

## Roy J. Wollam - Community and Student Engagement Ratings (2015-2016)

Performance Category	Indicator Code
<b>1 FINE ARTS</b> Within the context of Community/Student Engagement, the program focuses on the continued implementation of a K-12 fine arts programs in the areas of art, dance, music, and theater; classes are taught by certified fine arts teachers in the assigned teaching discipline. Students attend the fine arts classes as assigned in the campus master schedule. Campus/Grade level appropriate performances may include: concerts, competitions, recitals, festivals, performances, plays, musicals, etc. Enrichment opportunities (field trips/in school programs) are promoted and supported.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>2 WELLNESS AND PHYSICAL EDUCATION</b> Within the context of Community/Student Engagement, the campus fosters an environment that promotes and advocates for healthy students, healthy employees and healthy schools. Wellness and Physical Education type efforts should include SHAC recommendations provided in the wellness policy, the use of relevant data such as physical fitness, participation in athletics and other health related data to inform district wide wellness initiatives, policy development and administrative procedures.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>3 COMMUNITY AND PARENTAL INVOLVEMENT</b> Within the context of Community/Student Engagement, the campus focuses on the inclusion of families and the community to advance academic achievement and prepare students for college or career. Stakeholders will have multiple opportunities to participate in district supported events, such as school fairs, FAFSA Day, college/career fairs/days, etc. and participate in district level committees such as the District Educational Improvement Committee (DEIC). Students and families are engaged in the development of campus and district level policies and procedures such as the Student Code of Conduct and participate in campus/district surveys. Parents are kept informed through district and campus call-outs.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 021 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>4 21ST CENTURY WORKFORCE DEVELOPMENT PROGRAM</b> Within the context of Community/Student Engagement, the district supports campuses by establishing local business partners to engage with the schools/students, as well as by allocating funding necessary for 21st Century Workforce Development. The district also supports campuses through initiatives such as career exploration days, career interest surveys, CTE offerings, and technology integration/usage in support of the District's curriculum.	<input type="checkbox"/> 00 Not Applicable
	<input type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input checked="" type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>5 SECOND LANGUAGE ACQUISITION PROGRAM</b> Within the context of Community/Student Engagement, the district focuses on quality instruction that results in annual academic and linguistic student progress as a result of transparent communication with all stakeholders, emphasizing successful program completion and identification of supplemental support to close the achievement gap that exists between English Language Learners and other student groups.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>6 DIGITAL LEARNING ENVIRONMENT</b> Within the context of Community/Student Engagement, the district supports campuses in the development and maintenance of quality digital literacy and citizenship, integrated use of instructional technology and strengthening the home-school connection. The district supports campuses in implementation of a Bring Your Own Device (BYOD) program, wireless access to the internet, digital instructional materials, and the ability to allow students access resources at school and at home.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>7 DROPOUT-PREVENTION-STRATEGIES</b> Within the context of Community/Student Engagement, the district initiatives focus on a variety of student centered strategies to encourage 100% student attendance and Dropout Prevention supports through student home visits, attendance policy, and providing counseling services to those at risk of dropping out. Attendance and dropout prevention expectations are communicated through district led meetings for Principals, the District Leadership Team, Student Code of Conduct, and the community.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>8 EDUCATIONAL PROGRAM FOR GT STUDENTS</b> Within the context of Community/Student Engagement, the Gifted and Talented program at the district level focuses on disseminating information that ensures that families are adequately informed about policies on G/T student identification and learning opportunities for students. The district supports the families with meetings on GT students and programs that celebrate students' diversity and creativity.	<input type="checkbox"/> 00 Not Applicable
	<input type="checkbox"/> 04 Exemplary
	<input checked="" type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>9 OVERALL PERFORMANCE</b> Add all eight category points: <b>28-32</b> (with no Unacceptable) -- Exemplary; <b>20-27</b> (with no Unacceptable) -- Recognized; <b>12-19</b> -- Acceptable; <b>8-11</b> -- Unacceptable	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable
<b>10 STATUTORY REPORTING AND POLICY COMPLIANCE</b> The campus is in compliance with statutory reporting and policy requirements. The campus ensures that accurate data is submitted through PEIMS. The district provides accurate reporting which may be requested by agencies such as the Office of Civil Rights; accurate data reporting is maintained regarding Bullying, Discipline Expulsions and Suspensions, Federal Title programs and all are in compliance. Policies are updated and reviewed and incorporated into appropriate guidelines for implementation.	<input type="checkbox"/> 00 Not Applicable
	<input checked="" type="checkbox"/> 04 Exemplary
	<input type="checkbox"/> 03 Recognized
	<input type="checkbox"/> 02 Acceptable
	<input type="checkbox"/> 01 Unacceptable

Legend	00 Not Applicable	04 Exemplary	03 Recognized	02 Acceptable	01 Unacceptable
	<ul style="list-style-type: none"> <li>Program does not exist</li> <li>Program is developing—less than 1 year in existence</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Uniformity</li> <li>Seen from beginning to end</li> <li>Highly predictable</li> <li>Seamless routines</li> </ul>	<b>Generally:</b> <ul style="list-style-type: none"> <li>common practice</li> <li>predictable</li> <li>typical</li> <li>prevalent</li> </ul>	<b>Occasionally:</b> <ul style="list-style-type: none"> <li>sporadic</li> <li>random</li> <li>moderately</li> <li>seldom</li> </ul>	<b>Rarely:</b> <ul style="list-style-type: none"> <li>infrequent</li> <li>nonexistent</li> <li>not attempted</li> <li>hardly ever</li> </ul>

Overall Total with 8 Indicators	28-32 with no UA	20-27 with no UA	12-19	11 or Fewer
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DOCUMENTATION: The local school committee is required to keep all documentation that supports and verifies chosen performance levels, such as: sign in sheets, agendas, reports, minutes, videos, pictures, websites, grants, initiatives, anecdotal records, phone call outs, fliers, Eduphoria reports, surveys, interviews etc. Please maintain this documentation on your campus for auditing purposes.

Principal: Donna Carlson Date: 06/03/2016