

**Title: Fine Arts**  
**Campus: North**

**Art, Music**  
**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

Focus Area	Exemplary	Recognized	Acceptable	Unacceptable	Data Source	Points
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Music and Visual Arts Instructional Time</b>	90 minutes or more week	90 minutes per week for Fine Arts instruction (Music/Art Rotation)	45 minutes per week for individual program	Any time less than 45 minutes per week per individual program	Lesson Plans	5
<b>Performance/Exhibition Opportunities for art and music</b>	3 or more opportunities per individual program	3 or more opportunities for Fine Arts	1 opportunity for each music and art	No performances for music and art exhibition	Campus Events Campus Calendar	5
<b>Community Involvement</b>	Multiple special groups performances and exhibitions in community	Multiple campus based performances and exhibitions	Open House performances and exhibitions	No performances or exhibitions	Campus Events Campus Calendar	5



<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

**Title: Wellness and Physical Education**

**Campus: North**

**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

<b>Focus Area</b>	<b>Exemplary</b>	<b>Recognized</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Data Source</b>	<b>Points</b>
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Wellness Policy for students</b>	There is a Wellness Policy and there is evidence of implementation	There is a Wellness Policy and some evidence of implementation	There is a Wellness Policy and little evidence of implementation	There is no Wellness Policy in place.	Policy Events	5
<b>Nutrition</b>	Food meets healthy guidelines and is appealing to students	Food meets healthy guidelines and is somewhat appealing to students	Food meets healthy guidelines	Food does not meet healthy guidelines	Menus	3
<b>Health Education</b>	Health is integrated into the curriculum at all levels	Health is integrated into the curriculum at most levels	Health is integrated into the curriculum at some levels	There is no health integration taught	Lesson Plans	5
<b>Enrichment activities offered to students/community that promote fitness</b>	5 opportunities per year	4 opportunities per year	3 opportunities per year	2 or less opportunities per year.	Campus Events	5
<b>Fitness gram Participation</b>	N/A					N/A



<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

**Title: Community and Parent Involvement**

**Campus: North**

**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

<b>Focus Area</b>	<b>Exemplary</b>	<b>Recognized</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Data Source</b>	<b>Points</b>
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Parent Involvement</b>	There are 8 or more opportunities for parents to participate in events	There are 5-7 opportunities for parents to participate in events	There are 3 -4 opportunities for parents to participate in events	There are less than 3 opportunities for parents to participate in events	Campus Events District/Campus Calendar	5
<b>PTA Involvement</b>	The campus has 100% staff participation in PTA and encourages parents to join PTA and attend meetings	The campus has 99 – 75% of staff participation in PTA and encourages parents to join PTA and attend meetings	The campus has 74 – 50% of staff participation in PTA and encourages parents to join PTA and attend meetings	The staff and parents do not participate in PTA	PTA Roster Golden Apple Award	5
<b>Student Community Service Project(s)</b>	The campus has an active student body and conducts 4 service projects per year	The campus has an active student body and conducts 3 service projects per year	The campus has an active student body and conducts at least 1 service project per year	The campus has no participation in community service projects.	Campus Events	3



<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

**Title: 21<sup>st</sup> Century Workforce Development**

**Campus: North**

**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

<b>Focus Area</b>	<b>Exemplary</b>	<b>Recognized</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Data Source</b>	<b>Points</b>
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Project Based Learning - % of participation – Science Fair, In Class, Etc.</b>	More than 80% of student population per campus participate in an activity	80 – 66% of student population per campus participate in an activity	65 - 50% of student population per campus participate in an activity	Less than 50% of student population per campus participate in an activity	Lesson Plans	N/A
<b>Leadership opportunities- Student clubs, Exchange Clubs, School Store, Peer Tutoring, etc.</b>	3 or more opportunities per year	2 or more opportunities per year	1 opportunity per year	0 opportunities per year	N/A	N/A
<b>Technical Literacy – Research and Input skills Computer software/programs Use of Hardware</b>	3 or more opportunities per week	2 or more opportunities per week	1 opportunity per week	0 opportunities per week	Lesson Plans	5
<b>College &amp; Career Awareness Exploration Software/Literature Speaker Presentations College Day</b>	5 or more opportunities per school year	3-4 opportunities per school year	1 -2 opportunities per school year	0 opportunities per school year	Lesson Plans Calendars Events Sign In Sheets	3
<b>Soft Skills Taught/addressed within the curriculum</b>	Taught/addressed more than 5 times per month	Taught/addressed more than 3-4 times per month	Taught/addressed more than 1-2 times per month	Taught/addressed more than 0 times per month	Lesson Plans	5



<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

# Title: Second Language Acquisition

Campus: North

Contact Name: Sherry Hardin

Date: May 8, 2017

Focus Area	Exemplary	Recognized	Acceptable	Unacceptable	Data Source	Points
	5 Points	3 Points	1 Point	0 Points		
<b>Instruction: Teachers use TEKS/ELPS (PreK Guidelines) to make the linguistic accommodations necessary to provide access to challenging content for all ELL students</b>	100% - 90% of sheltered instruction walkthroughs show evidence of linguistic accommodations and implementation	89% - 80% of sheltered instruction walkthroughs show evidence of linguistic accommodations and implementation	79% - 70% of sheltered instruction walkthroughs show evidence of linguistic accommodations and implementation	Less than 70% sheltered instruction walkthroughs show evidence of linguistic accommodations and implementation	Walkthrough data PDAS/T-TESS	5
<b>Instruction Teachers know the TELPAS levels for each ELL student and provide students a variety of ways to demonstrate their language and content knowledge</b>	100% – 90% of all teachers know the TELPAS proficiency levels for their students and consistent attempts are made to address the needs of each level in the classroom.	89% - 80% of all teachers know the TELPAS proficiency levels for their students and occasional attempts are made to address the needs of each level in the classroom.	79% - 70% of all teachers know the TELPAS proficiency levels for their students and very few attempts are made to address the needs of each level in the classroom.	Less than 70% of all teachers know the TELPAS proficiency levels for their students and no attempts are made to address the needs of each level in the classroom.	N/A	N/A
<b>Foreign Languages Students are taking AP courses in foreign language to develop a second language.</b>	At least two AP foreign language exams are offered and more than half of the students receive a passing score on the AP foreign language exam.	At least one AP foreign language class is offered and there is an increase in the percentage of students receiving a passing score on the AP foreign language exam.	At least one AP foreign language exams are offered to students.	There are no opportunities for students to take an AP foreign language.	N/A	N/A
<b>Parental Involvement School support family members of ELL students to be active partners in their children's learning.</b>	Connections between school and home are actively cultivated. Multiple opportunities exist to promote and maintain communication among school, families, and community members; interpreters and transitions consistently used.	There are occasionally proactive connections between school and home for family members of ELL students. Many opportunities exist to promote and maintain communication among schools, families and community members; interpreters and translations are used.	There are some proactive connections between school and home for family members of ELL students. Some opportunities exist to support communication among school families and community members; often communication is in English.	There are no proactive connections between school and home for family members of ELL students. No opportunities exist to support communication among school families and community members; all communication is in English.	Events Sign in Sheets Calendars	5



<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

**Title: Digital Learning Environment**

**Campus: North**

**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

<b>Focus Area</b>	<b>Exemplary</b>	<b>Recognized</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Data Source</b>	<b>Points</b>
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>STaR Chart</b>	Campus STaR at Target Tech	Campus STaR at Advanced Tech	Campus STaR at Developing Tech	Campus STaR at Early Tech	Campus STaR	N/A
<b>Use of Technology in the classroom by teachers</b>	90% or more of teachers using technology in the classroom	89% - 70% of teachers using technology in the classroom	69% - 50% of teachers using technology in the classroom	Less than 50% of teachers using technology in the classroom	PFAS/T-TESS Walkthroughs Lesson Plans	5
<b>Student Device Ration</b>	At least a 1 to 2 student device ratio	Between 1-2 and 1-4 Student Device ratio	Between 1-4 and 1-9 Student device ratio	Greater than 1-9 student device ratio	Campus inventory	3
<b>Average age of student computers</b>	1-3 years	4-5 years	6-7 years	8+ years	Campus inventory	3
<b>Average age of teacher computers</b>	1-3 years	4-5 years	6-7 years	8+ years	Campus inventory	3



<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

**Title: Dropout Prevention**

**Campus: North**

**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

Focus Area	Exemplary	Recognized	Acceptable	Unacceptable	Data Source	Points
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Preventive Efforts</b>	The campus/district shows to be above the state average in graduation rate two consecutive years	<ul style="list-style-type: none"> <li>▪ Documentation of campus preventive efforts on campus</li> <li>▪ Documentation of program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Campus has adopted district preventive efforts</li> <li>▪ Campus has created and initiated preventive efforts</li> </ul>	No evidence of prevention efforts.	N/A	N/A
<b>Interventions</b>	The number of students who have been labeled at-risk due to readiness exams or STAAR decreases from one year to the next.	Documentation of interventions utilized to address: Attendance, discipline, and grades	Interventions utilized to address attendance, discipline, and grades	No evidence of prevention efforts.	N/A	N/A
<b>Transitional Programs</b>	All students (grade levels) are afforded the opportunity to transition from one grade/program to the next during the current school year.	<ul style="list-style-type: none"> <li>▪ Documentation of campus initiated transitional program</li> <li>▪ Documentation of programs aimed at students who may experience difficulty transitioning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Campus has initiated transitional program</li> <li>▪ Campus has identified students at-risk of experiencing difficulty transitioning</li> </ul>	Transitional programs not present at the campus.	N/A	N/A
<b>Recovery Efforts</b>	Dropout rates for the campuses/district are better than the state average for two consecutive years.	<ul style="list-style-type: none"> <li>▪ Documentation of campus participation at the district and community level recovery efforts are present.</li> <li>▪ Documentation of campus initiated recovery efforts are present</li> <li>▪ Campus provides data on students recovered.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Campus participates in district and community recovery efforts</li> <li>▪ Campus initiates recovery efforts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Campus not active in any recovery efforts</li> <li>▪ No campus based recovery present</li> </ul>	N/A	N/A

<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>

**Title: Gifted and Talented - Elementary**

**Campus: North**

**Contact Name: Sherry Hardin**

**Date: May 8, 2017**

<b>Focus Area</b>	<b>Exemplary</b>	<b>Recognized</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Data Source</b>	<b>Points</b>
	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Student Identification and Assessment</b>	90% of pre-screened students referred will be tested	89% - 80% of pre-screened students referred will be tested	70% - 70% of pre-screened students referred will be tested	Less than 70% of students pre-screened will be tested	N/A	N/A
<b>Program Design</b>	80% of school day students are in classes with qualified GT teacher	70% of school day students are in classes with qualified GT teacher	60% of school day students are in classes with qualified GT teacher	50% of school day students are in classes with qualified GT teacher	N/A	N/A
<b>Teacher Professional Development</b>	100% of the teachers with GT students in their class have 30 hrs. GT training with a 6hr update every year.	99% - 90% of the teachers with GT students in their class have 30 hrs. GT training with a 6hr update every year.	89% -80%% of the teachers with GT students in their class have 30 hrs. GT training with a 6hr update every year.	Less than 80% of the teachers with GT students in their class have 30 hrs. GT training with a 6hr update every year.	N/A	N/A
<b>Parent &amp; community Involvement</b>	4 Advisory Committee Meetings per school year and Parent Volunteers for extension activities	Annual GT/AP meeting, presentation of products and achievements	Inform GT services including GT brochures	No information provided	N/A	N/A

<b>0 – 2 Points</b>	<b>Unacceptable</b>
<b>3 – 5 Points</b>	<b>Acceptable</b>
<b>6 – 11 Points</b>	<b>Recognized</b>
<b>12+ Points</b>	<b>Exemplary</b>



Overall rating for North Early Learning Center is an “A” based on the following scale:

A total of 50 Points were possible for the three Community and Student Engagement areas selected by NELC. NELC earned 46 points for the 2016 – 2017 school year.

<b>50 – 45</b>	<b>A</b>
<b>44 – 39</b>	<b>B</b>
<b>38 – 33</b>	<b>C</b>
<b>32 – 25</b>	<b>D</b>
<b>24 – 0</b>	<b>F</b>

## CaSE 01: Fine Arts

Focus Area	A	B	C	D	F	Data Source	Points
	<b>5 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Music and Visual Arts Instructional Time</b>	90 minutes or more week	90 minutes per week for Fine Arts instruction (Music/Art Rotation)	45 minutes per week for individual program	30 Minutes per week for individual program	Any time less than 20 minutes per week per individual program	Lesson Plans	5
<b>Performance/Exhibition Opportunities for art and music</b>	3 or more opportunities per individual program	3 or more opportunities for Fine Arts	2 opportunities for fine arts	1 opportunity	No performances for fine arts	Campus Events Campus Calendar	5
<b>Community Involvement</b>	4 or more opportunities for community involvement	3 opportunities for community involvement	2 opportunities for community involvement	1 opportunity for community involvement	No opportunities for community involvement	Campus Events Campus Calendar	5

**Points Scale:**      15 – 13 – A                  12 – 9 – B                  8 – 5 - C                  4 – 2 – D                  1 – 0 – F

## CaSE 02: Wellness and Physical Education

<i>Focus Area</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>	<i>Data Source</i>	<i>Points</i>
	<b>5 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Wellness Policy for students</b>	There is a Wellness Policy and there is evidence of implementation	There is a Wellness Policy and some evidence of implementation	There is a Wellness Policy and little evidence of implementation	There is a Wellness Policy and no evidence of implementation	There is no Wellness Policy in place.	Policy Events	5
<b>Nutrition</b>	Food meets healthy guidelines and is appealing to students	Food meets healthy guidelines and is somewhat appealing to students	Food meets healthy guidelines	Some food items meet healthy guidelines	Food does not meet healthy guidelines	Menus	<b>3</b>
<b>Health Education</b>	Health is integrated into the curriculum at all levels	Health is integrated into the curriculum at most levels	Health is integrated into the curriculum at some levels	Health is integrated inconsistently at most levels	There is no health integration taught	Lesson Plans	<b>5</b>
<b>Enrichment activities offered to students/community that promote fitness</b>	5 opportunities per year	4 opportunities per year	3 opportunities per year	1 – 2 opportunities per year	There are no opportunities offered that promote fitness.	Campus Events	5

**Points Scale:**

25 – 22 – A

21 – 17 - B

16 – 11 – C

10 – 6 – D

5 – 0 – F

### CaSE 03: Community and Parent Involvement

<i>Focus Area</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>	<i>Data Source</i>	<i>Points</i>
	<b>5 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>		
<b>Parent Involvement</b>	There are 8 or more opportunities for parents to participate in events	There are 5-7 opportunities for parents to participate in events	There are 3 -4 opportunities for parents to participate in events	There are less than 3 opportunities for parents to participate in events	There are 2 or less opportunities for parents to participate in events	Campus Events District/Campus Calendar	5
<b>PTA Involvement</b>	The campus has 100% staff participation in PTA and encourages parents to join PTA and attend meetings	The campus has 99 – 75% of staff participation in PTA and encourages parents to join PTA and attend meetings	The campus has 74 – 50% of staff participation in PTA and encourages parents to join PTA and attend meetings	The campus has 49 – 25% of staff participation in PTA and parents do not participate in PTA	The staff and parents do not participate in PTA	PTA Roster Golden Apple Award	5
<b>Student Community Service Project(s)</b>	The campus has an active student body and conducts 4 service projects per year	The campus has an active student body and conducts 3 service projects per year	The campus has an active student body and conducts at least 1 service project per year	The campus has no participation in community service projects.	The campus has no participation in community service projects.	Campus Events	3

**Points Scale:**      15 – 13 – A                  12 – 9 – B                  8 – 5 - C                  4 – 2 – D                  1 – 0 – F