

LEVELLAND ISD 2016-17 Levelland ISD COMMUNITY AND STUDENT ENGAGEMENT TOOL
(Each category must have some evidence connecting to the criteria)

		<input type="checkbox"/> Exemplary 3 pts	<input type="checkbox"/> Recognized 2pts	<input type="checkbox"/> Acceptable 1 pt	<input type="checkbox"/> Unacceptable 0 pts
<p>Select three (3) Categories for CaSE Choice and mark with a check</p>	<p>Category</p>	<p>Consistently: Uniformly Throughout the year Highly predictable Planned</p>	<p>Generally: Common practice Predictable Typical Somewhat planned</p>	<p>Occasionally: Sporadic Random Irregular By chance</p>	<p>Rarely: Infrequent Non-existent Minimal Hardly ever</p>
<p><input type="checkbox"/></p>	<p>Community and Parent Involvement</p>	<p>District consistently provides multiple opportunities for parent and community involvement</p>	<p>District generally provides multiple opportunities for parent and community involvement</p>	<p>District occasionally provides multiple opportunities for parent and community involvement</p>	<p>District rarely provides multiple opportunities for parent and community involvement</p>

PTA/PTO involvement at district and campus levels
 Focus on Schools related activities - Parent Volunteer Program
 Back to school orientations
 Extracurricular events that include and encourage community involvement
 Communities in Schools Program -- ACE
 Climate surveys of parents, community members, etc.
 Materials and training provided in multiple languages to parents and community
 Educational Foundations
 Programs engaging parental/community involvement(meet the teacher, food drive)
 End of year programs including parents - highlighting successes of students
 College/Career counseling programs and/or College/Career Fairs
 Communication with parents/community via Facebook, Twitter, Parent portals, etc.
 Freshman/New Family orientation opportunities available
 Use of newsletters to communicate with parents, community members, etc.
 Activities related to college/career fairs (assemblies with businesses, higher ed)
 Documentation of IEP, Personal Graduation, 504 plans
 Number of active Boosters
 Number of volunteer opportunities coordinated by district/campuses
 Literacy and Math Night opportunities for parents and community members
 Other:
 Other:

<p>Evidence:</p>	
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<input type="checkbox"/>	Fine Arts	District consistently provides opportunities for students to receive instruction in fine arts including visual and performing arts.	District generally provides opportunities for students to receive instruction in fine arts including visual and performing arts.	District occasionally provides opportunities for students to receive instruction in fine arts including visual and performing arts.	District rarely provides opportunities for students to receive instruction in fine arts including visual and performing arts.
	Criteria	Participation in UIL sponsored activities/competitions (choir, art, etc.) Participation in non-UIL competitions (DI) Student art exhibits on or off campus Number of students completing more than one fine arts credit Number of Fine Arts course offerings/clubs (i.e. set design, Ag fine arts, etc.) Music Memory/Picture Memory –UIL opportunities related to fine arts Other: Other:			
<u>Evidence:</u>					

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<input type="checkbox"/>	Wellness & Physical Education	District consistently provides opportunities for students to receive instruction in wellness & physical education.	District generally provides opportunities for students to receive instruction in wellness & physical education.	District occasionally provides opportunities for students to receive instruction in wellness & physical education.	District rarely provides opportunities for students to receive instruction in wellness & physical education.

- Criteria
- Number of PE course offerings (i.e. elementary, middle, high school athletics)
 - Concession oversight team required under HB 2038
 - Student access to recess opportunities
 - Safe playground equipment
 - Open Gym outside of the traditional school day
 - Life Skills classes offerings
 - Participation in school breakfast/lunch/dinner programs
 - Summer Food Program participation
 - Availability of school nurses
 - Notice of required immunizations
 - Compliance with state and federal nutrition requirement
 - Mobile health screenings on campus (heart, hearing, vision, dental, spinal)
 - Percent of students completing more than one credit of P.E
 - Participation and results on Fitnessgram
 - Fundraising for causes
 - Participation/district coordination in causes (Pink Out, Special Olympics, etc.)
 - Intramural Programs
 - Field Day
 - CPR Training provided to staff and/or students
 - AED Instruction provided to staff and/or students
 - Courses in Health Sciences (CTE)
 - Other:
 - Other:

<u>Evidence:</u>	
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<input type="checkbox"/>	21st Century Workforce Development	District consistently implements career and technical education including programs of study and integration of technology.	District generally implements career and technical education including programs of study and integration of technology.	District occasionally implements career and technical education including programs of study and integration of technology.	District rarely implements career and technical education including programs of study and integration of technology.

Criteria

CTE Course offerings available to students related to postsecondary opportunities
 First Generation College Students programs
 Assessment data for level 3 -- Advanced Scores STAAR or High/High Avg. NWEA
 Assessment data and participation of TSI, SAT and ACT
 Articulated coursework
 Dual Credit opportunities available, dual credit course completions, etc.
 Career Days - Dress for future employment or Presentations etc.
 Job Shadowing opportunities
 Take your child to work day programs
 College visits - college students who are former grads return to talk to students
 College Day (s)(i.e. College representatives visiting campuses and students)
 College pennant/dress days
 Certifications/licenses that can be obtained
 Number of students completing college credit courses
 Percent of students admitted to colleges, tech. school, military after graduation
 Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.
 National Honor Society
 Personal graduation plan
 Tutoring opportunities
 Program offerings for students related to auto mechanics, technology, welding, cosmology, etc.
 High School courses offered to middle school students
 Programs that promote contextual/soft skills/Character Education Programs
 Other:
 Other:

<u>Evidence:</u>	
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<input type="checkbox"/>	Second Language Acquisition	District consistently implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs.	District generally implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs.	District occasionally implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs.	District rarely implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs.
	Criteria	Home language surveys distributed and completed English language courses offered to ELL parents Open House opportunities for ELL parents Dual Credit Language courses SIOP Instructional Model Bilingual class offerings Longitudinal data that reflects language acquisition Providing translations of letters/notices to parents and students Services for families that will assist students in a 2nd language acquisition Summer programs geared to language proficiency ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL) Target for dropout prevention Percent of students completing 2 or more credits of a given foreign language LPAC decisions implemented, documented Low levels of risk in PBMAS on measures related to ELLs Other: Other:			
<u>Evidence:</u>					

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<input type="checkbox"/>	Digital Learning Environment	District consistently provides learning facilitated with a seamless integration of technology in the classroom.	District generally provides learning facilitated with a seamless integration of technology in the classroom.	District occasionally provides learning facilitated with a seamless integration of technology in the classroom.	District rarely provides learning facilitated with a seamless integration of technology in the classroom.

- Criteria
- Student/family access to technology away from school
 - Resources aimed at supporting technology (financial/personnel/infrastructure/etc.)
 - Staff completing prof. development using technology, online courses, etc.
 - Staff completing prof. dev. with technology as a tool to assist student learning
 - Purchase and use of electronic textbooks, technology, infrastructure, etc
 - Ratio of students to computer work stations (tablets, lap tops, etc.)
 - Extent to which state or other assessments are administered online
 - Online coursework availability/opportunities
 - Use of technology to assist students in credit recovery
 - Use of web filters for Internet safety
 - Digital safety training for students/teachers/parent
 - Training on cyberbullying
 - Use of social media for communication between students, teachers and parents
 - Other:
 - Other:

<u>Evidence:</u>	
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<input type="checkbox"/>	Dropout Prevention	District consistently implements multiple strategies for dropout prevention.	District generally implements multiple strategies for dropout prevention.	District occasionally implements multiple strategies for dropout prevention.	District rarely implements multiple strategies for dropout prevention.

- Improvement plans that include statutory requirements
 Mentorship programs (Dad's night, character building programs, peer-to-peer, etc.)
 Student work programs
 Programs and initiatives geared to increasing communication with parent
 Open house opportunities
 Percent of student body with one or more family members represented in PTA or PTO
 Opportunities for student to visit college campuses
 Migrant education programs keeping student on grade level, staying up with peers
 Documenting Personal Graduation Plans, 504 plan implementation
 Anti-bullying activities, programs, lessons, etc
 Availability of school counselors
 Number of students targeted for truancy prevention due to high absentee rate
 Reductions in students being removed from class
 Use of character education programs
 Use of early warning discipline indicators
 Online courses for HS credit/credit recovery
 Availability of extracurricular activities/after school activities
 Availability of early childhood education
 Response to Intervention programs, Student Success Initiative programs, 504 plans
 Campus-wide behavior program (PBIS, etc.)
 Breakfast program availability
 Teen leadership programs
 Attendance incentives
 Other:
 Other:

<u>Evidence:</u>	
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<input type="checkbox"/>	Gifted and Talented Services	District consistently implements exemplary gifted services as outlined in the state plan for the gifted.	District generally implements exemplary gifted services as outlined in the state plan for the gifted.	District occasionally implements exemplary gifted services as outlined in the state plan for the gifted.	District rarely implements exemplary gifted services as outlined in the state plan for the gifted.

- Criteria
- AP / Dual Credit / IB participation by GT students
 - Online coursework availability for GT students
 - Academic UIL participation by GT students
 - Utilization of the Texas Performance Standards Project
 - Teacher training, professional development geared to GT students and programs
 - Showcasing work and activities of GT students
 - Parent and student surveys of GT programs
 - Parent support groups for GT students
 - Parent training regarding GT programs and students
 - Supportive policies for GT programs and students
 - Verification for underrepresented groups
 - Other:
 - Other:

<u>Evidence:</u>	
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District/Campus Rating Key

19 or above = EXEMPLARY
 14-18 = RECOGNIZED
 5 - 13 = ACCEPTABLE
 0-5 = UNACCEPTABLE
 Any campus/Campus category score in the unacceptable range negates an overall Exemplary rating.

Campus TOTAL Score for the above 8 categories
Rating based on Rating Key

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Category	Consistently: Uniformly Throughout the year Highly predictable Planned	Generally: Common practice Predictable Typical Somewhat planned	Occasionally: Sporadic Random Irregular By chance	Rarely: Infrequent Non-existent Minimal Hardly ever
History of Compliance	District is consistently in compliance with state and federal reporting.	District is generally in compliance with state and federal reporting.	District is occasionally in compliance with state and federal reporting.	District is rarely in compliance with state and federal reporting.

- Criteria
- Improvement plans that include statutory requirements
 - Documented Personal Graduation Plans, 504 plan implementation
 - Home language surveys completed
 - LPAC decisions implementation documented
 - Low levels of risk in PBMAS on measures related to ELLs, etc
 - Notice of required immunizations delivered timely to parents
 - Participation and results on Fitnessgram
 - Compliance with annual SHAC requirements (report to the board)
 - PID error rate
 - Notice of required notices/postings to web site in timely manner (ratings, etc.)
 - Timely accountability notices sent home with first report cards
 - TEA-prepared "school report cards" sent to parents
 - Grant/federal funds expended as required
 - Staff evaluations completed by district or campus deadline
 - Identified staff completed required training relevant to their jobs
 - Percent of staff meeting certification requirements
 - Percent of staff meeting highly qualified
 - Compliance with state required safety plans
 - Timeliness and accuracy of submitting reports
 - Office of Civil Rights (OCR) compliance
 - School board reporting items
 - TAIS (Texas Accountability Intervention System)
 - Campus Plan / District Plan
 - SHAM (Sign-in sheets, Hand-outs, Agendas, and Minutes)
 - Other:
 - Other:

<u>Evidence:</u>	
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**Rating for
History of
Compliance**

Be Sure you have completed rating your campus in all categories and listed evidence considered in each

Signature: _____