

**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.

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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.