights for both the south and north sides of the district. Parents are invited to participate in class activities such as the Toy Museum.

At Sam Houston the identification and selection of students for participation in the program is determined by a three-step process: (1) referral, (2) assessment, and (3) selection. The final placement decision is made by the District EXPO Selection Committee.

Referrals may come from faculty/staff, parents, community members, or at the secondary level, by self-referral. Please refer to the EXPO website for referring and testing windows. Go to [www.dentonisd.org/expo](http://www.dentonisd.org/expo).

Extracurricular activities at Sam Houston for EXPO students are Chess Club, Choir, Orchestra, and a Robotics club.

A GT student who reads above grade level may go to another grade level to get instruction or help with other students. GT students are engaged daily in a variety of instructional activities that are appropriate for the abilities and interests.

The Denton ISD EXPO Program has a Parent Advisory Committee.

**Lee Elementary  
Denton Independent School District,  
Lorena Salas, Principal  
Community and Student Engagement Survey  
2016-2017**

At Robert E. Lee Elementary, our motto is Lee... "A Great Place to Learn," because we know that providing a safe and nurturing environment will allow students to grow to their fullest potential. The entire Lee community seeks to have collaborative conversations where we continue our growth as professional learners as it directly influences our students.

Lee Elementary has many programs available to our students. We have a student leadership team comprised of 4<sup>th</sup> & 5<sup>th</sup> graders. Our music teacher directs a 5<sup>th</sup> grade honor choir and our art teacher brings out the creativity in each of our students. We serve students of all needs through programs such as EXPO, Dyslexia, Speech Therapy, Reading Recovery, ACE, Food For Kids, Ballet Folklorico, Robotics, Chess and much more!

We have agreed upon the following mission, vision, and commitments that we believe are critical to help our learners of today become the leaders of tomorrow. This document was completed by our Campus Leadership Team as a form of self-reflection that focuses on continuous improvement as a school community.

**Mission: To prepare learners today for the future tomorrow.**

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

- Is willing to be engaged and contribute in professional conversations
- Works collaboratively to develop engaging lessons to ensure students learning
- Is committed to the emotional and academic success of our children
- Celebrates the successes of our students and staff
- Is willing to adapt our instructional practices based on our reflection and data

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

- We will provide a school culture that promotes and celebrates learning
- We will practice gracious professionalism within our entire school community
- We will engage in professional, honest, and reflective communication that is built on trust
- We will implement targeted instructional services that promote student achievement
- We will constantly seek to grow and develop as professionals



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	

Denton ISD Fine Arts Curriculum is based on Texas Essential Knowledge and Skills. Our campus offers multiple courses in Fine Arts such as Art, Music, Choir, and Orchestra. The culminating products are concerts, art shows, and recitals. Lee Choir participates in the Arts and Jazz Festival each year in April. Our Fine Arts programs are often showcased in schools, throughout the community, at local businesses, at assemblies, holiday performances, and through a variety art contests. Elementary evaluation opportunities can include local, completion/festivals, participation rates, awards, and recognitions. Our ballet folklorico group doubled in size from 20 members to 53 members this year.

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	

Lee Elementary School is committed to providing appropriate bully prevention education developed through our bully prevention program and district policy. Our teachers are required to watch bully prevention videos that our district required through Safe Schools. Our counselors take an active role in teaching bully prevention through ongoing guidance lessons and activities that promote bully prevention. We encourage our students

to invest in creating a positive, healthy culture at Lee. Information that discusses healthy living, wellness exams, the importance of healthy eating, and exercise is provided to our families and communities. Students are encouraged to set personal health goals while participating in PE as part of the state Fitness Gram and our 5<sup>th</sup> grade students participate in the district track meet. As a campus family, we encourage strong emotional health, as well as physical health within our community. Our campus crisis team is comprised of several key staff members who are an influential role to our campus and crisis team. As referenced in our Lee Emergency Operations Plan, we have a variety of crisis management drills and debriefings in order to ensure the safety of our students and staff. Per district policy, parents who complete the Health Information Sheet at the time of enrollment are asked if their child has any food allergies. Should a child have a food allergy indicated on the health information sheet, certain precautions are taken on the campus to keep the students health priority. We also have a Food for Kids Program where at-risk students are able to take food home for the weekend. Our nurse is present during back to school registration and kindergarten roundup activities.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for students and parents to be actively involved together on campus?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to participate in activities that help the community?</b>	<b>Yes</b>	
<p>Lee Elementary School has several opportunities for parent and community partnerships. Our campus continues to implement programs such as WatchDOGS (Dads of Great Students) ,we hosted family fun nights where the focus was on academics as well as building the parent school partnership, and we honored our Grandparents on Grandparents Day by inviting them to have lunch and to read with their grandchild. Lee Elementary is dedicated to strengthen the teamwork between our school and community.We also have our Lee Mentor Program who meet regularly with students to have lunch, play games, and discuss academics. Teachers communicate with parents via classroom newsletters, teacher webpages, Remind 101, social media and parent phone blasts so that parents are kept abreast of the happenings that occur at Lee Elementary. At Lee, opportunities are provided to our families to participate in community service projects such as our neighborhood cleanup, to be an active participant on our carnival planning committee, as well as a variety of volunteer opportunity. This year we have implemented a recycling team made up of students who support the community by collecting recycling throughout the school. This year many of our students, staff, and community volunteers participated in GOAL. We had several soccer games throughout the season where we had great community support and campus support.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	<b>Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?</b>	<b>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 university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	
<p>Our school counselors provide guidance lessons for our students that focus on the skills necessary for college and career readiness. Throughout the school year, we have college days where students and teachers are encouraged to wear college t-shirts and promote the importance of students continuing to further their educations. Students research careers and colleges. Our fourth graders took a field trip to the Advanced Technology Complex to learn about career and technical opportunities.This year we hosted a Career Week where students had many opportunities to learn about a variety careers. The ACE program has monthly parent events to encourage parent/school involvement and offer a schoolwide partnership with ACE.</p>				



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

Lee Elementary is a One-Way Dual Language Campus. Throughout the school year we have beginning, middle, and end of the year training for all staff members involved on LPAC's. Our campus provides communication in both English and Spanish to our families through grade level and school wide newsletters, communication is provided through various types of social media, and we utilize the district's parent notification system that calls parents by phone with any important messages. Our campus also has a resource area where parents are provided with information about extracurricular activities in the school and community. Our campus uses data from TELPAS, STAAR, LPAC committee, & Woodcock Munoz Assessment to determine if the student has met exit criteria according to district guidelines. Our campus also utilizes goal setting and progress monitoring of our BIL/ESL students' academic and linguistic success. Our library has several books in a variety of languages as well as our students' home language. We host weekly ESL classes for our parents and individuals in the community.

<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>	

At the beginning of each school year, the Technology Acceptable Use Policy is presented to students through training with our librarian. Our parents are provided the Students Code of Conduct and Technology Acceptable Use Policy through grade level parent meetings held at the beginning of the year. Throughout the year multiple opportunities, are provided for all teachers to enhance their skills regarding technology. Our counselor provides Cyber Safety and Cyber Bullying Guidance lessons to our students. As a campus, we purchased iPads for students use in the classroom. Some examples of technology training provided on our campus include iPad training, Google Docs, Doceri, and Twitter. All district facilities broadcast a public Wi-Fi signal that allows parents and community members to access online resources. Our campus utilizes our instructional technology specialist on a regular basis for technology integration, questions, trainings, supports, and needs. Our campus has a variety of tools like iPads, Google Apps, document cameras, along with other technology hardware/software to enhance teaching and learning. Our district technology

department offers ongoing support, trainings, and the TIA conference to provide opportunities for our teachers to effectively integrate technology in the classroom to increase student engagement, collaboration and critical thinking.

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	

At Lee Elementary, we incorporate several proactive strategies to support students on their educational journey towards higher education. Our Response to Intervention committee meets weekly to collaborate on individual students' performance and to provide academic/behavioral/emotional support, with additional resources and strategies to meet the needs of all of our students. Our campus uses AWARE to document students attendance, academic performance, and behavior. Parent and student activities are scheduled throughout the school year to allow parents to be part of their child's academic career. Our campus has a system in place to monitor student's attendance and to effectively address attendance issues. Each six weeks, students with perfect attendance are recognized at our Awards Assemblies. Parents are encouraged to be part of their child's education by promoting student success, valuing education and continuing the collaborative partnerships between home and school. Our campus provides opportunities for students to engage in college and career readiness week through guidance lessons, career week, school wide college days, and a variety of staff members sharing their personal journeys of college success.

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 Lee Elementary, there are support services and learning opportunities provided to enhance the academic experiences critical thinking of our students. All of our teachers who are serving GT students have received credit for additional course work and training in the field of Gifted education. Parents and families are provided the opportunity to refer their student for the gifted and talented program. The GT students share their creative



projects with the rest of the student body. One example was the toy museum. A chess club is offered after school for any interested student.

**McMath Middle School**  
**Denton Independent School District**  
**Debra Nobles, Principal**  
**Community and Student Engagement Survey**  
**2015-2016**

At McMath Middle School we believe that all of our students can be successful and that it takes all stakeholders to help them achieve that goal. Our population predominately comes from four elementary schools. Four very different elementary schools. One of our primary tasks is to include every child in the McMath family. In order to do this, we must work with the families and the community to provide a place where every child feels welcome, safe and cared for. And we have to work with all of our families to be sure that the value of education is understood. We expect every child to graduate from high school within four years of leaving McMath. We are very aware that our students come to us with vastly different experiences and it is up to us to help build the scaffold that will allow all of our students to be on a level playing field for the rest of their lives.

One thing that we are very proud of at McMath is the high level of expectations we have for the students. It is a real confidence builder for our students to be able to compete in UIL academic and fine arts contests knowing that they are continuing a long history of excellence. In order to prepare our students to be productive members of society, we recognize that we must prepare them for technology that we can only dream of and for jobs that have never existed before. We are constantly re-evaluating our academic programs and fine arts programs and looking for better ways to educate our population.

We continue to be active in the Texas Association of Middle Schools as a nationally recognized School to Watch.

The components in this survey target some of the areas that we are working on to help ensure that our students are going to be successful adults.

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 assessing fine arts programs?	Yes	
	Student	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?	Yes	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	

McMath Middle School, named after a beloved DISD band director, has always held the fine arts in high esteem. Our band consistently wins high awards at contests and UIL competitions. The jazz band won a very elite national award last year and has submitted a recording again for this year's contest. Orchestra, Choir and Band all received high scores in UIL competitions and festivals. Our art program grows every year...we had a record number of Jr. VASE entries as well as other showings in the community of our students' work. We have outstanding support from our parents for all student performances. The choir and theater arts classes worked together to stage a very complex and well received musical production this year. We are fortunate to have many instrumental collaborators from UNT working with our band and orchestra programs.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
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<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>The campus RN is available to meet with parents at the time of enrollment during the regular school year and during volunteered time during schedule pick up. Counselors and the nurse work together to provide timely information to our school community regarding health and wellness resources. The counselors provide all required education programs as well as additional responsive programs unique to our population. We focus on doing the right thing and kindness instead of the bullying behavior. Our students are very willing to report problems to the counselors because the counselors are out in the building and readily available for all students. The responses on safety surveys indicate that this approach is successful for our students.</p> <p>We also have a program on “making the right choices for your body” every year for the 8<sup>th</sup> graders. The Goffs, both pediatricians in Denton, volunteer an entire day to meet with small groups to provide factual information about the body changes the students are experiencing and discussing the consequences of making a bad choice.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Exemplary</b>

<b>Community and Parent Involvement</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 benefit the community?</b>	<b>Yes</b>
<p><b>This area has been a focus for the past 5 years. We now have active community, business and parent representatives on the Campus Leadership Team. Our volunteers include several people who do not have students enrolled in any Denton schools. A group from Robson Ranch volunteers in our PE class. We had a very successful program run by one of our volunteers that connected students with other students around the world and brought in expert guest speakers via skype on a variety of environmental and cultural issues</b></p> <p><b>This year we set a goal to provide more academic events for parents and students to participate in together. We had a very well attended evening meeting prior to STAAR testing to provide parents with individually prepared folders on the areas their child needed to improve in to be successful on state testing. PTA provided food and babysitting. The feedback after the meeting was very positive and we will expand this program in the future. Keep Denton Beautiful is a very successful community involvement program for our students. We work together to keep the campus and surrounding area clean and attractive. It has been good for both groups to work together. NJHS and GOAL both actively participate in a variety of community projects throughout the year.</b></p>			

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
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21st Century Workforce	Elementary Compliance	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	No	Recognized
	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	

We have college days and HIGH SCHOOL days at McMath. In order for the students to be well prepared for college/career we needed to first prepare them to do well in high school. The counselors have spent a great deal of time this year meeting with the students, developing four year plans and implementing Naviance.

We have actively recruited retired experts to volunteer in our technology classes. One of them, who signed up for an hour a week, is routinely volunteering 20 hours a week in our technology class. McMath participates in robotic contests and does well.

This year we also became a Strengths Based School, all 6<sup>th</sup> graders took the Gallup Strength Finder survey and participated in activities to develop those strengths.

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	

We provide information in Spanish routinely and have actively sought and hired bilingual staff members. The Spanish class continues to grow every year. We have doubled the number of students enrolled in a language program for next year. Our campus is also the Regional Day School for the Deaf middle school site. Sign language is a part of our everyday life here at McMath.

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	

We are committed to having technology embedded in instruction and not viewed as a “separate lesson to be taught”. McMath increased our presence in social media this year. We have a regularly updated Facebook account and has more than doubled in followers. In addition to the weekly phone call out, an email is also sent to every parent. We have found that our teachers learn a great deal from each other, so we are including a technology mini-session in our faculty meetings for teachers to share something they have found useful from the world of technology. Almost all of our teachers attend the district technology conference, TIA, in the summer.

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	

McMath uses the typical middle school teaming concept because it is the most effective means of keeping up with each student's needs. The teams implement RTI early and the results have been very successful. Attendance is consistently very high because intervention is done early. Teaching parents about the importance of attendance at the secondary level is an important part of our new 6<sup>th</sup> grade meeting.

Preparing the students for high school is part of our dropout prevention plan. We work with the students and the parents throughout the middle school years to help them succeed in high school and beyond. The GOAL program works with our feeder elementary schools in fifth grade to help make the transition to secondary school successful for all students. We also started a SciGirls program in collaboration with UNT to focus on encouraging Hispanic females to explore the world of science and take higher level courses leading to college majors and jobs in the science, math and technology areas.

We set a goal this year to increase communication with targeted parents about the value and importance of education for their children's future. This has been done with parent emails, counselor led parent information nights, and a college information wall.

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	

McMath is very involved in the UIL academic program. We actively recruit students to participate and encourage parents to help coach teams.

We have been district champions or runner up for the past 8 years. The chess club is also becoming successful. We hosted the first chess club invitational meet this year and had over fifty students from four district schools compete.



We have had a very impressive number of students participate in the Duke Talent Search program over the past years. We also encourage our students to nominate themselves for EXPO, with many of the self-nominated students qualifying for the program.

**McNair Elementary School**  
**Denton Independent School District**  
**Lacey Hailey, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

McNair Elementary School is a child-centered, nurturing learning environment. We are dedicated to insuring each child a quality educational experience which will prepare them to be successful and productive members of society. Our parents and community collaborate with us and support the mission and vision of our campus educational programs.

McNair offers a wide variety of programs to both encourage engagement and support student achievement. Those programs include; The Regional School For The Deaf, Student Council, Honor Choir, Minecraft Club, EXPO, ESL, Dyslexia, Reading Recovery, Speech and Language Therapy, Support Groups, and Tanner our Therapy Dog along with a host of other programs.

We have agreed upon the following mission, vision, and goals which are necessary to support the educational and developmental needs of each child. This document was completed by faculty and campus leaders as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school community.

**Motto:** Believe and Achieve

**Mission:** McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students.

**Vision:** McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

**Goals:** 1. McNair Elementary will improve Tier I instruction to decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 20% to 15%, and generate and increase in the percentage of students meeting and exceeding expectations on state assessments from 85% to 90%.  
2. McNair Elementary will increase student engagement and parent involvement as evidenced by an attendance rate of 97% and 7,000 volunteer hours.

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 district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Both Art and Music classrooms integrate UBD. This process has helped to encourage higher level thinking. We also provided ample opportunities for our students to exhibit their talents. Students participate in the following art exhibits: Texas Native Plant Contest, Youth Art Month Show at the GDAC, SCRAP Art Show, Art On the Square-District Art Show, Art and Jazz Art Show, and Black Light Art Show. Students are able to showcase their talents in the following ways: McNair Talent Show, Denton ISD Honor Choir, North Texas Children's Choir Commander Choir, Guyer Arts Show, Nursing Home Tour, and Black Light Show. In addition, in music, we have worked hard to create hands-on musical experiences for every student at McNair. These programs include keyboarding skills workshop, ensemble workshop, and day of drumming. We believe music and art go hand in hand. We collaborate throughout the year to encourage students to see this connection. Each student participates in a grade level, integrated art and music research study. Our goal is to not only connect with our students within the classroom, but to encourage them to connect with our surrounding community.

<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>	

McNair Elementary is committed to making sure that each and every child strives to attain a healthy lifestyle and make good choices in various situations. Our program encourages children to find a physical activity that they will be successful with, and incorporate it into their daily life. Our program promotes community health and wellness events by providing information regarding Health fairs, 5k runs, Zumbathons, Relay for Life and others. We are proud that our PE program was fortunate to receive over 50 Drum Fit kits. This is something that not only our students can enjoy, but was highlighted at our Fall Festival, as well. Our PE teachers have plans of offering fitness classes for our community with Drum Fit, as well. We provide resources and updates for the school through our PTA newsletter, Facebook and Twitter. We want our school and parents to be informed of the activities that we are doing in PE and also encourage them to participate in the current school/community events that are taking place. We continue to provide UNT/TWU students with the opportunity to observe/teach in our classrooms. Currently we have many groups providing student-lead instruction that covers all grade levels.

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

At McNair Elementary School, we have many opportunities for parents and community partnerships. Parents serve on our Campus Leadership Team and PTA Board. Parent volunteers and special programs for families, such as Kindergarten Round Up, Playground Meet-Ups, Library Time, Guppy Camp, Commanders Connect, Open House, Curriculum Nights and Family Math Night focus on academics and serves to strengthen the collaboration between school and community. Teachers and our campus communicate regularly with parents through webpages, Twitter, Facebook, Class DoJo, SeeSaw, newsletters, e-mail alerts and phone blasts so parents are informed of all activities on our campus.

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?	Yes	Exemplary
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?		
	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 McNair Elementary students are well prepared for future success. Children participate in learning experiences to teach interpersonal skills that employers emphasize as critical to graduates' success such as communication, team building, critical thinking and conflict resolution. Our campus counselor engages students and parents in various social and career activities including a "Dress as Your Future Career Day", Careers on Wheels events, and even interactive higher level thinking career-themed bulletin boards. Family Fun Math Night, Field Day, Choir, Student Council, and similar programs are just a few examples of the competitive events that foster workforce preparation. During College Week, teachers and students dress in their favorite college gear, college experiences are shared in each classroom, and doors are decorated in the teacher's college alma mater. We work to relate the students' current course work to college decisions and their future career choices throughout the year.

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	

We offer daily intervention time to provide support to our ELL students. All ELL students are placed with a certified ESL homeroom teacher. In addition, if needed, ESL pull-out support is offered. Academic LPAC's are held, in addition to BOY, MOY, and EOY, to provide interventions when students are failing, or to discuss exit from the ESL program if criteria is met. Communication is given to the parents in their home language when needed, and requested. ESL students who are struggling are brought to the Rtl committee, and the Reading Specialist provides additional Language Support when needed. The campus faculty has been provided SIOP, Differentiated Instruction, and TELPAS staff developments to aid in their instruction of our ELL's.

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 during library orientation every student watches the AUP video and digital citizenship is discussed. Students who are absent have to attend a makeup sessions. Every student agrees to the AUP before they are allowed to use computers for the year. Students are also asked every time they login to a computer if they agree to the AUP. The campus provides technology training on an as needed basis. The assigned Instructional Technology Specialist is on our campus once a month to train teachers on programs and software they want to know more about. We are also excited about our relationships with additional ITS staff that has been very supportive to our teachers this year. The district provides a public wifi signal that anyone may access. The librarian on campus regularly collaboratively plans and co-teaches lessons in the computer lab that engage the students in technology applications. Students learn to use online databases, eBooks, and other web 2.0 tools like word clouds and voice recording software. 4th and 5th grade students are also trained on how to use their Google Apps for Education. The 4th and 5th grade students know how to create documents and share them so they can work collaboratively in groups. Technology is actively used by students to effectively share what they have learned. Teachers also regularly use distance learning opportunities at McNair. Students get to engage with experts from museums and zoos to broaden their learning.

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	

At McNair Elementary School, we incorporate several proactive strategies to support students on their journey toward graduation. We have a Response to Intervention Committee which meets weekly to evaluate individual students' performance and match support resources with needs. The RtI committee has been drastically revamped this year to ensure we are correctly meeting the needs of all our students. The Denton Data Dashboard is used to monitor academic progress toward our campus goals, and is evidence of the district's commitment to continuously access real-time data to advance our continuous improvement efforts. Parent and student activity nights are scheduled frequently throughout the year as parents are an integral part of the McNair community. Twitter and Facebook are used to promote parent and student awareness of these many activities. Additionally, the McNair website offers links to important information, policies, and upcoming events for parents. Furthermore, the counselor's website offers links to information on Developmental Assets (designed to combat risk factors that can affect student success), guidance lessons, character qualities, and helpful websites to benefit our families.

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	

Compliance - At McNair Elementary all GT teachers have their 30 hours or endorsement and maintain 6 hours of updates.  
Parent - Parent support is available through the Denton Area Gifted and Talented PTA and the Texas Association for Gifted and Talented. The district also offers 2 parent information nights in the fall. At the campus level, parents are invited to open houses to view student work and projects. Third grade students and parents participated in a LEGO robotic showcase. Students demonstrated each robot's ability to complete certain tasks, and then taught their parents how to program the robot for a task, as well. Parents may nominate their child for the EXPO program. They also complete a survey about their child as part of the screening process.  
Student – Students may participate in extracurricular activities that reinforce a variety of academic and creative skills such as: Destination Imagination, Minecraft Club, Student Council and choir.

**Navo Middle School**  
**Denton Independent School District**  
**Mario Layne, Principal**  
**Community and Student Engagement Survey**  
**2015-2016**

Navo Middle School opened its doors in 2005, becoming the fifth middle school in Denton ISD and the first in the eastern portion of the district. Navo has established itself as a place that cultivates student success. In a short time, the school has accomplished successes academically, athletically, in fine arts areas, and in community outreach. Navo is known for a growing and diverse population that strives to succeed and strive to be inclusive. The school has played a large role in serving as a hub for Denton ISD families in the eastern region of the district. Students at Navo have the opportunity to take a variety of academic courses and take part in numerous activities. Navo has nationally-recognized programs such as National Junior Honor Society, Rachel's Challenge, and Student Council to help students develop leadership skills.

The mission of Navo Middle School, in collaboration and open communication with the learning community, is to empower our students to become self-confident, respectful, and responsible citizens through maintaining high expectations, embracing diversity, and providing a safe, positive learning environment.

Navo's credo is "pride, respect, and excellence", and the motto helps to ensure that students strive to achieve that doctrine every day. In striving to fulfill the mission, vision, values, and goals of Navo Middle School and Denton Independent School District, we operate under believing:

- In all members having the opportunity and responsibility to participate in the successful operation of our school.
- In striving to prepare students to be lifelong learners and responsible citizens in our current and future society.
- In fostering a safe and supportive environment that engenders mutual respect and equal opportunity for all.
- In supporting the learning community by fostering open and direct communication, establishing trust and collaboration, and providing our school family with the avenues to accomplish goals for student success.
- That all students can learn, and we must be sensitive to the diversity of their learning styles and developmental levels.
- In educators who are committed to the concept of a team-based curriculum that is student centered, challenging, relevant, and integrative. The curriculum emphasizes the academic, artistic, social, and physical development of the student.
- In educators who are knowledgeable about young adolescents, their educational needs, and who are committed to the use of varied instructional strategies and delivery systems.
- Each student has a responsibility for actively participating in his/her learning and achievement as well as demonstrating self-management skills.



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	

All fine arts courses are taught by certified and experienced specialists. TEKS are followed and represent the foundation our fine arts curriculum.

All performing groups perform publicly multiple times each year. Some of these performances are on the Navo campus, but others are at our district high schools, UNT, TWU, community centers and organizations such as Kiwanis, Lions, churches, etc. Additionally, the Navo Varsity Treble Choir was chosen to perform at Carnegie Hall during the spring of 2015.

Navo fine arts provides open classrooms where parents may come and observe classes. The public postings of our performing groups' contest results (which are also public performances which parents may attend) allow for access to evidence for assessing fine arts programs on this campus.

Private lesson teachers are available and on campus daily, and outside clinicians who are arts experts are invited to campus regularly. Information about local community and local university arts events is shared with students regularly through a variety of venues.

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	

During our registration/verification process and throughout the year, parents are given the opportunity to provide the school with information related to their students' specific food allergies.

Bully prevention/ awareness is addressed by the counseling department continuously throughout the year, but there is a plethora of instructional activities during the "Be The Voice" Bully prevention/awareness month. Students are involved in guidance and activities with the objective of educating students about how to recognize bullying, how to respond, and report. The administration has an information log that students can access to report alleged bullying. This is investigated by the principals and then referrals are made to the appropriate counselor. Staff are also provided information and posters that help them distinguish between peer conflict and bullying.

Navo does have a crisis management plan and a crisis management team to deal with traumatic events that would affect the entire building. The campus also uses the procedures established by the district counseling department in addressing individual student and staff situations where suicidal risks are evaluated. The counselor then provides the individual students or staff with appropriate resource information and crisis intervention cards that have crisis hotline numbers that can be called for assistance if not on campus.

Project Aware classroom guidance to all 6th graders. Required of Student Assistance Counselors to cover Texas House Bills 1942 (bullying prevention) & 121 (dating violence). Lessons reflect much time & preparation, are age-/developmentally-appropriate, are multimedia, highly enjoyable & effective. Lessons include:

- Differences among bullying, peer conflict, teasing, taunting & harassment.
- "Bully-proofing": How not to be a target of bullying & empowerment of the bystander.
- Cyber-Bullying & Internet Etiquette (cyber-safety).
- Respectful relationships.
- Resiliency.

In August of 2014, the student assistance counselor completed an all-staff presentation in which he reviewed data results from last school year's Student Risk Survey (SRS), which included in-depth review of student perception of bullying & other forms of violence on this campus; (B) The student assistance counselor created, laminated & provided to every classroom teacher 3 posters: 1) Anti-Bullying Expectations, 2) What is Bullying? & 3) What is Peer Conflict? Teachers reviewed these with their students throughout the school year; & (C) The student assistance counselor reviewed protocol for both staff & student reporting of alleged incidents of bullying. Additionally, the Student Assistance Counselor

facilitates the annual Student Risk Survey (SRS), which provides a wealth of data regarding student perception of bullying, cyber-bullying & other forms of aggression on this campus. Our counseling department continues this experience through a club called Friends of Rachel. Students participate in activities to bring awareness to bullying throughout the school year.

The Navo counseling department also provides information pertaining to community health and wellness, as needs arise for our students, parents, and community. The sharing of information is carried out in individual, small group, and community-wide presentations/events at the campus and within the community.

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	

**No longer.** Through membership on the campus leadership team, as well as membership in the parent teacher association, parents' input is welcomed and valued when school administration is considering implementing building-wide initiatives. All parents are urged to become members of our PTA and to become active and engaged participants in their children's education. Additionally, parent surveys are implemented to gain feedback on campus culture, district and campus initiatives such as our newly implemented grading practices, and ideas on the betterment of the Navo Middle School campus culture. For our future students and parents, we hold informational sessions that allow students and parents to have building-specific questions answered and to become familiar with the culture and climate at Navo. Our teachers strive to develop active and engaging lessons that allow our students to engage with and learn from each other. Through opportunities with Navo Student Council and National Junior Honor Society, our students participate in activities that benefit our community and provide them with opportunities to see the value in giving back to their community. We use remind 101 and also school messenger to communicate with stakeholders.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

Navo's CTE programs provide students with opportunities to strengthen their 21st century workforce skills through active and engaging instruction in technology education, business education, and family consumer sciences. The teachers in each program partner with business and community members and leaders to provide students with exemplars in the workforce. We hold campus-wide college and career fairs, as well as ensuring that students in our CTE courses are provided with opportunities for participation in career surveys. Navo counselors meet with students individually and in small groups to review plans for graduation and post-secondary education and employment through Naviance. Navo's career and technology education classes offer students hands-on learning that leads to increased awareness and success in developing and strengthening 21<sup>st</sup> Century Workforce skills.

<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>	

Annually, our entire staff is trained in the LPAC process. Teachers, administrators, and other staff members are instructed in their roles for ensuring the successful implementation of learning plans for our limited English proficient students. Through providing sheltered classes, incorporating the SIOP model, as well as immersing our LEP students into the regular education setting, the campus provides a vehicle for promoting students' exits from ESL within 3 years of the students' identification. Promoting parent involvement is a key component of our ESL procedures. All parent communication is provided in both English and Spanish.

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, all students are trained on digital citizenship and Denton ISD's Acceptable Use Policy by the campus instructional technology specialist. As new students enter the school throughout the school year, these students receive individual training as well.

Navo provides training and professional development opportunities for all teachers. This year, teachers have been trained on iPad usage, Google Docs, Teacher Access Center (Gradebook), Verso, All in Learning, and Office 365, as well as other tools. Teachers sign up for classes in Eduphoria. Parents and community members have the opportunities to learn about technology tools via the school website in the parent information section. Instructions and videos are posted to assist parents, but our instructional technology specialist is also available for face-to-face training.

Our campus has open Wi-Fi access under the name of Denton pub. Our students and staff also have access through denton staff and denton student. Our campus has an ITS (Instructional Technology Specialist) who focuses on successful technology integration throughout the campus. Our ITS is also connected to our feeder elementary campuses and provides training and professional development to staff and students. Additionally, the ITS co-teaches with teachers to effectively integrate technology into the classroom.

The campus teachers actively leverage technology to engage students in a BYOD atmosphere. Students are allowed to bring and use their own devices for active engagement in learning. Teachers are effectively using the flipped classroom models. Some have used Educreations, and some use Verso. Teachers are actively using Google docs and Office 365 as a means of learning online. Students have voice and choice in their learning.

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	

Any needs that arise for a student are addressed by a Response to Intervention model beginning with a teacher conference and proceeding through a number of intervention strategies before a referral for services is deemed necessary.

Navo monitors attendance, and we have procedures to prevent, reduce, and eliminate student absences and to minimize students being referred for truancy. The procedures require communication with students and parents pertaining to state attendance laws and the importance of good attendance as it results in higher graduation rates and overall student success.

Assistant principals take a leadership role in facilitating the procedures for maximizing attendance/minimizing absenteeism. Students who are at risk of having attendance issues have a scheduled meeting with their assistant principal. The assistant principal counsels the student on the importance of good attendance, as well as emphasizing Texas's mandatory attendance law. After meeting with the student, the assistant principal has the same conversation with the parent. We also offer incentives for attendance such as "Tech Time" during lunches for grade levels above 97% and less than 10 tardies.

Parents are invited to a number of meetings with Navo and high school counselors where they are given information about educational opportunities by which their students can pursue career and college goals and interests.

Navo uses the Naviance Family Connection program to help students discover educational and career strengths and interests. We then help our 8th graders create a 4-yr course of high school study by which they can pursue their goals. In Naviance, students identify their learning styles, and complete interest and personality trait inventories that create career clusters that correspond to the students' assessment and survey results. Students can then research careers in clusters and find colleges that offer degrees needed for those careers. Naviance involves the parent through the use of the Family Connection link. The counseling webpage also have a link to addresses the difference in earning potential based on level of education completed.

The counseling department addresses career education during "Be The Voice" Career Education month through student activities and speakers from careers related to the electives taught at Navo. The counseling department also taught character trait lessons in classroom during the school year. The counselors were also added to the Discipline Management Plan as a form of intervention.

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	Recognized
	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?	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 Navo Middle School, Gifted/Talented teachers have earned their 30 hour certification/ endorsement that is kept on file with the district G/T coordinator at the Professional Development Center. EXPO specialist maintain the minimum 6 hour updates each year which are also documented by our district coordinator. Denton I.S.D. provides at least 6 hours of training each year. The majority of EXPO specialist attend the Texas Association of Gifted/Talented conference as the budget allows each year.

Parental support is offered through Denton Area Gifted/Talented Association. Informational meetings are also available to parents at both the campus and district level. Parents are also encouraged to participate in field trips and are given the opportunity to speak to the class in their field of expertise. Destination Imagination is another opportunity that allows parents to become involved.

Our EXPO Handbook states that "referrals/nominations may come from faculty/staff, parents, community members or self-referrals." At Navo, this information is posted on our EXPO website, along with being placed on Navo's homepage under headlines/calendar, added to our marquee in front of the school during referral periods, communicated over the loud speaker during afternoon announcements, and placed on the daily scrolling announcements.

Our students are strongly encouraged to participation in both UIL academic events and fine arts competitions, Pre-AP classes, chess club, robotics, and advanced instruction in Algebra 1 and Geometry. Destination Imagination is another opportunity to reinforce teamwork, critical thinking, and become involved in community service.

Navo participates in Duke Tip Talent Search, which is initiated by our school counselors, contacting parents of potential students for this program. This program identifies academically gifted students. Our EXPO curriculum is written for gifted/talented students to offer advanced academic

variety in the core subject. Each grade level uses the TEA approved Texas Performance Standards Projects which includes an assessment system that encourages a high level of student performance in multiple levels. The TPSP is research based and project driven.

For the past two years, Navo gifted and talented students have qualified for and participated in the global finals for Destination Imagination.



**Denton Independent School District  
Erika Timmons, Principal  
Community and Student Engagement Survey  
2016-2017**

Our school motto at L.A. Nelson Elementary is “Where PRIDE begins and Learning Never Ends.” Our students, parents and staff are committed to ensuring that students have quality character along with knowledge and skills that are needed to become lifelong learners.

L.A. Nelson Elementary has many programs available to our students. This includes Student Council for our 5<sup>th</sup> Grade, EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, Choir, Running Clubs and Orchestra.

We have agreed upon the following mission, vision, and commitments. This document was completed by our Campus Leadership Team as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school commitment.

**Mission: We will grow as successful learners and make a positive difference in the world.**

**Vision: We will celebrate our safe learning community that is built on cooperation, communication and collaboration.**

**Commitments:**

**N: Needs based instruction**

**E: Everyone collaborating**

**L: Lead in a positive and respectful manner**

**S: Support our students, staff and school**

**O: Opportunity for critical thinking and creativity**

**N: Never give up**

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Fine Arts</b>	<b>Compliance</b>	<b>Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>Yes</b>	

We at Nelson Elementary are proud of our Fine Arts Program. The program is based on the Texas Essential Knowledge and Skills. Here are a few highlights of our program. Our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students participate in a choice-based visual arts program. The students' art work has been featured in several state, area and district art shows and competitions. The visual arts shows include the Scrap Store, TAEA, Greater Denton Arts Council and UNT on the Square. Our music department performs in multiple school concerts, local competitions, the Denton Arts and Jazz Festival, and the district honor choir. Parents are encouraged to learn about music education through our annual music open house. We promote school and community culture through the Liz Shopshier Event and the annual Fine Arts Night at Nelson Elementary. We are fortunate to collaborate with experts from TWU and UNT to promote school programs. Our students participate in our annual Talent Show and the PTA Reflections Contest. Parents have access to Artsonia, a website that posts their child's artwork, and the Art Room Facebook Page. Parents are able to provide feedback on grading rubrics and learning objectives on the music and teacher websites.

<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>	

Nelson Elementary is committed to happy, healthy students. Our school counselor provides appropriate bullying prevention education through guidance lessons and modeling on the morning announcements. She provides counseling resources and referrals to help support the social and emotional needs of our community. With the enrollment of each new student, we ensure that we obtain information concerning students' medical needs, to include food allergies. The school nurse provides information to our students concerning growth and development, hand washing, and brushing teeth. We continue to support physical wellbeing through parents, students, and teachers participating in events. Our students participate in multiple wellness activities including Field Day, Friends of the Family Safety Presentations, Jump Rope for Heart, Red Ribbon Week, the 5<sup>th</sup> Grade Track Team, Safety Patrol, Farm Fresh Friday, and Skate 101.

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	
<p>At Nelson Elementary, there are many opportunities for parent and community partnerships. Parents and community members serve on our Campus Leadership Team. Parent volunteers are encouraged to participate in Watch D.O.GS., All- Pro Dad's, and P.T.A. meetings. Our Student Council is involved in many projects to help the community including food drives and visiting the neighborhood nursing home. Teachers and administrators communicate to parents through newsletters, webpages, Twitter, Facebook, DoJo, and the Remind app. In addition, we offer the following opportunities for parental and community involvement: Diversity Day, Summer Reading Program, Fall Festival, 2<sup>nd</sup> grade Musical, Denton Animal Shelter Drives, Meet the Teacher, Parent/Teacher Conferences, Book Fair, Grandparents Day, Kindergarten Round-up Activities, and Field Trips.</p>				

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?	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	
<p>Nelson Elementary students participate in learning experiences that are designed to teach interpersonal skills, including communication, team building, critical thinking, and conflict resolution. 5<sup>th</sup> grade students take a field trip to the Advance Technology Center. Our campus offers competitive events to reinforce 21<sup>st</sup> century workforce preparation, such as the field day, the robotics club, STEM activities, and STUCO (Student Council). Our campus counselor engages students and parents in various social and career activities. Nelson Elementary offers several clubs, such as O.W.L.S. and Engineering Clubs to better equip students for the 21<sup>st</sup> century workforce. Once a month our campus has College Day where students and teachers wear college shirts in order to bring awareness to the importance of post-secondary education. Parents are invited to participate in the preparation of their child for the 21<sup>st</sup> Century Workforce through yearly parent-teacher conferences, parent curriculum nights, RTI meetings, and participation in the WATCH DOGS and All-Pro Dads programs.</p>				

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	Recognized
	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?	No	

The assistant principal and ESL specialist attend LPAC trainings at the district level. Every week a Tuesday Folder goes home with students that share school and community programs. We are able to offer some of the flyers in Spanish. The majority of our staff is ESL certified, which provides daily linguistic support for our English Language Learners. Teachers provide after school tutoring to ESL students who needed additional time to learn important academic content. Parents who speak Spanish and Arabic are provided an interpreter during IEP meetings, RTI meetings, and parent-teacher conferences. On-campus personnel is available to translate parent-teacher conferences in Spanish, or to help clarify necessary information. The campus makes translation requests with the district translator, with regards to pertinent information.

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	

The librarian teaches digital citizenship lessons (internet safety, digital footprint, etc.) and teachers share the AUP video with students. This year our campus was acknowledged with the Digital Citizenship Award. The public has access to Denton Public Wi-Fi via Wi-Fi hubs throughout the school. Nelson Elementary works with our instructional technology specialists to engage students and teachers in technology integration. This is accomplished by providing after school trainings, one-on-one trainings and working with students in the computer labs. 4<sup>th</sup> and 5<sup>th</sup> grade classes have been provided Chromebooks, and all teachers receive technological support from our campus ITS.

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	

At Nelson Elementary, we have several proactive strategies to support students. Teams collaborate during PLC's (Professional Learning Communities) to discuss the needs of students and ways to provide intervention. Our Response to Intervention (RTI) Team meets weekly to discuss students who are not making progress, and the A to Z teacher ensures that the needs of each child is being addressed. Our Attendance Committee meets throughout the year to review the data concerning attendance. Administrators and teachers make phone calls and send warning letters to parents if attendance becomes a problem. Students are given incentives to improve their attendance through the perfect attendance party. We engage students in college and career readiness activities by having "College A-Wear-ness Day." Nelson Elementary provides opportunities to reinforce the importance of education through weekly newsletters, Twitter, Facebook, and student activity nights. Students of all ages are engaged in college and career activities like Ready, Set, Teach, presentations from community members, and field trips to the Advance Technology Center.

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 L.A. Nelson Elementary, there are many opportunities to enhance the academic experiences of our students. All our teachers serving EXPO students have earned specialized professional development through the completion of gifted and talented coursework. The workshop model, class projects, and PROBE books allow all students the opportunity to progress through differentiated learning techniques. Our EXPO teacher meets with the parents of identified EXPO students to discuss goals during parent-teacher conferences. Parents, students, and staff are included in the EXPO nomination process, and the EXPO teacher informs the teachers of the traits and conditions that are requirement for EXPO placement. Our campus provides enrichment activities through our Robotics program, the 1<sup>st</sup> grade Cultural Fair (EXPO), STEM Activities, and Engineering Clubs. The education of students in the EXPO program is encouraged through the annual dinner/showcase. Parents and students are encouraged to volunteer through the Holiday Gift Shop and Robotics Club. This year a parent led the robotics team.

**Newton Rayzor Elementary School**  
**Denton Independent School District**  
**Cecilia Holt, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

Newton Rayzor Elementary is a Kindergarten through 5<sup>th</sup> Grade International Baccalaureate World School located in the Denton Independent School District in Denton, Texas. Newton Rayzor has been an authorized IB Primary Years Program Campus (PYP) for the past 7 years. PYP is a curriculum framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning. The PYP is flexible enough to accommodate the demands of the Texas Essential Knowledge and Skills and provides the best preparation for students to engage in the IB Middle Years Program.

The IB PYP Program addresses students' academic, social and emotional well-being, encourages students to develop independence and to take responsibility for their own learning, supports students' efforts to gain understanding of the world and to function comfortably within it and helps students establish personal values as a foundation upon which international-mindedness will develop and flourish. An aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3-12 age range.

Integrated within the PYP, Newton Rayzor Elementary offers several after school programs. Two of these programs were developed to combine rigor in academics while providing working parents with after school care. These two programs are Bridge Builders and Communities in Schools. Both of these programs are free to the school population, if the students qualify. In addition, Newton Rayzor has several clubs and groups, these include, Rayzor Runners (students learn the importance of exercise and goal setting), Cup Stacking (where the importance of speed and accuracy are learned), Drama Club, Groove Squad (an incentive program that combines the value of a job well done and dance around the world), Tamba Marimba Band, Orchestra, Ballet Folklorico, Art Club and Chess Club.

The written, taught and assessed curriculum at Newton Rayzor offers the students and their families an alternative to traditional curriculum and instruction. There is a balance between learning about and through subject areas, and learning beyond them. The PYP curriculum is defined broadly to include an approach to teaching and learning, in recognition of the fact that, in practice, the two are inextricably linked. The taught curriculum is the written curriculum in action. In the PYP, the taught curriculum is part of what the continuum of IB program calls the approaches to teaching (ATT). The taught curriculum reinforces the pedagogy of authentic learning that is inquiry-based and conceptually driven. The program is committed to structured, purposeful inquiry that engages students actively in their own learning. In this way, teachers can support them in constructing meaning.

Lastly, Assessment in the Primary Years Program identifies what students know, understand, can do and value at different stages in the teaching and learning process. The direct link between assessment and the teaching and learning process means that they must function purposefully together. Assessing the result of inquiry as well as the process of inquiry are important objectives of the program.

**Motto:** Changing the world by learning from each other.

**Mission:** We will empower all learners to be self-motivated, internationally-minded participants in a global society.

**Vision:** We will meet the needs of every student by:

- Providing differentiated instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere.
- Guiding learners to embody the IB Learner Profile and display the IB attitudes.
- Modeling service to others and empowering learners to take action.

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	

NRE offers music and art on a weekly basis taught by certified fine arts teachers. In addition, the students can participate in drama and multiple dance classes (Groove Squad and Ballet Folklorico). In orchestra, Tamba Marimba and Honor Choir students are provided the opportunity to learn an instrument as an individual and as a group. Multiple performances are given each year in all of these fine arts areas, including a NRE Fine Arts Night.

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	

As part of the standard operational procedures, NRE collects information from parents about their child's food allergies. In addition, the school sets up allergy free zones in classrooms and in the cafeteria. For example, a class may be a peanut free zone. These areas are identified with posters in all of these locations. As part of the Rayzor Runner program and 5<sup>th</sup> Grade Camp, the NRE students participate in several community events (e.g., Move for the Military, Boosterthon, DATCU 5K). Each Friday the students that qualify for the food program receive a backpack full of food to take home each weekend. The school's administrators' and school counselor work in tandem to reduce bullying by focusing on acceptance and understanding. The counselor heads up the crisis plan for students and staff with the support of the administration. Some example of assistants by NRE are: provided resources for students with cancer, ADD, parent death and staff mental help assistance, child's death and health related services free of charge. This year we have added a community based room to help parents and community connect to wellness, services and technology knowledge through a partnership with United Way.

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	

As part of the IB Curriculum students are required to take action to improve our community and world, some examples are: students volunteer at animal shelters, work with groups to “gather the clutter” (picking up trash), collect food for the local food bank, bring in gently worn clothes for children in need. Our fourth grade students recently took action with our special area teachers by making dog toys, writing letters to mental health patients and veterans, made worry dolls, and picked up trash. Parents and community members volunteer on a daily basis and work with students on academics, individual interest, just simply spending time together to talk, problem solve and enjoy each other’s company. Every week the school principal sends home a communication news letter that explains upcoming events, happenings and highlights students and/or staff. This includes a section for the PTA. All correspondences go home in English and Spanish.

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?	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	

The IB World PYP program believes good interpersonal skills, open-mindedness and good communicative skills are essential. These important qualities are embedded in the curriculum on a daily basis. The CLT consist of 2 parents, 2 community members and 2 business members. NRE is tightly linked to the two local universities. These partnerships allow for students to work directly with university students and staff. Community members are utilized through the IB Planners to promote a variety of 21<sup>st</sup> century workforce options. Fifth grade students are given the opportunity to visit the District ATC and learn about the future career possibilities and the connection between learning and career success.

Evaluation	Question Type	Questions	Answer	Campus Rating
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Category			(Yes or No)	
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>As part of the PYP program all students from the age of 7 must begin learning a second language. At NRE this is called World Language and Native Spanish speakers learn English and native English speakers learn Spanish. All correspondence to parents is provided in English and Spanish. Applications for iPads are used to translate between many languages including but not limited to Chinese, Arabic and Farsi. LPAC meetings are scheduled and staff members are trained in needed information for non-English speaking students and parents. The library has books available in multiple mother tongue languages.</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	
<p>We have made big strides in this area. Currently, NRE are working with PTA to incorporate iPads, Nooks, Chrome Books and PCs into the daily lives of the children. NRE strives to have a one-to-one program. The public Wi-Fi is weak and in need of opportunities to view a wide range of websites. The instruction technologists are housed at the middle schools or high schools and are often on elementary campuses. Technology is frequently utilized for student inquiry and research.</p>				

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	

Throughout the year, teachers and administrators have been proactive with attendance concerns. An Attendance Committee meets monthly and an administrator follows up with the parent with a letter, phone call or conference. This increased communication informs parents on the importance of understanding the connection between dropout prevention strategies and proper attendance. RTI is used on a regular basis to respond to the needs of the students. Parents are invited to attend all RTI meeting.

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	Recognized
	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	

Because NRE is an IB World School they are equipped with many curriculum, instruction and assessment that meets the gifted standard. The IB curriculum provides for natural inquiry and differentiation that supports gifted students. Any member, including community members, can nominate a child for the gifted program. We have examples of where mentors, parents and even children nominate themselves in hopes of being identified as gifted. Ms. Boodt has a EXPO meeting once a year to inform parents. Mrs. Holt also communicates EXPO testing windows in her weekly newsletters.

**Paloma Creek Elementary School  
Denton Independent School District  
Natalie Mead, Principal  
Community and Student Engagement Survey  
2016-2017**

At Paloma Creek Elementary School, our mission is inspiring passionate learners... The teachers, paraprofessionals, parents, and volunteers of this school seek to work together so that we can help each child reach their fullest potential.

Paloma Creek Elementary has many programs available to our students. We have student council for our 5<sup>th</sup> graders, 4<sup>th</sup> grade ambassadors, and 3<sup>rd</sup> grade public relations crew. Additionally, we offer choir for our 4<sup>th</sup> and 5<sup>th</sup> Grade students and 5<sup>th</sup> grade honor choir each semester. The artwork of students has been displayed at multiple venues for the community to view and appreciate. Extracurricular activities include Maker Space, Destination Imagination, Art Club, PE Club, and Book Clubs. We serve students of all needs through many different programs such as EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, Play Therapy, 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 completed by our campus leadership team as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school community.

**Mission: Inspiring passionate learners.**

**Vision:** We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrates success.

Works collaboratively as teams to ensure student success.

Is willing to constantly engage in professional conversations.

Discusses our curriculum in vertical teams.

Demonstrates a personal commitment to the emotional and academic success of our children.

Models acceptance of all.

Celebrates the successes of our students and teachers.

Is willing to reflect and adapt our instructional practices based on our continued learning.

Is an innovative school that uses technology to prepare our children for the world in which they live.

Has fun!

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

We will publicly support our children, staff, and school.

We will provide a school environment that promotes learning.

We will model, mentor, teach, and support one another in our professional development.

We will maintain a positive attitude.

We will engage in professional, open, and honest communication that is built on a foundation of trust.

We will implement our pyramid of intervention that will promote student success.

We will constantly seek to grow and develop as professionals.

We will evaluate each assessment for mastery with a rubric that corresponds with the grade level standards based report card.

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	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 assessing fine arts programs?	Yes	
	Student	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?	No	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	

The district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers multiple courses in visual and performing arts. The culminating products in fine arts courses are a variety of shows and/or performances (concerts, art shows, recitals, theatrical productions, etc.). Paloma Creek Elementary provides opportunities for our choir to perform at multiple venues throughout the community. They also compete and receive superior ratings. Our student artwork is also displayed at various locations throughout the community and several students have received awards for their artwork. We offered a silent auction in which collaborative art pieces were displayed for our community to purchase.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
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<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>Paloma Creek Elementary School is committed to fostering strong health and wellness habits in each student. Students develop these habits through daily periods of both self-selected and teacher-directed activities. Information that promotes healthy living is discussed in physical education and health classes. Strong emotional health is as important as physical health, and Paloma Creek Elementary is equally committed to this goal as well. Participation in school-wide campaigns like Red Ribbon Week, Say No to Bullying, and Boosterthon Fun Run encourages students to invest in creating a positive and inclusive school culture.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for students and parents to be actively involved together on campus?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to participate in activities that benefit the community?</b>	<b>Yes</b>	
<p>At Paloma Creek Elementary School, we have several opportunities for parents and community partnerships. Parents serve on our Campus Leadership Team. Special programs for students, such as our Annual Spring Fling Curriculum Night and Fine Arts Fair, Book Fairs, Boosterthon Fun Run, and Family Fun Nights focused on academics, strengthen the teamwork between school and community. Student Council members hold a drive to collect items for families in need. Teachers communicate weekly to bi-weekly with parents via classroom newsletters, webpages, social media (i.e. Facebook, etc.), and phone/email blasts so that parents are kept abreast of the happenings on our campus. PTA meetings always include a fine arts performance. Our teachers invite veterans and historians to provide living history performances each year. Progress is being made toward establishing a Watch D.O.G.S. (Dads of Great Students) program where school staff will collaborate with fathers, grandfathers, uncles, brothers, and other male role-models to be a positive presence for students in the academic setting.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	<b>Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?</b>	<b>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>NA</b>	

	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 Paloma Creek Elementary School, students are well prepared for future success. As early as Kindergarten, children are participating in learning experiences to teach interpersonal skills that employers emphasize as critical to graduates' success such as communication, team building, critical thinking and conflict resolution. Our campus counselor engages students and parents in various social and career activities. The science fair, field day, STEM Clubs, MakerSpace, and curriculum nights are just a few examples of the competitive events that foster workforce preparation. One of our favorite days at Paloma Creek Elementary school is our career fair day. We solicit support from community members and parents to talk with students about career opportunities. Our Robotics Club was a new addition this year and students were able to participate in a robotics competition.

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	

Paloma Creek Elementary provides ESL support for all our English Language Learners. Some communication is provided in the home language. Students are exposed to multiple languages promoting second language learning through all of our fine arts multicultural performances. Goal setting and monitoring of ESL student academic and linguistic progress is on-going and collaborative. In addition, PE has incorporated a Spanish/English "word of the day" to help promote exposure to another language.

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	

	Parent	Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?	No	Recognized
	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. Throughout the year, multiple opportunities are provided for all teachers to advance their skills and improve their practice regarding technology integration. This is evidenced by large and small group professional development, one-on-one coaching, and flipped-model learning. All district facilities are broadcasting a public wifi signal that allows guests and parents to access the WWW. 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, iPads, and other hardware/software to enhance teaching and learning. The district provides ongoing support and training on these tools so that our teachers can effectively integrate these tools to increase student engagement, collaboration, and critical thinking.

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	

At Paloma Creek Elementary School, we incorporate several proactive strategies to support students on their journey toward graduation. We have a Response to Intervention Committee which meets weekly to evaluate individual students' performance and match support resources with needs. The Denton Data Dashboard is used to monitor academic progress toward our campus goals, and is evidence of the district's commitment to continuously access real-time data to advance our continuous improvement efforts. Additionally, parent newsletters are mailed to all families with information emphasizing the importance of education, statistical information about higher education in relationship to earning potential, attendance correlations with school success and other such information. Parents are an integral part of our campus. Parent and student activity nights are scheduled frequently throughout the year to support academic growth.

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 Paloma Creek Elementary there are many support services and learning opportunities provided to enhance the academic experiences of our students. All of our teachers serving GT students have earned specialized professional designations through the completion of additional coursework and annual training in the field of gifted education. Parents were invited to participate along with their children in our Robotics Club. Parent support is also offered through DAGT and campus/district EXPO nights that provide information about identifying and supporting gifted children. Our campus provides enrichment through academic differentiation of daily lesson plans/tests/and class work.



**Pecan Creek Elementary  
Denton Independent School District  
Lacey Rainey, Principal  
Community and Student Engagement Survey  
2017-2018**

At Pecan Creek Elementary School, our motto is “Learning Together, We All Grow,” because we know that we only have a few short years to influence those that will lead our communities one day. The faculty, staff, parents, and volunteers in this school seek to work together so that we can help each child reach their fullest potential.

Pecan Creek Elementary has many programs available to nurture the needs of our students. 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.

**Mission:** “Learning together to make our world a better place.”

**Vision:** “We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment.”

**Values:**

- Creativity: We will model creative thinking and honor the creativity we see in students’ work.
- Leadership: We will create opportunities for students to learn and practice authentic leadership skills.
- Curriculum Development: We will model high expectations for learning and involve students in their own learning decisions.
- Advocacy for One Another: We will honor students who exemplify helpful, supportive actions toward others.

**Commitments:**

We will publicly support our children, staff, and school.

We will provide a school environment that promotes learning.

We will model, mentor, teach, and support one another in our professional development.

We will maintain a positive attitude.

We will engage in professional, open, and honest communication that is built on a foundation of trust.

We will implement our pyramid of intervention that will promote student success.

We will constantly seek to grow and develop as professionals.

We will assess each learning standard for mastery with a rubric that corresponds with the grade level standards-based report card.

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 Pecan Creek Elementary art teacher and music teacher provide TEKS-based fine arts courses. The opportunities provided to our students to participate in public shows and performances and promote school and community culture/climate include: PTA Reflections Program, Denton Arts & Jazz Festival, holiday performances, Drama Club, Choir/Orchestra performances, district art contests, and an annual fine arts showcase at our campus. Our teachers bring in experts to work with the students and both our music and art teacher are pursuing advanced degrees in their respective fields. Our Fine Arts teachers work collaboratively with parents to develop programs that are beneficial and enriching for our students.

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	

The Pecan Creek Elementary student enrollment packet asks parents detailed information regarding student food allergies. The nurse seeks further information, if necessary. The campus provides health and wellness information to students and parents through various technologies. The physical education teachers organize a yearly Boosterthon and Field Day and incorporate daily lessons to promote student physical activity. The campus counselor organizes and facilitates a bully prevention program and meets with classes to provide anti-bullying programs. The campus has a FRAT (First Responders to Allergy Team) and a BERT (Building Emergency Response Team) in place to assist student and staff during crises.

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	

Pecan Creek Elementary is extremely dedicated to promoting parent and community involvement. Parents are welcome at Pecan Creek Elementary and are highly encouraged to participate in their child's education. The campus has a large Parent Teacher Association (PTA). PTA meetings and events are planned and executed to promote active involvement in the campus. The PTA has a representative serve on the Pecan Creek Campus Leadership Team (CLT) and the CLT has additional representation of parents and community members. Our Fall Festival is offered to all community members to increase awareness and pride of our campus in the local community. Our Pecan Creek Student Council orchestrates opportunities for all students to get involved in and help their community. Teachers and administrators utilize various technologies to promote frequent communication. The most common forms of communication are conducted through School Messenger, Facebook, Remind 101, Freshgrade, Twitter, and newsletters.

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?	Yes	Exemplary
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	N/A	
	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	

The curriculum at Pecan Creek Elementary is aligned to the college and career readiness standards to ensure that our students are equipped with the necessary skillset to be productive citizens in a 21<sup>st</sup> century workforce. The Student Reading Inventory (SRI) aligns to these standards and parents receive information regarding how their student's reading level matches particular careers. The campus accepts student interns from a variety of university systems. Systems are in place to communicate with parents regarding 21<sup>st</sup> century skills and students are encouraged to utilize technologies to promote 21<sup>st</sup> century skills. Pecan Creek Elementary's EXPO program offers enrichment events to build and reinforce students' 21<sup>st</sup> century workforce skills. The first Tuesday of each month, the campus has a college day to promote college awareness which includes staff members wearing their college attire and students reading information about various colleges on the morning announcements. The Pecan Creek counselor organizes a school career day and brings in various service-oriented employees to present to the students.

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	

At Pecan Creek Elementary, second language acquisition is valued and promoted through the Dual Language program. During Kindergarten orientation, applications for the Dual Language program are provided to parents. Our Dual Language Committee coordinates events throughout the year to bring together the community for the purpose of supporting the Dual Language Program and cultural awareness. LPAC training is provided to the staff on an annual basis. Communication that goes home is provided in English and Spanish and the marquee is in English and Spanish to provide timely updates for parents. Pecan Creek Elementary has a system in place to promote students' exit from the BIL/ESL program within five years of identification.

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	

The Pecan Creek Elementary Librarian provides annual training for students regarding digital citizenship and acceptable use of technology. She differentiates the lessons so they are age appropriate for all grade levels. Additionally, at the beginning of each school year, the newly revised Student Code of Conduct and Technology Acceptable Use Policy are distributed to students and parents. Teachers are provided opportunities throughout the year for on-going professional development in technology. This includes professional development applicable to a classroom setting, as well as new district-based programs. All district campuses provide public Wi-Fi access. Our campus Instructional Technology Specialist provides ongoing support and practical ways to integrate technology in all content areas. Teachers at Pecan Creek Elementary are at different levels of technology integration; however, all teachers utilize the available technology to engage learners. The Campus Leadership Team is dedicated to enhancing our technology program through the purchasing of devices and the training of staff and students.

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	

At Pecan Creek Elementary, we have several proactive strategies to support students. Our RTI committee meets once a month to discuss the academic progress of struggling students. Each grade level maintains student tracking spreadsheets and teachers are expected to document interventions for all third through fifth grade students who were not successful on STAAR and all Kinder through second grade students that are progressing on the SEL/ELI and Kathy Richardson assessments. Universal screeners such as SRI, iStation, and Think Through Math are utilized to monitor movement between tiers. All data is documented in AWARE (Eduphoria). At the beginning of each school year, all grade levels host Back to School events designed to inform parents about the importance and value of education. We address the relationship between poor attendance and academic difficulties through ample communication with parents. Parent and student nights are scheduled throughout the year to highlight the importance of content specific careers such as S.T.E.A.M.

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 DISD Coordinator of Advanced Academics maintains all records to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours). The campus EXPO teacher provides a campus-based parent night and the district provides a district EXPO parent night. Parents and teachers are encouraged to nominate students for evaluation to participate in the Denton ISD G/T program (EXPO). Parents are informed of this opportunity at fall conferences. All students, including Gifted and Talented students, are provided opportunities to participate in extracurricular activities that reinforce a variety of academic and creative skills. Pecan Creek Elementary provides enrichment for Gifted and Talented students through a pull-out program two times per week. Students complete independent study projects and various enrichment activities deemed appropriate by the district-appointed EXPO teacher.



**Providence Elementary  
Denton Independent School District  
Julio Lopez, Principal  
Community and Student Engagement Survey  
2016-2017**

At Providence Elementary School, we want our students to understand that we are on the journey together to achieve the same goal...creating lifelong learners to be engaged citizens who positively impact their local and global community. The teachers, paraprofessionals, parents, and volunteers of this school seek to work together so that we can help each child reach their fullest potential.

Providence Elementary has many programs available to our students. We have a student council for our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders. Our music teacher plans and produces 3 PTA programs a years with our Kindergarten, 2<sup>nd</sup> and 4<sup>th</sup> grade students. She also works with an Honor Choir called the Providence Performers comprised of 4<sup>th</sup> and 5<sup>th</sup> grade students. 5<sup>th</sup> grade students also have the opportunity to participate in the Orchestra. The Providence staff serves students of all needs through many different programs such as EXPO, Dyslexia, Speech and Language Therapy, Reading Recovery, Literacy Groups, Counseling Groups, and much more!

Providence Elementary is a Professional Learning Community that strives to use research-based instructional strategies, use data to make instructional decisions and to work together to ensure that our students are successful. 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 completed by our staff as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school community.

**Mission:** Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

**Vision Statement:**

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused and engaged learning environment while educating students to their highest potential.

**Values:**

- **Professionalism:** We will conduct ourselves with the highest moral and ethical character while educating students to their highest potential.
- **Responsibility:** We will be well prepared and meet the objectives and goals of our students.
- **Commitment:** We will commit to look at students individually and challenge them to achieve their highest potential.
- **Respect:** We will honor, support, and embrace diversity in others.
- **Integrity:** We will conduct ourselves in a manner that demonstrates high standards of ethics and character.

**Teamwork:** We will collaborate to ensure that each person's needs are met.

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 district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. The 4<sup>th</sup> and 5<sup>th</sup> grade students are encouraged to participate in the district Adopt-A-School Art and Essay contests. Each year, Providence has students who receive trophies. Student artwork is featured in many community contests and exhibits. Students also have the opportunity to participate in the PTA Reflections contest which includes several modalities of art and writing. In a previous school year, one of our winners' entry moved on to the national level of competition. Students in Kindergarten, 2<sup>nd</sup> grade, and 4<sup>th</sup> grade music classes perform in musical programs for the PTA meetings during the school year. The Providence Performers, the 4<sup>th</sup> and 5<sup>th</sup> grade Honor Choir, perform in the community, at school events, the Denton Arts and Jazz Festival, and at the NRH20 Musical Competition. The Orchestra performs concerts and competes at the Sandy Lake Orchestra Competition. The two PE coaches train 5<sup>th</sup> grade students for the district track meet. Each grade level has opportunities to participate in trips to university or community sponsored plays, musical productions, and museums.

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	

Providence Elementary is committed to encouraging strong health and wellness habits in each student. Students develop these habits through daily periods of both self-selected and teacher-directed activities. Our students participate in Fitness-gram activities in PE classes. The fourth and fifth grade students participate in activities to qualify for Presidential Fitness Awards. All Providence students participate in a yearly fitness run and field day activities. Approximately 35 to 40 fifth grade students participate in a city-wide track meet. The school has a school wide bully prevention education program under the guidance of the counselor and supported by the teachers, students, and administrators.

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

Providence Elementary welcomes parent and community partnerships. Parents are an integral part of our school community and our students' learning. Parents serve on our Campus Leadership Team, and as classroom and campus volunteers. Fathers and other male figures volunteer as participants in the Watch DOGS (Dads of Great Students) program which is a national organization to encourage fathers to be involved in education. The Providence PTA is a very strong organization and supports the Box Tops for Education drive, Patriot Fair, the Family Dance, book fairs, and many other family events. They also donate funds raised towards technology or other student needs in the school. Teachers hold Parent Information Nights, Multicultural Nights (along with the parents), Hot Dog Socials, Math and Science Nights, Black History Night and Fine Arts Nights to bring parents into the schools to see what their children are learning. Teachers communicate weekly with parents via classroom newsletters, email, webpages, Sign up Genius, Remind 101, and phone blasts so that parents are well informed. Our counselor and teachers invite veterans, parents, and community members into the school to provide career and living history information to the students.

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?	Yes	Exemplary
	Secondary Compliance	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	Elementary	
	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 Providence Elementary, students are well prepared for future success. The children are all learning social skills and interpersonal skills necessary to be successful as future graduates and future employees in the areas of communication, team building, critical thinking, and conflict resolution. Our campus counselor engages students and parents in many social and career activities including a Career Day. During Career Day, community members and parents talk with students about career opportunities and necessary skills for their particular fields of work. Students learn to work out conflicts with others by working with our counselor using a technique called the "Peace Table." This prepares them to compromise in different settings and accept the ideas of others.

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	

Providence Elementary is a monolingual school that provides ESL services for ELL students that qualify for this program. Each grade level has at least one ESL certified teacher. Our campus has an ESL teacher that provides ESL pull-out services as needed and also does inclusion services for other students. TELPAS training is provided for those teachers that provide language arts classes for any ELL student. LPAC training is provided for the Assistant Principal, who serves as the LPAC chair, the ESL teacher, and the LPAC parent. Communication is provided for the parents in their home language. Students who qualify for Bilingual services are eligible to enroll in our sister bilingual school with transportation provided.

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 parents. Training is conducted so that each student is exposed to important digital citizenship information and practices for the campus technology. Throughout the year, multiple opportunities are provided for all teachers by the Campus Technology Integrator from the Middle School to advance their skills and improve their practice regarding technology integration. The campus librarian is also a strong resource for our staff in the use of our iPads and digital resources on campus. Acceptable Use Policy video training is required annually. Denton ISD offers staff, student, and the public Wi-Fi access. Teachers have a variety of tools like Google Apps for Education, Office 365, ceiling mounted projectors, and other technology hardware/software to enhance teaching and learning. They utilize iPads and chromebooks in the classroom. Each classroom is equipped with four desktop computers plus a teacher unit, and at least 15 iPads or chromebooks. The district provides ongoing support and training so that our teachers can effectively increase student engagement, collaboration and critical thinking. Lone Star TIA is held annually which is a great opportunity for staff to receive technology training.

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	
<p>At Providence Elementary, we are very proactive in supporting our students in their educational journey towards graduation. Our Response to Intervention Team meets several times a month to evaluate individual students' academic and behavior performance and consider support resources to meet their needs. AWARE data, the Denton Dashboard, and teacher input are all used to monitor academic progress toward campus and student goals. We utilize "loss of instructional time slips" for early release and late arrivals to let the parents know that every minute out of the classroom is a loss of instructional time. Our counselor utilizes her guidance lessons to discuss having learning goals and going to college. Parents are an important part of our campus culture. Parent and student activity nights are scheduled throughout the year to highlight academic goals.</p>				

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	
<p>At Providence Elementary, there are many support services and learning opportunities provided to enhance the academic experiences of our students. All of our teachers serving GT students have earned specialized professional designations through completion of additional coursework and annual training in the field of gifted education. Parent support is also offered through a campus/district EXPO night that provide information about identifying and supporting gifted children. Our campus provides enrichment through academic differentiation of daily lesson plans/tests/and classwork. Many of our students participate in teams of Destination Imagination. Parents and staff can nominate students for EXPO testing. Our EXPO students sponsor our annual Black History program and the Trash and Fashion Show.</p>				

**Tomas Rivera Elementary School  
Denton Independent School District  
Roshaunda Thomas, Principal  
Community and Student Engagement Survey  
2016-2017**

At Tomas Rivera Elementary School, our motto is “Where Every Child is a Star” as we affirm that each child is skilled, exceptional, and reserves the capacity to acquire complete knowledge and grow. Therefore, it is Rivera’s aspiration to cultivate each student’s talent and to equip him or her for life beyond the elementary school campus.

Tomas Rivera provides multiple opportunities for students and parents to be engaged in the campus. Additionally, we have several volunteers and mentors that actively support the students, staff, and campus. At Rivera, we believe parent engagement is a critical factor affecting the success of individual students and the school environment. We also believe high rates of student success are generally the result of three groups collaborating to provide the best opportunities for the future—teachers, parents, and the community.

**Mission Statement:** Our mission, in partnership with families and the community, is to promote academic excellence, and to develop responsible citizens, problem solvers, and life-long learners by providing an engaging and culturally diverse learning environment.

**Vision Statement:** Tomas Rivera Elementary inspires students to be active learners that are responsible, respectful citizens who exceed expectations.

**We want all Rivera students to be:**

- R** - respectful
- I** - innovative
- V** - versatile
- E** - exceeds expectations
- R** - resilient
- A** - actively engaged



<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>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>No</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 district's Fine Arts curriculum is TEKS based. Our campus extends Music and Art to all students and Orchestra to 5<sup>th</sup> grade students. This year, Rivera partnered with The Denton Dance Conservatory to develop an after-school dance club. Student products and Fine Arts achievements are displayed throughout the campus, as well as, individual student art being highlighted in the hallway entrance. Student art products are frequently entered in district and community art competitions. Students are able to take interest in and partake in Honor Choir and Art Club. Rivera Choir and Orchestra students routinely attend and are a part of local musical competitions. The Rivera Choir consistently performs in the community at fundraising events, local nursing homes, and varying parent programs. At Rivera, school productions advocate cultural awareness and diversity. Rivera students are afforded educational field trips in which they can observe Fine Arts in Action. The Fine Arts program integrates core content and core content family events.

<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>	

Tomas Rivera Elementary is committed to investing in a safe, healthy learning environment for all students. Parents are offered an area in which they can document students' health needs on the online registration form. The health concerns and allergies are documented and dispersed to all teachers and updated and re-sent as needed. Health education is instructed at each grade level and all grades participate in physical education. Health and P.E. are aligned to the TEKS. Rivera students receive the information and competence necessary about health and physical education to become adults that can make healthy and reasonable choices. The school nurse and Rivera counselors provide students and families with resources in relation to health and wellness. In addition, Rivera Counselors have implemented a Rivera Garden in which grade levels can go plant vegetables, learn how to care for the Rivera Garden, understand where and how healthy food grows and comes from, and the benefits of gardening as a holistic approach to health and wellness. The school cafeteria promotes and encourages healthy eating habits. Emergency drills and procedures are reviewed, discussed, and practiced to ensure all Rivera staff and students are knowledgeable with these procedures. Campus wide safety drills are operated on a routine basis. Our Communities' in Schools' program provided a Health Fair in conjunction with Appletree Registration. Additionally, UNT Play Therapy

plays a vital role with students who are needing therapy services. Play therapy is a method of therapy and/or counseling in which play is utilized in order for children to express their feelings and ideas more easily.

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

Tomas Rivera Elementary School offers a plethora of opportunities to bolster parent as well as community involvement. The Rivera Campus Leadership Team involves parent and community members. Rivera has fostered stable relationships and partnerships with local churches, local colleges, and universities. Rivera currently has a highly active mentoring program and is working on rebuilding the Watch D.O.G.S. (Dads of Great Students) program. Educational Nights include all core content areas and are used to relate parents and families to the classroom learning experience. Parents have the opportunity to emphasize and reinforce the role they have as engaging and active participants in the education of their children. At Rivera, we utilize many methods to keep parents updated on information and to advertise campus activities. These methods include the school website, newsletters, Wednesday folders, social media (Facebook, Twitter, blogs), and emails and calls through the School Messenger. Every school year, Fine Arts events and cultural productions are offered. Rivera also moderates events, such as community parent nights to involve parents. Speakers and presenters from the community are invited to offer students experiences and conversations with real world connections, which give students mentorship opportunities. The ways in which we keep the community, parents, and families involved and active within Rivera are involvement from: Grandparents in Education, the Suggestion Blog, PTA, Apple Tree, FUMC of Denton, Field day, Literacy Night, Book Fair, and Teacher Appreciation 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>Recognized</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

Our mission is to create responsible citizens, problem solvers, and life-long learners. Problem solving has been a focus this year with the incorporation of our STEM lab. Character development, social competence, and problem-solving skills are reiterated and reinforced consistently throughout the school day. The Rivera counseling program uses a Boyz to Men and Salvaging Sisterhood program to offer advisorship to the students that are at-risk. Rivera requests speakers every year during Career Week, and 5<sup>th</sup> graders frequent the Advanced Technology Center (ATC) to become knowledgeable about varying career opportunities. Technology and conceptual activities are integrated into the classroom on a regular basis. Middle school transition is provided for 5<sup>th</sup> grade students. Students are offered opportunities to assist teachers in classroom through The

STAR Works' Team. The Green Team is the recycling and "green" awareness crew that is introduced to the importance of recycling and its process while implementing these practices on the Rivera campus. Rivera also offers fourth and fifth grade students the opportunity to participate in Student Council, as a means for students to share ideas, interests, and concerns with teachers and school principals and to be actively involved in community service and campus events.

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	

Tomas Rivera presently has a one-way Dual Language Program from Kindergarten through 5<sup>th</sup> grade. The LPAC committee at Rivera is comprised of parents, teachers, and administrators. Each person is trained yearly, by the school district, in order to form proper educational decisions that influence English Language Learners (ELL). Information is given to non-ELL parents to educate them about the varying programs in the school community. A full time Bilingual/ESL Specialist is present and available at Rivera and works with the teachers to provide appropriate and meaningful instruction that is created and differentiated in such way that meets the needs of every ELL student. Furthermore, ninety-eight percent of Rivera's teachers are ESL certified. There is presently one of the district's Adult ESL programs at Rivera. Rivera has a high population of bilingual students and provides information to parents in both English and Spanish. Students dominant in English or Spanish do join forces and work together in order to fortify second language acquisition.

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	Recognized
	Parent	Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?	No	
	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	

The district's Acceptable Use Policy is administered to parents and students in the Student Code of Conduct. Throughout the school year, staff refer back to and emphasize this policy to students as needed. The Rivera Computer Lab is available for parents to receive support with on-line registration. A Campus Instructional Technology Specialist (CTS) is assigned to aid Rivera staff with technology integration, utilization, and boost student engagement. The CTS offers training and resources to teachers to help implement and instruct using technology as well as assist with technology lessons for the students. Classroom teachers utilize Chromebooks, iPads, and Prometheans. Laptop carts are available for teachers to check out and first grade classrooms were provided with digital readers. Denton ISD provides Wi-Fi for staff, students, and parents. Rivera is aiming to become a Common Sense Media Digital Certified Campus. The goal of this certification is to create students who are competent digital citizens who use technology safely, effectively, ethically, and respectfully. Rivera classroom teachers are equipped with either iPads or Chromebooks. Third through fifth grade classrooms have Chromebooks for daily use. An instructor was hired this school year to teach in the computer lab and instruct

the students in technical necessities such as coding, Microsoft Office, and Powerpoint skills. The Rivera News Crew covers important events and morning announcements digitally in the mornings. Through the school curriculum, students learn and partake in projects dealing with financial literacy in which critical thinking skills are developed through problem-solving, student conversations, and realia. The campus Librarian offers lessons to all students about how to use technology responsibly.

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	

School attendance is vital to students' success here at Rivera Elementary. District guidelines are all followed in regards to attendance. A campus wide attendance incentive program has been implemented to increase school attendance and to decrease loss of instructional time. STAR Student assemblies are incorporated to recognize students and classes with the highest attendance. Attendance has been tied to the Six Character Pillars of Success. Attendance and its importance is highly broadcasted with acknowledgement in the school wide assembly. During this assembly, bicycles are awarded through a drawing for perfect attendance. Attendance literature is also distributed to parents during registration. In order to promote school attendance, the district's attendance policy is sent home with all students. Newsletters are routinely given to parents regarding the significance of school attendance as well as the negative impact of loss of significant instructional time. Rivera has a school attendance committee that collaborates and meets to review attendance and brainstorm incentives to engage students in the school program. Throughout the school year, community members and public speakers are brought in to discuss with Rivera students the benefits of staying in school. Rivera students also receive mentoring and tutoring through the Communities in Schools' program.

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 Tomas Rivera Elementary School, academic enhancement is afforded through academic differentiation and SUCCESS intervention/enrichment time. Teachers at Rivera are given campus and district training on how to resolve and best serve the gifted student in the typical classroom. Several Rivera teachers have CE credits in the area of gifted and talented. Parents and/or teachers may propose a student for EXPO (GT) testing, and they are given the chance to provide their responses, observations, and feedback regarding this program and the process for referral. Parents and/or staff may also compose letters of promotion and advocacy in encouragement of the assets and capabilities of the recommended student. The gifted and talented students of Rivera are given several opportunities throughout the school year to make their learning evident. Gifted students participate in STEM activities to enhance and reinforce learning. Students are given many opportunities to participate in and create authentic projects in order to enhance their learning.**

**Savannah Elementary School  
Denton Independent School District  
Michael McWilliams, Principal  
Community and Student Engagement Survey  
2016 - 2017**

Savannah Elementary is a unique learning community with a dedication and commitment to students, parents and the community. Situated in the Savannah subdivision, we seek to make our school a vital part of the lives of the families we serve. We know why we exist. We exist to ensure learning for all students and provide them with the skills needed to be productive citizens of the global society. The preparation of young minds is our purpose.

Savannah Elementary has several programs available to our students. Student programs include: Savannah Student Council, Running Club, Real Men Read, Art Club, SAG – Savannah Actors Guild, and the Community Clean Up Club. In addition to these extracurricular activities and clubs we also have district programs such as EXPO, Dyslexia, Speech and Language Therapy, Inclusionary Services, Reading Recovery, Literacy Groups, Counseling Small Groups, Individual Counseling, Play Therapy, Social Adjustment Classroom, Music Therapy and much more.

Our staff has collaboratively developed mission, vision, values and goals for our campus. Our mission, vision, values, and goals drive what we do for students, parents and the community here at our school.

**Our Shared Mission is why we exist.**

*“Preparing for the Future, Today!”*

**Our Shared Vision is what we hope to become in the future.**

*Savannah Elementary will become a collaborative community of excellence that challenges students to reach their academic and social potential.*

**Our Shared Values is how we must behave to make our vision a reality.**

***Attitude:** We will maintain a positive environment of encouragement, recognition, humor and fun.*

***Communication:** We will openly interact with each other in a truthful and respectful manner to cultivate trust and productivity without fear of retaliation.*

***Innovation:** We will build a forward-thinking environment that keeps up with technology, best practices, and is open to unconventional ideas.*

***Respect:** We will value each other’s opinions and differences with open-mindedness and tolerance.*

***Team Work:** We will work together toward a common goal by sharing responsibilities while implementing our value system.*

**Our Shared Goal is what we feel we must do first as we embark on this work.**

*Savannah teachers will work to improve the rigor and quality of tier I instruction. Through reflection, assessment of instructional practices, review of formative and summative assessments, professional development and collaboration, we will identify best practices and implement them*

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	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?	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?	No	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	
<p>The district's fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers visual arts, orchestra, music, drama, and choir. Our campus embraces the arts and gives students multiple venues to showcase their work. Students engage in numerous fine arts activities. Activities include: grade level music programs, orchestra concerts, annual art show, end of year talent show, and periodic theatrical productions. In addition, many of our fine arts groups get the opportunity to compete and have always received superior ratings. Our choir performs annually at Six Flags Over Texas as part of their Holiday in the Park Celebration.</p>				

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	
<p>Savannah Elementary School fosters a strong commitment to health, wellness, and fitness. As a school, all students are required to engage in an exercise video each morning after announcements. These exercise videos are student-produced and introduce all students to fun, easy ways to be active. Our physical education teacher sponsors an after school running club that engages students, teachers, parents, and community members. The culminating activity for this club is participation in a 5k race. Annually the school sponsors a fun run. Periodically, we offer a salad bar to students. Students are exposed to information that can help and assist them to live a healthy life and to make good food choices. In addition, the school has sponsored a bicycle safety initiative to encourage wearing helmets and participated in school-wide campaigns like Rachel's Challenge and the MOVE program that encourages an active life-style. Emotional health is supported through classroom guidance lessons, counseling groups, mentoring and individual counseling. Parents are given opportunities to participate in Love &amp; Logic training annually.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Recognized</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for students and parents to be actively involved together on campus?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to participate in activities that help the community?</b>	<b>Yes</b>	
<p>At Savannah Elementary, we seek to partner with parents and community members. Parents are represented on the Campus Leadership Team. Administration has hosted four Mugs with Mac, town hall type meetings to discuss our campus and get feedback from parents and community leaders. Students benefit from programs like Watch DOGS (Dads of Great Students). In addition, the school hosts several family nights that support science and math. Teachers communicate with parents through weekly newsletters. Administration publishes a monthly newsletter and grade level maintain personal and team webpages, the nurse, principal and assistant principal all have active Twitter accounts, and the school has an active Facebook page. Phone blast and email blast are also utilized to keep our parents informed. As a result of our efforts volunteerism has increased significantly and true partnerships are being formed.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	<b>Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?</b>	<b>Yes</b>	<b>Acceptable</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>No</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>No</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	
<p>At Savannah we build the foundation of career and college readiness. We expose children to the importance of post-secondary education as early as possible. Our school has college days and career days. Our counselor includes these topics in classroom guidance lessons. These concepts are presented to members of the Savannah Student Council. This is a leadership development program on our campus that emphasizes topics such as organization, effective communication, team building, conflict resolution, and community service. As a campus, students have participated in can food drives, sock drives, pet food drives and other activities that impact our community.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>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>No</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>	

Savannah is an ESL campus. All teachers have been trained in strategies that have proven success with ESL students. Parents that require information translated into their home language are targeted and often given vital information one on one or in small groups. Parents who require this support represent less than 5% of our population.

<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>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?</b>	<b>No</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>	

At the beginning of each school year, the Student Code of Conduct and Technology Acceptable Use Policy is distributed to parents and students. This information is also available online. We highlight these policies in our parent and staff handbooks as well. Realizing the importance of technology literacy, our school encourages the use of technology to engage young learners. Increasing their technology competency is vital and done daily. Many of our classrooms utilize Nooks and iPads for instruction. Our PTA has recently provided two new iPads for each classroom on our campus. Students are given the opportunity to use technology daily in our labs and classroom computer stations. Numerous web-based learning programs are also used. Students have access to Classworks, iStation, Think Through Math and other learning websites both at home and at school. Our 4<sup>th</sup> and 5<sup>th</sup> grade students have the opportunity to apply for the Media Club. 5<sup>th</sup> grade students produce our daily announcement broadcast.

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?	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	

At Savannah Elementary, we incorporate several proactive strategies to support students on their trek toward graduation. This is not optional. We have a defined Response to Intervention process. The Student Intervention Team, a group of eight teachers, created professional development, intervention menus, and daily support of their peers to ensure the Response to Intervention process on our campus plays a vital role. We have operated as a professional learning community for 5 years. Teachers are aware that RTI is the work of the PLC. Much focus is placed on the quality of tier I instruction and the identification of best practices. The importance of school is communicated to students, parents, and the community. We utilize career days, college days, and classroom guidance to emphasize it. Clubs that address academic areas such as GLAM (Girls Learning about Math), Lab Ladies (a girls science club), and Real Men Read (a boys book club) target specific populations and their specific needs.

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 Savannah Elementary there are many support services and learning opportunities provided to enhance the academic experience of our students. All teachers of GT students have earned specialized professional designations through the completion of additional coursework and annual trainings in the field of gifted education. Parent support is encouraged through information boards, online orientation, newsletters and website. GT students benefit from EXPO classes and differentiated instruction within the general education classroom.

**Olive Stephens Elementary School  
Denton Independent School District  
Chris Rangel, Principal  
Community and Student Engagement Survey  
2016-2017**

At Stephens Elementary, our attitude is “whatever it takes.” Our staff collectively has this when working the learners within their classrooms. We strive to make all decisions based on the needs of the students. We do not make excuses for what is out of our circle of influence...we focus on what we can control, and with that comes the understanding that everything we do has to center around the students in the classroom, on the grade level, and on the Stephens campus.

Stephens Elementary has multiple programs available to our students. For all classrooms, we have our morning announcements. Each classroom has the opportunity to broadcast campus announcements from their homeroom setting. In our upper grades, we offer art club, cheer, choir, robotics and athletics club. In addition, we have a campus safety patrol composed of 4<sup>th</sup> and 5<sup>th</sup> grade students who apply and are selected by a campus committee. These students assist our campus in the mornings with arrival, breakfast and hallway monitoring. In 5<sup>th</sup> grade specifically, we have student council, orchestra, boys and girls leadership groups. For our younger learners, we offer pre-kindergarten, as well as PPCD. To meet the needs of all our learners, we offer EXPO, Reading Recovery, Math Intervention, Reading Intervention, Dyslexia, ESL, and Literacy Groups. In addition, we are currently the only campus in Denton ISD to offer Communications classes for children 3-5 years of age, students in grades K-2, and for students in grades 3-5.

As a campus, we annually reflect upon, review and revise our Mission, Vision and Value statements. We complete this process as a staff at the beginning of each school year. The reason we do this as a staff is to ensure that each voice is heard and consensus is gathered. This year, our staff agreed that these statements accurately reflect what we stand for at Stephens Elementary:

**Mission:**

Building A Community of Learners for Life

**Vision:**

To create a collaborative, purposeful learning environment; embracing all students while promoting risk-taking and problem-solving.

**Values:**

As professionals, we commit to working together while being positive and respectful.

<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>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>No</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>Yes</b>	
<p>The campus' fine arts curriculum is based on the Texas Essential Knowledge and Skills (TEKS). We offer multiple opportunities for students to explore the arts, including choir, orchestra and art club. These are in addition to the campus grade level music and art classes. In the area of fine arts, we have regular grade level performances, choir concerts, orchestra concerts, a fine arts night, a campus talent show and seasonal caroling throughout the community (all students may participate). In addition, our choir and orchestra participate in annual competitions. Our art club takes an annual field trip to the Museum of Art, and for the past 4 years, we have had students whose art work was selected to hang in the State Capital. To promote connection of the arts across campuses, we invite bands from both middle school and high school campuses to perform for our Stephens' students and families. In partnership with the community, TWU holds a music class on our campus. The TWU students observe and participate in the instruction of our students twice a week.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>Each year, our nurse takes an active role to ensure that food allergies are recorded and that information is provided to the appropriate personnel. Additionally, signs are posted on the room doors where certain allergies exist so that parents are aware, without providing confidential information, that certain food precautions must be taken. Our nurse provides regular emails to the staff on a number of topics related to overall wellness. She also holds staff trainings for CPR and how to appropriately administer the Heimlich Maneuver and Epi-Pen injections. With regard to safety, our counselor follows the district bully prevention program, which is available on her website. On the campus, she actively provides guidance lessons on bully prevention and holds various student groups to address the topic. Our counselor is also part of our campus crisis team. We hold monthly drills for our staff and students, ranging from fire drills to lockdown threat drills. Each teacher has a crisis folder with our procedures, a class roster and a photo of each student. We do this in the event that there is a substitute in the classroom. We also run various scenarios with our crisis team each month and after a drill or incident has occurred, we reflect on what practices could be improved upon. We also have direct walkie-talkie communication with the SRO next door at the middle school for extra safety. Each team has been provided with a walkie-talkie that they carry while at recess to ensure that communication to the front office can occur at all times.</p>				



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	
<p>At Stephens, many decisions are made through our Campus Leadership Team (CLT). Parents are active members of this committee. Additionally, we utilize parental feedback in the form of surveys. We take the DISD Climate and Culture survey results each year and analyze the feedback provided as a means to improve. We actively work to build connections between our campus and the community through such events as mentoring, tutoring, Dads Who Care, middle school mentors, high school PALS, garden work days, food drives, coat drives, community service projects, holiday assistance, community outreach partnerships, Adopt-A-School partnerships, off-site academic nights/registration/tutoring programs, and seasonal events such as caroling at Willow Bend Senior Living. On our campus specifically, we host academic nights for parents and students, field day, Grandparent's Day, college fair, career day, classroom field trips and celebrations, as well as encourage regular volunteering in the classrooms. All of these opportunities promote family involvement and participation.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?	Yes	<b>Exemplary</b>
	<b>Secondary Compliance</b>	Do the campus CTE programs include district and community stakeholders in an advisory capacity?	No	
	<b>Parent</b>	Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?	Yes	
	<b>Parent</b>	Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?	Yes	
	<b>Student</b>	Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?	Yes	
	<b>Student</b>	Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?	Yes	
<p>The Stephens campus serves students beginning at age 3. Our curriculum and programs help prepare students for future success. We believe in educating the “whole” child. We help do this by implementing high quality, engaging instruction (which has embedded problem solving and critical thinking), developing communication skills, and building social skills. Through the hard work of our counselor, Stephens has an annual career day event. We focus on local businesses, careers on wheels and careers that assist the community. Additionally, we have colleges attend this fair, which allows for UNT, TWU and NCTC to come and visit with our students about the importance of higher education.</p>				
<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	Does the campus provide yearly LPAC training for all required staff?	Yes	<b>Exemplary</b>
	<b>Parent</b>	Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?	Yes	
	<b>Parent</b>	Does the campus provide communication in both Spanish and English?	Yes	
	<b>Student</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?	Yes	
	<b>Student</b>	Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?	Yes	
<p>Stephens Elementary services ELL students who are learning English as their second language. The predominant languages on the campus are Somali, Urdu, Igbo, Swahili, Mandarin and Farsi. We offer communication in the native language of the students. In addition, we have translators available when verbal communication/conferencing occurs. Each year, the staff is trained on effective instructional strategies for teaching ELL students, and regular LPAC meetings are held throughout the year on students. Students are serviced daily and are closely monitored so that data may be taken on progress. Goals are created collaboratively with the Bilingual/ESL Specialist and the general education teacher based on the needs of the individual learner.</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 staff and students are provided with training with regard to the DISD AUP. On-going professional development is provided at the campus level to ensure that teachers have current knowledge of how to effectively integrate the latest technology in the classroom. This is provided through administration, teachers and our campus Instructional Technology Specialists. It is also heavily encouraged that staff attend TIA, which is an annual Technology Academy hosted by Denton ISD each July. This allows teachers to choose from a variety of sessions, all of which can focus around their interest and ability level with technology integration. On the campus, we utilize iPads, Chromebooks, Promethean Smart Boards, and Bring Your Own Device Days on a regular basis for instructional purposes. We will gain more through the digital rollout that DISD established last year. We will add 2<sup>nd</sup>/3<sup>rd</sup> grade classrooms. We also utilize the See-Saw electronic portfolio system for parent communication. Our campus has made a very conscious effort to highlight our school through our campus Facebook and Twitter pages, as well as classroom Twitter and Instagram pages. Teachers also use their Google Drives to create, share, and collaborate with colleagues. In the classroom, we are seeing Google Classroom being utilized more and more by students. We allow Wi-Fi access to students and guests utilizing our DISD PUB network. This allows for “safer” use of devices while in the school setting. Stephens is also a Digital Citizenship Certified School.

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	

At Stephens, we have full day Rtl meetings once every 6-week cycle to discuss all students, and weekly Rtl meetings to discuss the students who are not responding to intervention. In addition, we have a visual color-coded chart system for math and reading in each grade level so that teachers may regularly move students up and down to note progress with interventions or lack of progress. The students on these charts move fluidly throughout the year, so that we are always able to hold productive conversations based on the most accurate data. In addition, we have an attendance committee that meets regularly to discuss students who have a higher rate of absences. Parents are contacted routinely to discuss the importance of regular attendance, as well as the correlation between higher academic achievement and good attendance. We keep information posted on our school webpage promoting good attendance, as well as the policies enforcing it and research surrounding it. This year, we spent a lot of time through staff learning meetings dialoguing about effective engagement practices for learners in the areas of mathematics and language arts respectively. This helps to promote better behavior in the classroom setting, better relationships, less student discipline and higher attendance rates.

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	
<p>At Stephens, there are multiple opportunities to support and enhance the learning of our students. Each year, our campus EXPO teacher attends the required 6-hour refresher training, and we have her provide short refresher sessions to the staff throughout the year. This way, all of our staff members are exposed to effective strategies to meet these needs in their individual classrooms. Parents and teachers are part of our student referral process for EXPO, and parent support is offered through campus and district EXPO nights. Our campus provides daily enrichment to students through academic differentiation of lesson plans and instruction. We have also expanded our robotics and STEM opportunities for students as a way to enrich and extend the learning for students.</p>				

**Strickland Middle School**  
**Denton Independent School District**  
**Kathleen Carmona, Principal**  
**Community and Student Engagement Survey**  
**2016-2017**

Strickland Middle School was established in 1968 and is named after Chester O. Strickland, a former administrator and superintendent for Denton ISD. Strickland is known for creating “learners of today and leaders of tomorrow” in our classrooms and through our various clubs and organizations. Strickland students, staff and families are very involved in our school and community. Our staff and students participate in a variety of community outreach activities. For example, students have demonstrated this mindset by creating quilts to honor veterans, making toys for neighborhood daycares, taking part in numerous food drives for the needy, random acts of kindness, and playing musical concerts for the elderly in the community, as well as performing at the Denton Arts and Jazz Fest each year. Our staff assists parents with online registration by taking computers to the community centers in our neighborhoods and helping parents complete this process.

Strickland students, family and staff believe in working together to develop a solid academic foundation. We transition our sixth grade students to campus with our WEB program (Where Everyone Belongs). This transition program is led by trained eighth grade students and helps our sixth graders smoothly make that difficult transition to middle school. Students at Strickland can enroll in gifted and talented classes, enhanced and pre-AP courses, career and technology courses, and in dual-language programs that build on English and Spanish language skills.

Strickland also offers fine arts courses in band, choir, orchestra, handbells, art, and theater. We have a variety of athletics options available including football, volleyball, tennis, boys and girls basketball and track. More than ninety-five percent of Strickland students are involved in fine arts. All of our music performing arts groups, band, choir, and orchestra compete and have numerous opportunities to perform for our community throughout the year. In addition, Strickland has nationally-recognized programs like National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together. We have a very large, active and successful GOAL for both boys and girls (Guys/Gals Operating as Leaders) program which gives our students the opportunity to learn leadership and goal-setting as well as participate in soccer tournaments. Many Strickland students (130+) are involved in our Communities in Schools ACE program after school. Our Rachel’s Challenge Friends of Rachel Clubs do considerable community service projects within our SMS community and the Denton community as well. This program is a cornerstone of our Bully Prevention program.

Strickland has an amazing technology savvy staff. Every effort is made to help the students be successful and to assist them in reaching their maximum potential. PLC 4 REAL and Look 2 Learning strategies help our staff to continuously learn and improve our teaching and student learning. Our students regularly benefit from using five computer labs, computers in the classrooms, iPad carts, Chrome book carts, document cameras in all classrooms, Mobis, CPS systems and interactive projectors.

SMS has a very active, connected and supportive Parent Teacher Student Association. Their fundraising efforts include concessions at every home game, Viking Day, and hosting the Night of Shining Stars which supports our STAR program. The STAR program recognizes and rewards students for academic achievements, twice each semester.

Mission: The faculty, staff, students, and parents of Strickland are committed to providing educational experiences which develop individual potential while promoting and maintaining an atmosphere of respect and consideration for others and encouraging all students to become life-long learners of the world community.

This document was completed by our campus leadership team as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school community.

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 campus fine arts curriculum is based on the Texas Essential Knowledge and Skills. Our campus offers multiple courses in visual and performing arts, the majority of which are TEKS based. More than 95% of Strickland students are enrolled in fine arts courses. The culminating products in fine arts courses are a variety of shows and/or performances. All of our performances are very well attended by parents and families. All of our musical performing arts groups (band, choir, and orchestra) recently earned superior or excellent ratings at UIL competition. We have had several collaborative performances this year, including a combined Jazz Band – Show Choir performance and multiple handbells and band combined performances. We are fortunate to have access to numerous arts experts who provide valuable experiences for our students such as: private lessons, master classes, clinics, field trips, and guest artists/performances. Our fine arts programs are often showcased in schools and throughout the community during pep rallies, assemblies, athletic events, holiday performances, Denton Arts and Jazz Festival, and at the third annual Denton ISD Art Show at UNT on the Square.

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	

SMS promotes health and wellness on campus through PE, Athletics, Health class and guidance lessons. The Health curriculum emphasizes the teaching of healthy habits that students can take home with them and share with their families. Information on community health resources are provided and made available to all parents. SMS also has an extensive program with the counseling department to promote good communication skills and teaching assertiveness that aims towards limiting bully behaviors. We have school wide participation in the Rachel's Challenge Assemblies that stress anti-bullying, looking for the good in everyone, and treating others with kindness as well as a very active Friends of Rachel club. We transition our sixth grade students to SMS through a WEB (Where Everyone Belongs) program that is led by trained eighth grade students. SMS has a crisis team that meets throughout the year to discuss crisis prevention as well as procedures during a crisis.

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

Strickland Middle School always has community members on our Campus Leadership Team, and we invite all parents and teachers to participate. The PTA has a Facebook page and announces campus events on that page. All communication at Strickland is done in both English and Spanish. We also regularly have phone messages and emails that go out to our families in both languages to remind them of various events and important dates and happenings. We have many concerts, athletics events and art showings. We have a family library night monthly with a variety of programming for students and families. Our Industrial Arts classes reach out to the community by building toys for daycare centers. Our Garden Club grows flowers and vegetables for use by the school and community. Our 21<sup>st</sup> Century ACE after school program provides numerous evening opportunities for students and parents to interact with each other and with staff. NJHS participates in Trick-or-Treat for Unicef and collects pet food, toys and supplies for donation to the animal shelter. Our student council collects baby supplies for the Denton County Friends of the Family shelter. Strickland's Rachel's Challenge anti bullying program creates welcome bags for new students and recognizes members of our community with posters showing appreciation. Our GOAL program participated in the Serve Denton food drive and collected over 1500 lbs. of food for the local food bank.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

SMS has an emphasis on our students furthering their education after high school. The Talent Search program sponsored by UNT targets middle school students who are college bound and helps them with resources and guidance on getting into a college that is best suited for their interests. We also sponsor an "Education" week each year that places a huge emphasis on getting students interested in attending college or a technical school after graduation. Teachers include projects in their curriculum, we sponsor hall and room decorating contests, and colleges come to our campus during lunch to speak to students one on one. We also have a speaker that presents information on how college helped to shape their lives and careers. We have a Path to Scholarships program for our ELL 8<sup>th</sup> grade students to encourage them and assist them with preparation for college. Transition meetings for students and parents each spring emphasize college and career readiness along with choices in course selection at all grade levels. Our CTE courses all place an emphasis on getting students ready for the workforce by using "real world" projects and simulations that model what skills students need to be successful in the 21st Century. Our students have the opportunity to participate in UIL academic competition and robotics club and competition.

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	Recognized
	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?	No	
<p>In addition to yearly required LPAC training, our campus trains all staff on a variety of SIOP and ESL strategies to support our English language learners. All of our ELA teachers are ESL certified. Phone out announcements, newsletters, parent letters, parent meetings and the marquee are all done in English and Spanish so that most of our parents are able to understand and participate. Our ESL and Dual Language program provides a variety of services and programming to meet the needs of our diverse population. We have Two-Way Dual Language, Sheltered Instruction in all core content areas, as well as inclusion support for our ELL students. Monitoring of ELL student academic and linguistic progress is on-going and collaborative.</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	
<p>For students, there is a big emphasis on AUP and digital citizenship throughout the semester as well as the initial training done by our campus ITS at the beginning of the year. There are many opportunities for all teachers to learn new instructional technology integration strategies both before school starts each fall as well as ongoing professional development opportunities throughout the year. Our ITS teaches and models technology integration. Teachers also teach each other how to integrate technology and use technology for more effective formative assessment on the SMS Campus. Our campus has a wide variety of devices available to staff such as desktops, iPads, Chromebooks, mobis, document cameras and CPS units. Staff and students have access to Google Apps for Education, Office 365, IXL, Brain Pop, and other software and online tools to enhance student learning. We have family library night each month. Our focus for the adults attending several months this year has been technology training.</p>				



<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Dropout Prevention Strategies</b>	<b>Compliance</b>	<b>Does the campus have a system of intervention (<i>Response to Intervention</i>) for supporting all students?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?</b>	<b>Yes</b>	
<p>SMS uses AWARE and Google sheets for teachers, counselors and other staff to document RTI strategies in weekly meetings to support students both for academic growth and social growth. Teams meet regularly to discuss interventions and adjust as needed. During College Week the entire school participates in stressing to students that college is an achievable goal for any student who wants to attend. We participate in Talent Search and have a Path to Scholarships program. SMS has a systematic plan that addresses absenteeism. During course selection each year parents are provided with opportunities to learn about higher education and planning necessary to help their students achieve their goals.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	
<p>At SMS, our EXPO teachers serving GT students have earned specialized professional designations through the completion of the initial 30 hours of training in the field of gifted education and maintain 6+ hours annual update. Parental support is offered through DAGT and campus/district informational tables/meetings that provide information about identifying and programming for MS GT students. Input from parents is sought through an annual survey and opportunities such as chaperoning are made available to parents. Parents and/or students are able to refer for GT testing. Our campus provides enrichment through the UIL, Pre AP, Chess Club, and Robotics Clubs and advanced instruction in Algebra 1 and Geometry. Duke Talent search programming is available to identified academically gifted students. GT students also benefit from academic differentiation of daily lesson plans/tests/and class work.</p>				

**Woodrow Wilson Elementary  
Denton Independent School District  
Caleb Leath, Principal  
Community and Student Engagement Survey  
2016-2017**

Woodrow Wilson Elementary is a Two-Way Dual Language Bilingual Title 1 campus. Since 2000, Wilson has had many accomplishments, including transitioning to a Bilingual-Dual Language Campus, becoming a Title 1 campus, implementing a school-wide character education program, and overseeing school-wide renovations and a new library addition. Wilson earned their seventh Exemplary rating for the 2010-11 school year and has also been honored by “D” Magazine in 2005 as a Top 100 Elementary School, in 2004 Just For the Kids Honor Roll, and as a 2008, 2009, 2010, 2011 TBEC Honor Roll School. Since 2012 Wilson has received top honors with the new TEA accountability system, receiving distinctions in every category offered in the areas of Reading, Math, and student progress. For the 2015-2016 academic year, Wilson received TEA distinction designation awards for Language Arts/Reading and Science. Wilson’s success is a direct result of focusing on data and student learning, inspecting what we expect, and providing accountability with high expectations. Wilson has several activities to increase community participation such as Dual Language Activities throughout the year, All-Star Choir, Running Club, Orchestra events, Kinder informational meetings, PTA events, Math and Science Nights, Literacy Nights, Family Fitness Nights, Movie Nights, and Game Nights.

## Our Mission

Wilson’s mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

## Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.

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	

Woodrow Wilson students are taught music on a weekly basis. Every lesson includes movement, music reading, as well as singing songs from our culture and others. The Woodrow Wilson All-Star Choir performs at school and throughout the community providing parents with opportunities to attend as they see their child sing, dance and play instruments. We also offer students the opportunity to participate in a Ballet Folklorico and Art club for 4<sup>th</sup> and 5<sup>th</sup> graders.

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	

Food allergies are addressed at registration. We receive information from the community about sports camps to pass out to all students. Our two local universities are involved by sending interns and student teachers. Our wellness and PE program is designed to promote fitness and good health. We teach a variety of activities throughout the year so that each student may find something they enjoy and will continue for a lifetime. We have Mustang Marathon in the fall that encourages family fitness by walking or running 26.2 miles after school within 3 months. During the spring semester we start the Wilson Running Club. The Running Club participates in community 5Ks on weekends. The school counselor provides bullying/good character awareness with 6 weeks assemblies and by bringing in special guests once a year.

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

Parents and community members are involved in our Campus Leadership Team and help with planning initiatives. We have programs throughout the year that are specifically targeted to increase family involvement with our students' education. Once a year we have events for incoming kinder families before they register for the upcoming year.

<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>No</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

Our mission at Wilson is to prepare children to become productive members of their community. There are a number of ways children and parents are involved in career and college readiness as part of this preparation. As a Character Counts school, we promote interpersonal skills through character guidance lessons, awards, and assemblies. During the school year we have held college days, where parents, students and staff wore college shirts and staff shared about their college experiences. Every year our 5<sup>th</sup> graders go on a tour of the Advanced Technology Center where they learn about over 200 future careers. We also have many parents and community members who come speak during our Career Week. We held a robotics college parade where staff and students created college floats that the robotics team incorporated into a parade. Many community members and parents attended the parade. We emphasize goal planning and achievement through decision making, problem solving, and responsible behavior. In the classrooms this year we have focused on building habits in our students that will make them resilient learners. These habits are imagination, curiosity, self-awareness, perseverance, courage, zeal, and adaptability.

<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>	
<p>Woodrow Wilson is a Two-Way Dual Language Campus. Students that are enrolled in the dual language program learn 50% of the time in English and 50% of the time in Spanish. Communication to parents in the form of newsletters, phone messages, and events are provided in both English and Spanish.</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>Each year Wilson students view the district Acceptable Use Policy video and are reminded of their responsibilities as good citizens in a digital environment. Teachers are provided with technology training through classes, one-on-one coaching, and just in time staff development. Wilson is supported by an Instructional Technology Specialist stationed at a nearby middle school as well as on-site support by the librarian and a supportive community of experienced teachers. Denton ISD provides public WiFi access throughout the school. The focus throughout the school is on integrating technology to extend and communicate learning.</p>				

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	

At Wilson Elementary, several proactive strategies are incorporated to encourage a successful journey toward graduation. The Response to Intervention (RtI) Committee meets weekly to evaluate individual students' performance and provide resources when needed. E Schools Plus and Denton Dashboard are utilized to monitor both academic progress and attendance. School-wide emphasis is evident regarding regular attendance and punctuality to foster the value of school success. College and career week is an opportunity for students to explore other careers/vocations that might interest them and create a desire to further their education.

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 Wilson Elementary there are many support services and learning opportunities provided to enhance the academic experiences of our GT students. All classroom teachers serving GT students have had training in gifted education, with most having their 30 hours. Parents of GT students are given support and opportunities to affect their children's education through participation in DAGT and the District EXPO Advisory Committee. In addition to the EXPO class, our campus provides a variety of opportunities to further develop students' academic and creative skills. Student may participate in programs such as robotics, orchestra, choir, art club, and the broadcast team. Students excelling in math may take an advanced math class. Academic differentiation occurs on an individual basis as evidenced by teachers' lesson plans.

**W.S. Ryan Elementary School  
Denton Independent School District  
Mrs. Nicole Poole, Principal  
Community and Student Engagement Survey  
2016-17**

W.S. Ryan Elementary School teachers and staff members adopted a new mission, vision, and values this year as we embark on our new STEM journey. Our mission is “Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.” Our vision is “We believe that in order to support our mission, we will collaborate as a professional learning community to increase student engagement through the integration of STEM in our everyday learning, foster a safe and welcoming school culture and climate, promote high standards by encouraging our students to reach their highest potential, and engage in meaningful and ongoing professional development that will have a positive impact on student learning.” Our core values include Respect, Diversity/Cultural Unity, Encouragement, Perseverance, Innovation, and Lifelong Learners. We have implemented a multi-year plan to fully integrate STEM into all subject areas in our students’ everyday learning, as well as family engagement activities and extra-curricular clubs.

W.S. Ryan Elementary School met standard again last year, and is no longer on a Targeted Improvement Plan, although we continue our academic initiatives to facilitate ongoing improvement of student achievement. Teachers work in Professional Learning Communities to focus on student needs, based on continuous formative assessment data, to ensure quality instruction within classrooms. Questioning strategies have improved in the classroom, and student engagement has increased through meaningful, aligned, and rigorous instruction.

Community and student engagement have improved at W.S. Ryan Elementary. We have an active PTA that is dedicated to working with the W.S. Ryan faculty and staff to make the school a positive place for students to learn and grow. Many community organizations have partnered with our campus this year to provide student enrichment and support, as well as staff appreciation resources. Our Foster Grandparent program has continued this year, providing valuable support and mentorship to students. We continue to focus on increasing the involvement of parents and the community with the school through family engagement activities, volunteer opportunities, and community partnerships.

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	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?	Yes	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	

W.S. Ryan Elementary implements Denton ISD's fine arts curriculum through certified music and art teachers for all 650+ Kindergarten–fifth grade students. Fifth grade students also have the opportunity to begin strings instruction under the direction of an orchestra teacher. Art displays and competitions are organized by the art teacher and PTA, including the Denton Arts and Jazz Festival, Yearbook Cover Art Contest, Adopt-a-School Art Competition, and more. The choir teacher provides classroom instruction for all students while 4<sup>th</sup> and 5<sup>th</sup> grade students are also able to join an extra-curricular choir. Grade level performances are coordinated during the school day and evening performances are scheduled for parents. The choir, along with the 5<sup>th</sup> grade orchestra, present evening concerts for parents. The choir also performs at the Denton Arts and Jazz Festival, a competition at NRH2O, and a district-wide honor choir community performance. Each grade level participated in a field trip based on visual arts or a performance during the school day. These trips were funded and organized by the DISD fine arts director. A private vendor provides drama classes after school and a yearly performance. Students have also had the opportunity to share their fine arts talents through a yearly Spring Blacklight Fine Arts Performance, featuring our Choir and Dance Team, as well as student artwork. This year we created our first student Yearbook Club. This was the first year that our school yearbook was created by students! Our yearbook club members unveiled the yearbook cover and winners during one of our weekly school-wide assemblies, Wrangler Round-Up.



<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>	

During student registration, parents provide information regarding general health and specific issues such as allergies and medical conditions. The school nurse contacts all parents of students with health concerns to be fully aware of health plans. Food allergy alerts are posted in all classrooms with students who have specific food allergies. Students with health concerns that impact learning have 504 accommodation or special education plans. Many of our teachers are trained and certified in CPR. Significant time has been devoted to teacher and student education on bullying and conflict resolution strategies through the Counselor and Teachers. Red Ribbon Week is celebrated with an emphasis placed on making healthy life-time choices. Every year we participate in a Boosterthon Fun-Run and Field Day which promote a positive health and fitness mindset. The school partners with TWU to provide play therapy to students with behavioral and emotional needs. Our Building Emergency Response Team runs regular emergency drills throughout the year, and has piloted new procedures (in partnership with our local fire department) with fire drills, including giving teachers specific scenarios during a fire drill. We have a full-time Counselor who provides grade-level Guidance lessons, as well as individual and group counseling sessions, and lunch-bunch groups to help students work on valuable socio-emotional skills.

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

W.S. Ryan Elementary has an active PTA Executive Board that works together to improve the school environment. Much time is spent in providing an annual fall festival and a Spring Dance; both are well attended and are a significant source of revenue for the PTA. Our Campus Leadership Team is made of faculty members, as well as parent and community representatives. The CLT meets throughout the year to monitor Campus Improvement Plan progress, conducts a Campus Needs Assessment, and discusses alignment between campus budget and goals, and assists with planning major campus initiatives. Curriculum nights focused on Language Arts and Math were provided for parent training. We held our first annual Family STEM Night, which included hands-on Science, Technology, Engineering, and Math activities for families. Community organizations, including Mathnasium Denton, UNT, and Explorium, partnered with us and provided activities that evening as well. Communication in English and Spanish is shared with parents on a routine basis through a monthly newsletter, email blasts, and evening curriculum nights. The school marquee provides information on upcoming events in both Spanish and English, and the school website provides instructional and community information. Social Media, including school Facebook and Twitter accounts, are regularly used to promote school events. The students participated in a successful community food drive in the Fall. We have also hosted several orientation events in the Spring for in-coming

kindergarten students and their families. Our Pre-K and PPCD classes offer Family Engagement activities as well. We have active community supporters, including DR Horton, Trinity United Methodist Church, UNT, TWU, Mathnasium Denton, First State Bank, and various community members who provide time, and/or monetary or resource donations to our campus.

<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>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

An emphasis is placed on preparing students for their respective long-term futures. Information is given to parents through curriculum nights and middle school course planning for 5<sup>th</sup> grade regarding the rigor expected in secondary programs, college, as well as 21<sup>st</sup> century skills students will need to be college and career ready. 5<sup>th</sup> Grade transition and planning meetings are held with our students and middle school staff, to inform them of expectations and course planning for middle school, including opportunities for electives. Our Counselor provides classroom guidance lessons related to socio-emotional skills that will help prepare our students for the 21<sup>st</sup> century workforce, such as teamwork, collaboration, critical thinking skills, and problem solving. We implemented a monthly college day where teachers wear college shirts and speak to students about college opportunities and future career goals. We have also hosted numerous college student observers in our classrooms. Competitive academic events for students include: Hawk Eye Reader, Adopt-A-School writing, Destination Imagination, and robotics club. Our new Girls' Coding Club focused on career-ready technology/coding skills, and focused on engaging girls' interests in STEM-related careers. We hosted a family STEM night, which engaged families in STEM-related activities. Students from the UNT TAMS program provide frequent STEM enrichment lessons for our 5<sup>th</sup> graders.

<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>	

W.S. Ryan Elementary has a full bilingual program with one-way dual language in kinder through fifth grades. Our bilingual population continues to grow, and we currently have 2-3 Bilingual sections per grade level in K-5. LPAC training is provided to all teachers at least three times per year, and the exit criteria is followed based upon the guidelines set by the district. Bilingual students have opportunities throughout the day to interact with their native-English-speaking peers during Special Areas, lunch, recess, and special classroom activities.

Communication is provided to parents in both Spanish and English. Curriculum night information was provided to parents in Spanish, as well as English. Bilingual staff members support monolingual peers in parent conferences and with written communication. Monthly newsletters, email blasts, and all-calls are provided in both English and Spanish. Teachers also use a variety of communication methods for their parents, including emails, Remind 101 texts, newsletters, and classroom social media. Language of the day is practiced in all bilingual classrooms.

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	

Technology integration continues to be strong at WS Ryan Elementary with our new STEM journey. The librarian at WS Ryan provides annual training for students regarding digital citizenship and acceptable use of technology each year. Google apps, drive and forms have all been widely used and have added to the ease of sharing documents across the campus, as well as increasing engagement with student use and assessment. Training was provided on campus on the use of ipads, technology assessment programs (such as Socrative and Kahoot) and Twitter. One widely used app is class dojo which helps promote positive behaviors. Our campus also uses Classworks, Istation, and Think Through Math to improve student achievement. This year we piloted a Girls' Coding Club, which was featured in the Denton Record Chronicle in February. The Campus ITS's provided ongoing training on the use of instructional technology to all teachers multiple times throughout the year. 2<sup>nd</sup> – 5<sup>th</sup> grade teachers have completed their required chromebook training, and have or are in the process of receiving class sets of chromebooks provided by the district. District public wifi is available on campus for parents, and we open our computer labs during our registration week to allow parents without internet connections at home to use the computers on campus to complete their online registration requirements. We also have an office registration computer for new parents who come in throughout the year to register. We have increased our inventory of ipads and chromebooks for classroom use, and teachers are increasing their research units.

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	

	<b>Parent</b>	<b>Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?</b>	<b>Yes</b>
	<b>Student</b>	<b>Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?</b>	<b>Yes</b>
	<b>Student</b>	<b>Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?</b>	<b>Yes</b>

RTI is well organized at W.S. Ryan Elementary and meets at least once per week. Intervention is available to all students during Tier Time, during which a grade level is joined by interventionists, special education staff, and EXPO staff to provide targeted interventions and enrichment, based on continuous student formative assessment data. Teachers meet regularly in grade level PLC's to analyze data and plan instruction and interventions. In addition to Tier Time that takes place during the school day, tutoring is provided before school each day for students with significant needs. Saturday school was provided throughout the year to provide additional instruction to those who were not meeting standards on the assessments provided throughout the year in third through fifth grades. Each year we host a curriculum night at the beginning of the year, where the importance of regular attendance is emphasized. Attendance is monitored through frequent contact to those students, and their parents, who may have excessive absences. Perfect Attendance awards are advertised and given to students at the end of the year to those with perfect attendance and no tardies. We have also provided incentives/grade level challenges to those students who have the least amount of tardies. We also hosted curriculum nights throughout the year, focusing on Math and Language, to provide a time for parents to learn more about strategies to help their children at home, as well as grade level academic expectations.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	

W.S. Ryan Elementary is fortunate to have a full time EXPO teacher who is not required to divide instructional time with another campus. She participates in Tier Time and provides for those students who need enrichment. She coordinates competitive opportunities in which students participate, including robotics. Parent volunteers sponsor a Destination Imagination for our students after school, and they have competed in Lubbock this year. Parents are notified of referral time periods to refer children to the EXPO program, and teachers are given professional development regarding how to identify and refer likely candidates. We have significantly increased our bilingual population in the EXPO program and testing this year. Our EXPO students have presented their toy museum to our campus

this year, as well as demonstrations of projects for our Family STEM Night. The EXPO teacher, parents, and students also sponsor and run a Holiday Shoppe and Mother's Day Shoppe for our students in December and May.