

MINEOLA PRIMARY S
COMMUNITY AND STUI

2014-2015



SCHOOL

DENT ENGAGEMENT



MINEOLA INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

With a commitment to excellence, Mineola Independent School District will partner with outstanding instruction, technology and facilities that will produce life-long learners and successful citizens in our ever-changing world.

MINEOLA PRIMARY SCHOOL MISSION STATEMENT

Mineola Primary School's mission is the fulfillment of the vision set forth by Mineola Independent School District. The mission revolves around the thoughtful development of the whole child while focusing on providing a safe and supportive environment, and student-centered growth and achievement.

District Administration

Dr. John Fuller, Superintendent

Venita Watts, Assistant Superintendent

William Bjork, Assistant Superintendent

Todd Karch, Technology Director

School Administration

David Johnson, Principal

Ange Everett, Assistant Principal

STATEMENT

th family and community, to provide
l leaders equipped to be independent,

ndependent School District. Our goal
/iding academic excellence, a safe
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COMMUNITY AND STUDENT ENGAGEMENT RUBRIC			
	Committee Members		
Kathi Sulin	<i>HS & PK Lead Teacher</i>		
Rene Sorenson	<i>Kindergarten Lead Teacher</i>		
Leslie Bloodworth	<i>1st Grade Lead Teacher</i>		
Jenny Sauer	<i>2nd Grade Lead Teacher</i>		
Staci Wyman	<i>Enrichment Lead Teacher</i>		
Ange Everett	<i>Assistant Principal</i>		
Christie Marlow	<i>Parent</i>		
Shameeka Martinez	<i>Parent</i>		
Lisa Browning	<i>Community Member</i>		
Lucia Anaya	<i>Parent</i>		
David Johnson	<i>Principal</i>		

<i>CAMPUS SUMMARY</i>			
Category	Unacceptable	Acceptable	Recognized
<i>Fine Arts</i>			
<i>Wellness and PE</i>			
<i>Community and Parent Involvement</i>			
<i>21st Century Workforce Development</i>			
Second Language Acquisition			
Digital Learning			
Gifted and Talented			
Dropout Prevention			
<i>Highlighted section indicates rating</i>			

FINE ARTS			
Performance Measure	Unacceptable	Acceptable	Recognized
<i>Participation of students in fine art courses</i>	Less than 40% of students are enrolled in a fine arts course	40% to 60% of students are enrolled in a fine arts course	60% to 80% of students are enrolled in a fine arts course
<i>Percent of students continuing Fine Arts compared to preceding year</i>	Less than 50% of students continue fine arts	50% - 70% of students continue fine arts	70% - 90% of students continue fine arts
<i>Performance/Exhibition Opportunities</i>	No performance/exhibition opportunities	Students participate in two performance/exhibition opportunities	Students participate in three performance/exhibition opportunities
<i>Opportunities to participate in special events including field trips</i>	No special event opportunities	Students participate in two special event opportunities	Students participate in three special event opportunities
Highlighted section indicates rating			

Exemplary
80% to 100% of students are enrolled in a fine arts course
90% - 100% of students continue fine arts
Students participate in four or more performance/exhibition opportunities
Students participate in four special event opportunities

WELLNESS AND PHYSICAL EDUCATION			
Performance Measure	Unacceptable	Acceptable	Recognized
<i>PE Students participate in fitness programs</i>	Less than 50% of students participate	50% - 70% of students participate	70% - 90% of students participate
<i>Character education is offered to students</i>	Less than 50% of students participate	50% - 70% of students participate	70% - 90% of students participate
<i>Students have access to exercise opportunities other than PE</i>	No additional opportunities	One additional Opportunities	Two additional opportunities
<i>Students undergo health screenings</i>	Less than 50% of students participate	50% - 70% of students participate	70% - 90% of students participate
<i>Campus offers opportunities to promote healthy choices</i>	Rarely	Occasionally	Generally Planned
<i>Blood Borne Pathogen and other training</i>	Less than 50% of staff meet requirements	50% - 70% of staff meet requirements	70% - 90% of staff meet requirements
<i>Implementation of Anti-Bullying lessons</i>	No lessons	Three lessons a semester	One lesson per week
<i>Students have access to positive role models</i>	No access	Access allowed three times a semester	Access allowed once per week
<i>Participation in school breakfast program</i>	Less than 50% of students who qualify	50% - 70% of students who qualify	70% - 90% of students who qualify
Highlighted section indicates rating			

Exemplary
90% - 100% of students participate
90% - 100% of students participate
Three or more additional opportunities
90% - 100% of students participate
Consistently throughout the year
90% - 100% of staff meet requirements
Two or more lessons per week
Access allowed two or more times per week
90% - 100% of students who qualify

COMMUNITY AND PARENT INVOLVEMENT				
Performance Measure	Unacceptable	Acceptable	Recognized	Exemplary
<i>Campus offers multiple opportunities for parent and community volunteer service</i>	Less than 50 volunteer hours are recorded	50 - 100 volunteer hours are recorded	100 - 150 volunteer hours are recorded	150 - 200 volunteer hours are recorded
<i>Campus offers opportunities to engage parents in the education of their students</i>	Less than three opportunities	Four to six opportunities	Seven to nine opportunities	Ten or more opportunities
<i>Campus provides multiple communication mediums</i>	One or less communication mediums	Two to three communication mediums	Four to five communication mediums	Six or more communication mediums
<i>Campus partners with community members</i>	One or less community partnerships	Two to three community partnerships	Four to five community partnerships	Six or more community partnerships
<i>Campus actively promotes participation in parent organizations</i>	5% or less of parents participate in parent organizations	6 - 10% of parents participate in parent organizations	11 - 20% of parents participate in parent organizations	20% or more parents participate in parent organizations
Highlighted section indicates rating				

21st CENTURY WORKFORCE DEVELOPMENT				
Performance Measure	Unacceptable	Acceptable	Recognized	Exemplary
<i>Campus offers enrichment opportunities which focuses on 21st century skill development</i>	Zero provided annually	One opportunity provided annually	Two opportunities provided annually	Three opportunities provided annually
Highlighted section indicates rating				

SECOND LANGUAGE ACQUISITION PROGRAM				
Performance Measure	Unacceptable	Acceptable	Recognized	Exemplary
<i>English language development progress through TELPAS</i>	60% - 69% of students meet exit criteria after 1-4 years of enrollment in school	70% - 79% of students meet exit criteria after 1-4 years of enrollment in school	80% - 89% of students meet exit criteria after 1-4 years of enrollment in school	90% - 100% of students meet exit criteria after 1-4 years of enrollment in school
<i>ESL classes offered for ELL parents</i>	No opportunities are offered	One to two opportunities are offered	Three to four opportunities are offered	Five or more opportunities are offered
<i>Teacher certification in ESL</i>	70% or less are trained and certified	71% to 80% are trained and certified	81% to 90% are trained and certified	90% or more are trained and certified
<i>Translations of school communication to parents/students into Spanish</i>	70% or less of all communications are translated into Spanish	71% to 80% of all communications are translated into Spanish	81% to 90% of all communications are translated into Spanish	90% or more of all communications are translated into Spanish
Highlighted section indicates rating				

DIGITAL LEARNING ENVIRONMENT				
Performance Measure	Unacceptable	Acceptable	Recognized	Exemplary
<i>Professional development directed at digital learning</i>	Less than 25% of teachers participate in a least three hours of technology professional development sessions	26% - 50% of teachers participate in a least three hours of technology professional development sessions	51% - 89% of teachers participate in a least three hours of technology professional development sessions	More than 90% of teachers participate in a least three hours of technology professional development sessions
<i>21st century classrooms</i>	Less than 25% of classrooms are equipped with 21st century technology including wireless access points	26% - 50% of classrooms are equipped with 21st century technology including wireless access points.	51% - 89% of classrooms are equipped with 21st century technology including wireless access points.	More than 90% of classrooms are equipped with 21st century technology including wireless access points
<i>Percent of students who master technology competencies</i>	Less than 25% of teachers perceive students at the campus are proficient in technology standards	26% - 50% of teachers perceive students at the campus are proficient in technology standards	51% - 89% of teachers perceive students at the campus are proficient in technology standards	More than 90% of teachers perceive students at the campus are proficient in technology standards
<i>Ratio of students to computer work stations in the classroom</i>	10:1 ratio	8:1 ratio	6:1 ratio	4:1 ratio
Highlighted section indicates rating				

EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS				
Performance Measure	Unacceptable	Acceptable	Recognized	Exemplary
<i>GT teachers meet state GT hours requirements</i>	Less than 100% of GT teachers meet state requirements	100% of GT teachers meet state requirements	100% of GT teachers meet state requirements and have 3 additional hours of GT training	100% of GT teachers meet state requirements and have 6 hours of GT training
<i>Parent involvement opportunities for GT program</i>	Zero parental involvement opportunities during the year	One parental involvement opportunity during the year	Two parental involvement opportunities during the year	Three or more parental involvement opportunities during the year
<i>Percent of GT students participating in program</i>	Less than 85% of GT students participate in the program	85% - 90% of GT students participate in the program	90% - 95% of GT students participate in the program	95% - 100% of GT students participate in the program
<i>Activities planned specifically for GT students</i>	Students participate in zero activities planned specifically for GT	Students participate in one activities planned specifically for GT	Students participate in two activities planned specifically for GT	Students participate in three or more activities planned specifically for GT
Highlighted section indicates rating				

DROPOUT PREVENTION			
Performance Measure	Unacceptable	Acceptable	Recognized
<i>Campus has designed intervention programs for at-risk children</i>	Zero intervention programs are available on campus	One to three intervention programs are available on campus	Four to six intervention programs are available on campus
<i>Mentor programs provided for at-risk children</i>	Zero mentor programs are offered	One mentor program are offered	Two mentor programs are offered
<i>Campus incentives are provided to acknowledge attainment of various educational goals</i>	Campus does not offer student incentives	Campus offers one student incentive program	Campus offers two student incentive programs
<i>Campus-wide behavior management programs</i>	Campus-wide behavior management system is non-existent	Campus-wide behavior management system is occasionally referenced	Campus-wide behavior management system is referenced most of the time
Highlighted section indicates rating			

Exemplary
Seven or more intervention programs are available on campus
Three or more mentor programs are offered
Campus offers three or more student incentive programs
Campus-wide behavior management system is always referenced