Sulphur Springs ISD Community & Student Engagement Local Evaluation for 6-8 Campuses 2016-2017

Fine Arts			Unacceptable	Acceptable	Recognized	Exemplary
Indicators		**Score**	1	2	3	4
1	Did your campus provide regular opportunities for students to participate in fine arts curriculum? Six Fine Arts Area: Band, Choir, Theatre, Orchestra, Dance, and Art		A full range of offerings is offered in 1 or 2 fine arts area.	A full range of offerings is offered in 3 or 4 fine arts area.	A full range of offerings is offered in 5 fine arts area.	A full range of offerings is offered in all 6 fine arts area.
2	What percentage of actual students participated in fine art programs? Data Viewed Here		Percentage goals meet in 0 fine art area.	Percentage goals meet in 1 or 2 fine art areas.	Percentage goals meet in 3 or 4 fine art areas.	Percentage goals meet in all 5 fine art areas.
3	Did your campus host 3 or more Fine Arts events in which the community or parents were invited to attend? *Examples: art, theatre, choir, music, band, guest speakers, artists, musicians, and/or field trips.*		Less than 2 opportunities for students.	3 opportunities offered for students.	4 opportunities offered for students.	5 opportunities offered for students.
Total		0	3 to 4	5 to 7	8 to 10	11 to 12
Rating		Unacceptable				

Wellness and Physical Education			Unacceptable	Acceptable	Recognized	Exemplary
Indicators		**Score**	1	2	3	4
1	*Does your campus fully participate in the Dare to Dream program?*		No			Yes
2	Did your campus participate in community involved, well-being, or health-related events? Examples: Jump-a-Thon for the American Heart Association, Walk to Cure Diabetes, track meets, Relay for Life, or a community health fair or shot clinic.		0 opportunity for students.	1 opportunities offered for students.	2 opportunities offered for students.	3 opportunities offered for students.
3	Did your campus provide opportunities for students and parents to attend events that focused on wellness, emotional health, or overall wellbeing for students? *Speakers such as SRO and Counselors, Speakers, PTO events, video presentations, clubs, campus initiatives.*		0 opportunity for students & parents.	1 opportunities offered for students & parents.	2 opportunities offered for students and parents.	3 opportunities offered for students and parents. For District 34+
	Did your campus provide opportunities for employee wellness? *Examples: Biggest looser contest, health fair, flu shot.*		0 opportunity for students.	1 opportunities offered for students.	2 opportunities offered for students.	3 opportunities offered for students.
Total		0	4 to 6	7 to 9	10 to 13	14 to 16
Rating		Unacceptable				

Community and Parental Involvement			Unacceptable	Acceptable	Recognized	Exemplary
Indicators		Score	1	2	3	4
1	Did your campus provide parents and community members opportunities to engage in school activities after school hours? *Examples: Open House, math night, etc…*		Less than 2 opportunities.	2-3 opportunities.	4 opportunities.	5 opportunities.
2	Does your campus have a successful community partnership? *Church Group, business, etc…*		No			Yes
3	Did your campus use a variety of communication tools to inform parents of school news and information? *Examples: Facebook, twitter, eBlasts, email, Skyward email, program related emails, teacher communication, communicated schedules.*		1 communication tool.	2 communication tools.	3 communication tools.	4 communication tools.
4	Did your campus provide parents and community members opportunities to be involved in educationl support activities and/or helpful activities during school hours?		No			Yes
Total		0	1 to 6	7 to 9	10 to 13	14 to 16
	Rating	**Unacceptable**				

21st Century Workforce Development			Unacceptable	Acceptable	Recognized	Exemplary
Indicators		Score	1	2	3	4
1	Did your campus host or participate in a College/Career activity during the current academic year?		No			Yes
2	Were technology applications integrated and blended into student learning?		0-25% of teachers observed.	26-50% of teachers observed.	51-75% of teachers observed.	76-100% of teachers observed.
3	Did your campus give students the opportunity to participate/have access to 21st century learning tools to enhance student engagement/learning?		0-25% of students have access to technology for learning.	26-50% of students have access to technology for learning.	51-75% of students have access to technology for learning.	76-100% of students have access to technology for learning.
4	Did your campus offer the opportunities for students to participate in Career and Technology Education courses, project-based learning opportunities, or other instructional activities reflecting the needs of 21st century learners? *Other examples: Project-based learning, labs, Dual Credit, AP courses*		No			Yes
Total		0	1 to 6	7 to 9	10 to 13	14 to 16
	Rating	**Unacceptable**				

Second Language Acquisition			Unacceptable	Acceptable	Recognized	Exemplary
Indicators		Score	1	2	3	4
1	Did your campus English Language Learners meet or exceed progress according to STAAR test results in the previous year?		0-49% met or exceeded progress.	50-59% met or exceeded progress.	60-69% met or exceeded progress.	70% met or exceeded progress.
2	Does your campus effectively document and impliment the ELPS for ELL students? *Observed on lesson plans or walk through observation sheets*		0 - 49% Teachers effectively document and impliment ELPS.	50 - 59% Teachers effectively document and impliment ELPS.	60-69% Teachers effectively document and impliment ELPS.	70-100% Teachers effectively document and impliment ELPS.
3	Did your ELL demonstrate development in progress as it relates to TELPAS?		Below state standard.	At state standard to 3 points above state standard.	4 points above state standard.	5 or more points above state standard.
Total		0	3 to 4	5 to 7	8 to 10	11 to 12
Rating		**Unacceptable**				

Digital Learning Environment			Unacceptable	Acceptable	Recognized	Exemplary
Indicators		Score	1	2	3	4
1	Did your campus provide digital learning professional development opportunities for teachers?		<25% of teachers participated in a minimum of 6 hours of instructional technology professional development.	26-50% of teachers participated in a minimum of 6 hours of instructional technology professional development.	51-74% of teachers participated in a minimum of 6 hours of instructional technology professional development.	75-100% of teachers participated in a minimum of 6 hours of instructional technology professional development.
2	Do parents have access to online resources to monitor student learning and progress?		No			Yes
3	Do students regularly integrate use of technology and digital learning resources during classroom instruction?		0-25% of teachers observed.	26-50% of teachers observed.	51-75% of teachers observed.	76-100% of teachers observed.
4	Do all students have access to technology for learning? If no, how do we support?		0-25% of students have access to technology for learning.	26-50% of students have access to technology for learning.	51-75% of students have access to technology for learning.	76-100% of students have access to technology for learning.
Total		0	1 to 6	7 to 9	10 to 13	14 to 16
Rating		**Unacceptable**				

Dropout Prevention Strategies				Unacceptable	Acceptable	Recognized	Exemplary
Indicators			Score	1	2	3	4
1	Did your campus provide events that had mentoring and/or character building components to it? *Examples: Dad's night, lunch buddies, reading buddies, tobacco awareness, character program*			0 or 1 events/ opportunities	2-3 events/ opportunities	4 events/ opportunities	5 events/ opportunities
2	Did your campus offer multiple opportunities for students to participate in an extra-curricular activity or club?			0-69% students participate in an extra curricular activity or club.	70-79% students participate in an extra curricular activity or club.	80%-89% students participate in an extra curricular activity or club.	90% or higher students participate in an extra curricular activity or club.
3	How often does your campus actively review campus attendance data? *Data Sources: Skyward, eSPED, individual student documentation with pattern of absences.*			End of Semester	End of each grading period	Monthly	Weekly
4	Are school counselors avaiable at anytime to visit with a student about life issues?			No			Yes
5	Are students offered opportunites to make up reading levels through a reading recovery program on campus?			No			Yes
		Total	0	5 to 8	9 to 12	13 to 16	17 to 20
		Rating	Unacceptable				

Gifted and Talented				Unacceptable	Acceptable	Recognized	Exemplary
Indicators			Score	1	2	3	4
1	Teachers participate in professional learning opportunities that help them to best serve all gifted and talented stdents' individual needs.			<100% GT teachers meet state training requirements.	100% GT teachers meet state training requirements.	Completion of #2 requirement and 6 or more additional hours of training.	Completion of #2 requirement and 6 or more hours of additional training, including resources and release time for curriculum development.
2	Assessment instruments and Gifted and Talented identification procedures provide all students from all student populations an equal opportunity to demonstrate their abilities.			Only nominated students are assessed with one qualitiative identification measure	Only nominated students are assessed with at least two qualitative measures and one quantittive measure.	All kindergarten students along with nominated students are assessed with multiple qualitative and quantitative measures.	All kindergarten students and all students in at least one other grade level, along with nominated students, are assessed with multiple qualitative and quantitative measures.
3	Identified gifted and talented students are assured an array of learning opportunities commensurate with their abilities.			Students are provided opportunities to work individually on extensions of the curriculum within the regular classroom.	Students are provided opportunities to work individually and with partners on extensions of the curriculum within the regular classroom.	Gifted/talented students are ensured opportunities to work together as a group as well as with other students, and individually, on extensions of the curriculum.	Gifted/talented students are ensured opportunities to work together as a group as well as with other students, and individually, on extensions of the curriculum and on independently selected projects in order to meet the needs of individual students.
				1 to 4	5 to 7	8 to 10	11 to 12
		Total	0				
		Rating	Unacceptable				