



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

## Factor # 1- Fine Arts

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved

**Unacceptable:** 0-1 indicators achieved

|   | Indicator                                | Description and Target Value  | Documentation/<br>Data Collection                                      |
|---|--|---|--|
| X | Highly Qualified                         | The school provides full-time art and/or music teachers (Elem) or appropriately certified fine arts teachers for various fine arts course offerings.  | Master Schedule  |
| X | Parent-Satisfaction Survey               | Parent Survey Question: <i>My child's school offers enough arts/creative learning opportunities.</i> At least 85% of respondents selected "Agree" or "Strongly Agree".  | Parent Survey Data   |
| X | Exhibition/<br>Performance Opportunities | The school provides students who are enrolled in fine arts classes (or receive fine arts instruction) at least two (2) opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibition.   | Principal Attestation  |
| X | Fine Arts Experience                     | The school provides at least three (3) opportunities for students to experience the fine arts in cooperation with other schools and/or our community. This may include performances, competitions, etc.   | Principal Attestation  |
|   | Creative Writing                         | The school provides at least two (2) literary publications <i>that contain students' writing products</i> such as yearbooks, school newsletters, local newspapers, collections of student poetry/short stories, etc.  | Principal Attestation  |
| X | Sequential Arts Instruction              | The school offers fine arts curriculum to all students in grades PreK-5 (Elem), or sequential instruction in three (3) or more fine arts disciplines (JH/HS).   | Master Schedule  |
| X | Interscholastic Competitions             | The school <u>fully participates</u> in interscholastic (UIL or non-UIL) competitions in music, theater, film, journalism/writing, oral events, or other fine arts areas. <i>This means the school participates in all academic events possible with competitive student performance as a result.</i> | Principal Attestation  |
|   | Enrichment Activities                    | The school has at least three (3) fine arts after-school or enrichment activities or student clubs, such as drama, journalism, band, art, etc.  | Principal Attestation  |
| X | Fine Arts Career Exploration             | Students have an opportunity to learn about creative careers through interaction with fine arts professionals, career days, job fairs, etc.   | Principal Attestation  |
|   | Leadership and Sustainability (CIP)      | Fine arts instruction and/or creative learning strategies are included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness in implementation.  | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Exemplary



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

## Factor # 2- Wellness and Physical Education

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved

**Unacceptable:** 0-1 indicators achieved

|   | Indicator                           | Description and Target Value  | Documentation/<br>Data Collection  |
|---|-------------------------------------|---|--|
|   | Coordinated School Health           | The campus can respond affirmatively to at least 90% of the applicable items on the Texas Education Agency School Health Survey and the CATCH program/Health TEKS are implemented with state regulations.   | TEA School Health Survey (Special Programs Director completes at District Level) |
| X | Student Health Risk                 | The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12 unless excused based on physical needs or documentation provided by a licensed physician. Parents are notified of the assessment and can request a copy of their child's results.   | FITNESSGRAM  |
| X | Coordinated School Health Team      | The campus has a member active in the SHAC Committee that meets at least four (4) times each year. Team members include a representative from the campus administration/leadership team and the school nurse.   | Principal Attestation  |
| X | Parent Satisfaction Survey          | Parent Survey Question: <i>My child has adequate opportunities to learn about healthy lifestyle choices at school.</i> At least 85% of respondents selected "Agree" OR "Strongly Agree".  | Parent Survey Data   |
| X | Healthy Environment                 | The school provides at least three (3) opportunities to create an emotionally healthy, inclusive environment by offering activities such as anti-bullying campaigns, Social and Emotional Learning, Character Education, Red Ribbon Week, etc.  | Principal Attestation  |
|   | Immunizations                       | At least 95% of students have completed their required immunizations.   | Campus Nurse Attestation   |
| X | Community Education Programs        | The school provides at least two (2) community education programs related to wellness and physical education reaching at least 60% of the population served through events such as Obesity Awareness Week, Healthy Texas Week, Marathon Kids, Jingle Bell Run, National Fitness Week, Family Fun Fitness Nights, Health Fairs, etc. | Principal Attestation  |
|   | Staff Health and Fitness            | The school provides at least three (3) opportunities for the staff to engage in or learn about fitness and wellness activities engaging at least 25% of the staff in events such as yoga, Pilates, Zumba, health risk assessments, etc.   | Principal Attestation  |
| X | Physical Activity                   | The school provides at least 30 minutes of physical activity during the school day through activities such as daily PE, daily recess, brain breaks, open gyms, etc.   | Master Schedule  |
| X | Leadership and Sustainability (CIP) | At least one performance objective to increase health and wellness is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.  | Campus Improvement Plan/Principal Attestation regarding Implementation           |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## Factor # 3-Community and Parental Involvement

**Exemplary:** 5 or more indicators achieved



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved

**Unacceptable:** 0-1 indicators achieved

|   | Indicator                                 | Description and Target Value  | Documentation/<br>Data Collection                                      |
|---|---|---|--|
| X | Parent Satisfaction Survey                | In response to Parent survey questions: <i>Leaders and teachers at my child's school use multiple modes of communication to keep parents involved and informed; Leaders at my child's school encourage parent input.</i> The school receives at least 75% response on the items above as "Agree" OR "Strongly Agree"              | Parent Survey Data<br>(2 questions)                                    |
| X | Parent Teacher Association /Booster Clubs | The school has an active Parent Teacher Association (PTA) (Elem) or Booster Organizations (JH/HS) that meet the students' and campuses' needs with minimum 30% parent participation, membership, and involvement/support and 90% staff participation, membership, and involvement.  | PTA/Booster Membership Rosters   |
| X | Opportunities to get Involved             | The school provides at least three (3) opportunities for community and parent involvement either off or on campus, such as field trips, performances, volunteering, tutoring, lunch visits, classroom visits, designated parent resource rooms, committee memberships, etc. reaching at least 40% total of the parent population. | Principal Attestation  |
| X | Communication                             | The school <u>regularly uses</u> at least three (3) forms of communication such as School Messenger, Remind, emails, newsletters, websites, and surveys. The communication is in the languages spoken by the campus community.  | Principal Attestation  |
| X | Informational Events                      | The school provides at least two (2) parent informational events attaining at least 50% participation at events such as principal coffees, Course Selection Nights, Open House events, Orientation, Transition Events, Back to School Nights, Curriculum Nights, Parent Nights, etc.  | Principal Attestation  |
|   | Adult Learning Opportunities              | The school provides at least two (2) opportunities for adult learning with 20 or more participants at events such as parenting skills, General Education Development (GED), ESL, computer skills, nutrition/fitness classes, etc.   | Principal Attestation  |
| X | Family Fun Events                         | The school provides at least two (2) family fun events, such as festivals, celebrations, award ceremonies, recognitions, movie nights, community building, etc., capturing at least 40% of the parent population.   | Principal Attestation  |
| X | Staff Support                             | The school has a person designated to ensure the school develops and implements effective parent involvement policies and strategies are in place.  | Parent Involvement Policy/ Campus Handbook                             |
|   | Business Partnerships                     | The school participates in at least two (2) business and community partnerships/mentoring programs and recognition events that have documented positive results.  | Principal Attestation  |
| X | Leadership and Sustainability             | At least one (1) performance objective to increase community and parental involvement is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.   | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## Factor # 4-21<sup>st</sup> Century Workforce Development Program

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

**Acceptable:** 2 indicators achieved

**Unacceptable:** 0-1 indicators achieved

|   | Indicator                                 | Description and Target Value  | Documentation/<br>Data Collection                                      |
|---|---|---|--|
|   | Student Technology Literacy Assessment    | Each campus has a summative assessment in place for students exiting the campus to transition vertically (5 <sup>th</sup> , 8 <sup>th</sup> , 12 <sup>th</sup> ). On the campus' exit technology assessment, at least 80% of the students score proficient or higher.   | Assessment Results   |
| X | Parent Satisfaction Survey                | Parent survey question: <i>Once my child has demonstrated mastery of all learning objectives, he/she is able to work to develop skills relevant to his/her strengths or career interest.</i> At least 75% of parent respondents selected "Agree" OR "Strongly Agree".   | Parent Survey Data   |
| X | Student Satisfaction Survey               | <i>My school helps me develop knowledge and skills in the following areas: teamwork, creative thinking, and problem-solving.</i> At least 75% of student respondents selected "Agree" OR "Strongly Agree"   | Survey Data  |
|   | Technology/Advanced Coursework            | The school provides all students a course to build technology skills and/or ensures all students are proficient on technology-specific TEKS. Students (6-8) have the opportunity to earn one or more credits toward high school graduation; at least 20% of students (9-12) earn two or more college credits while in HS. | Master Schedule  |
|   | College/Career Fair, Career Exploration   | The school offers at least two (2) college/career events such as Career Day, job shadowing events, Take Your Child to Work Day, Career Interest Inventory, etc.   | Principal Attestation  |
|   | Professional Development                  | Student and staff proficiency levels are considered to develop a campus technology plan and to determine staff development needs. Attendance at professional development offerings has resulted in documented progress in the utilization of technology to enhance learning in the classroom.                             | Principal Attestation  |
| X | College Awareness                         | The school displays college pennants, displays diplomas/degrees of staff members, participates in regular staff college dress days and/or converses with students and parents about college options.  | Principal Attestation  |
|   | Postsecondary Opportunities or Mentorship | The school provides students and parents information about postsecondary opportunities through newsletters, conferences, presentations, etc., secures opportunities for internships and job exposure, and/or students have mentors from postsecondary institutions or local businesses.                                   | Principal Attestation  |
| X | Leadership and Sustainability (CIP)       | At least one (1) performance objective to increase 21 <sup>st</sup> Century Workforce Development is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.   | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Recognized

## Factor # 5-Second Language Acquisition

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

**Unacceptable:** 0-1 indicators achieved

|   | Indicator  | Description and Target Value  | Documentation/<br>Data Collection                                      |
|---|--|---|--|
|   | Certified Teachers                               | All students receiving bilingual/ESL services are instructed by a certified bilingual/ESL teacher.  | Personnel Reports  |
| X | Language Programs Offered & Effective            | The school offers at least one (1) TEA-approved language program, such as bilingual, dual language, late-exit ESL, etc., and students in this program are comparatively successful to their peers. (Less than 15% performance gap in all tested areas.)         | Principal Attestation  |
|   | Parent Satisfaction Survey                       | Parent survey question: <i>My child has adequate opportunities to learn about other languages and cultures in classes or clubs at school.</i> At least 75% of respondents selected "Agree" OR "Strongly Agree".   | Parent Survey  |
|   | Access to Portfolio of Language Offerings        | The school provides expanded opportunities for students to learn Languages Other Than English (LOTE). This includes classes, curriculum inclusion, clubs, vocabulary highlights, etc.   | Principal Attestation  |
| X | Cultural Awareness Programs/Special Events       | The school offers at least one (1) cultural awareness program/special event for students, parents, staff and/or community members during the school year with at least 30% participation in each.   | Principal Attestation  |
| X | Inclusiveness                                    | ELL and non-ELL students participate together in electives such as music, art, and PE classes.  | Principal Attestation  |
| X | Language Proficiency Assessment Committee (LPAC) | The school has an active Language Proficiency Assessment Committee (LPAC) that meets TEA expectations and the campus complies with TEC Subchapter B (bilingual education and special language programs).  | Principal Attestation  |
| X | Professional Development                         | 100% of campus bilingual/ESL teachers receive professional development in sheltered instruction and/or ELPS trainings and <i>all teachers</i> receive training in ESL strategies at least once per year.  | Principal Attestation  |
|   | Parent Involvement                               | The school provides translation for parents who do not speak English at Open House/Orientation events, through dual language printed communications, and at conferences as needed, etc., leading to a minimum of 20% involvement from Spanish-speaking parents. | Principal Attestation  |
| X | Leadership and Sustainability (CIP)              | At least one (1) performance objective to increase second language acquisition is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.  | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## Factor # 6- Digital Learning Environment

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

**Unacceptable:** 0-1 indicators achieved

|   | Indicator                              | Description and Target Value   | Documentation/<br>Data Collection                                      |
|---|--|--|--|
| X | Regular Utilization of Technology      | Students have access to a technology device for intentional learning purposes at least one (1) hour per week.  | Principal Attestation  |
|   | Student Technology Literacy Assessment | Each campus has a summative literacy assessment in place for students exiting the campus to transition vertically (5 <sup>th</sup> , 8 <sup>th</sup> , 12 <sup>th</sup> ). On the campus' exit technology assessment, at least 80% of the students score proficient or higher. | Assessment Results   |
| X | Parent Satisfaction Survey             | Parent survey question: <i>Leaders and teachers at my child's school effectively utilize technology to provide quality learning experiences to students.</i> At least 85% of respondents selected "Agree" OR "Strongly Agree".   | Parent Survey Data   |
| X | Access to Technology                   | Classroom teachers have easy access to multiple technology tools to enhance and guide learning such as smartboards, web-based curriculum materials, computer stations, and individual devices for students.  | Principal Attestation  |
| X | Transforming Learning                  | Classroom observation and teacher evaluation data reflect frequent utilization of technology incorporated into the instructional design to enhance learning and elicit student engagement.   | Principal Attestation  |
| X | Student Satisfaction Survey            | Student survey question: <i>Teachers at my school use technology to help me learn.</i> At least 85% of respondents selected "Agree" OR "Strongly Agree".   | Student Survey   |
|   | Web-Based Learning                     | Students are provided at least three (3) opportunities to participate in technology-based programs in reading, math, science, and social studies or CTE.   | Principal Attestation  |
|   | Digital Safety                         | Students, parents, and teachers are provided training in digital safety and security.  | Principal Attestation  |
|   | Leadership and Sustainability (CIP)    | At least one (1) performance objective to improve the Digital Learning Environment is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.   | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## Factor # 7-Dropout Prevention Strategies

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved

**Unacceptable:** 0-1 indicators achieved



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|   | Indicator                           | Description and Target Value  | Documentation/<br>Data Collection                                      |
|---|-------------------------------------|---|--|
| X | Attendance                          | The school has an overall attendance rate of $\geq 95\%$ (HS), $\geq 96\%$ (JH), $\geq 97\%$ (Elem) OR made improvement over the prior year.  | Attendance   |
| X | SISD Student Climate Survey         | On average, at least 85% of students surveyed responded "Agree" or "Strongly Agree" to: <i>I like school.</i>   | Student Survey   |
| X | Parent Satisfaction Survey          | Parent survey question: <i>My child receives quality instruction.</i> On average at least 85% of respondents selected "Agree" OR "Strongly Agree".  | Parent Survey  |
| X | Healthy Environment                 | The school provides at least three (3) systems/practices/procedures to create an emotionally healthy, inclusive environment by offering activities such as Anti-bullying programs, social and emotional learning, group counseling, character education, etc. | Principal Attestation  |
| X | Anti-bullying Activities            | The school provides at least one (1) training for staff on how to recognize and prevent bullying. The school provides at least one (1) activity or program for students on how to recognize and prevent bullying.   | Principal Attestation  |
| X | PBIS                                | The school has implemented a Positive Behavior Support (PBIS) system with fidelity.   | Principal Attestation  |
|   | Credit Recovery                     | The school has programs and/or systems and processes in place for credit recovery and/or opportunities to re-learn and re-do assignments/tests.   | Principal Attestation  |
| X | Student Engagement                  | The school provides at least one (1) mentorship program, such as RAP, character-building programs, peer-to-peer mentoring, etc.   | Principal Attestation  |
| X | Intervention Support                | The school has a structured approach to identifying students in need of intervention and provides remedial instruction within the school day. The school monitors student progress and revises interventions as necessary for each student identified.        | Principal Attestation  |
|   | Leadership and Sustainability (CIP) | At least one (1) performance objective to increase dropout prevention strategies or improve attendance is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.  | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## Factor # 8-Educational Programs for Gifted and Talented Students

**Exemplary:** 5 or more indicators achieved

**Recognized:** 3-4 indicators achieved

**Acceptable:** 2 indicators achieved

**Unacceptable:** 0-1 indicators achieved



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|   | Indicator                             | Description and Target Value  | Documentation/<br>Data Collection                                      |
|---|---------------------------------------|---|--|
| X | GT Educators Professional Development | 90% + GT Teachers Meeting State Requirements & obtaining either the 30 Foundation GT credit hours or the 6 hours refresher GT credit hours.   | Professional Learning Documentation                                    |
| X | GT Program Service Design             | The campus has a documented service design that addresses the GT students' academic and socio-emotional needs including opportunities for time dedicated specifically to allowing collaborative learning to take place between identified students.       | Principal Attestation/GT Coordinator Facilitation/District Plan        |
| X | GT Screening                          | All students have access to screening in their primary language.  | Nomination Forms/GT Coordinator Attestation                            |
|   | GT Program Curriculum & Instruction   | The campus has invested in building the capacities of GT teachers to appropriately design a scope and sequence and instructional structure that allows for the necessary variances in scope, pacing, and complexity based on GT students' academic level. | Principal Attestation/GT Coordinator Attestation                       |
| X | GT Program: Community Involvement     | The campus has at least (1) structured opportunity for students, teachers, and parents to be involved in decisions that are made regarding GT instruction and the GT program.   | Principal Attestation/GT Coordinator Attestation/Newsletters/Surveys   |
| X | Parent Satisfaction                   | 100% of elementary gifted parents survey agree that "The Gifted/Talented services my child receives have had a very positive influence on my child's attitude toward school."   | Parent Survey 22-23  |
| X | Advanced Performance                  | The campus has interventions and/or differentiated instructional practices in place to ensure students are provided enrichment opportunities to attain advanced levels of achievement.  | Principal Attestation/GT Coordinator                                   |
| X | Equitable Participation               | The campus facilitates nomination and evaluation processes yearly that ensure equitable participation in the GT program proportionately reflective of the school's overall population.  | GT Student Demographic Data / Campus Student Demographic Data          |
| X | Professional Development              | 100% of classroom teachers receive professional development in how to implement differentiated instruction in their classrooms and observe best practices of others.  | District Training Records-Certified by Assistant Superintendent        |
|   | Leadership and Sustainability         | At least one (1) performance objective for implementing differentiated instruction strategies is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.   | Campus Improvement Plan/Principal Attestation regarding Implementation |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## Factor # 9-Compliance

**Yes:** 5 or more indicators achieved

**No:** 0-4 indicators achieved

|  | Indicator | Description and Target Value | Documentation/<br>Data Collection |
|--|-----------|------------------------------|-----------------------------------|
|--|-----------|------------------------------|-----------------------------------|





## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|   |  |   |   |
|---|--|---|---|
|   | Campus Improvement Plan                  | The school's 2022-2023 Campus Improvement Plan is complete and has been approved by the Board. Teachers are involved in the development process and aware of the goals. The Campus Advisory Team meets regularly throughout the year. (Minimum 4 times) | Principal Attestation                                 |
| X | Required web postings for accountability | The school complies with mandatory dissemination of annual TEA School Report Cards.   | Principal Attestation                                 |
| X | Immunizations                            | Parents are provided information and receive continuous follow-up to ensure students have received the required immunizations. The school provides free vision and hearing screenings.  | Principal Attestation                                 |
| X | Accountability                           | At least 90% of the teachers are Proficient or better on the Texas Teacher Evaluation and Support System (TTESS).   | Principal Attestation                                 |
|   | Campus Improvement Committee             | The school has an active Campus Advisory Team that meets the State and District requirements, including a minimum number of meetings per year and requirements pertaining to membership.  | Principal Attestation                                 |
| X | Attendance                               | The school has an overall attendance rate of $\geq 95\%$ (HS), $\geq 96\%$ (JH), $\geq 97\%$ (Int/Elem) OR made improvement over the prior year.  | Attendance Report                                     |
| X | Budget                                   | Budget deadlines are met and funds are spent appropriately according to designated functions.   | Certified by CFO                                      |
| X | PEIMS data submissions                   | The school meets state and district PEIMS data submission deadlines.  | Certified by District PEIMS Coordinator               |
|   | Highly Effective Personnel               | The school ensures all core area teachers are certified in the content areas taught and that all instructors on local certification permits perform at a level of proficient or higher on all informal and formal observation and evaluation tools.     | Master Schedule Certified by Assistant Superintendent |
| X | Special Education                        | The school provides special education programs that meet the individual needs of its special education students.  | Principal Attestation                                 |

Campus Name: Selman Elementary

Factor Rating: Yes

How are campus ratings for overall performance calculated?

Each campus earns a rating label of Exemplary, Recognized, Acceptable, or Unacceptable on each of the individual factors 1 through 8.

Each rating label has a numeric value as indicated below.



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

| Numeric values for rating labels |       |
|----------------------------------|-------|
| Rating Label                     | Value |
| Exemplary                        | 3     |
| Recognized                       | 2     |
| Acceptable                       | 1     |
| Unacceptable                     | 0     |

The rating labels available for Factor 9: Compliance are Yes or No. There is no numeric value for Factor 9: Compliance, but a Yes is required in order for a school to achieve an overall rating of Recognized or Exemplary.

The rating label values are added together for a total of 0-24.

|   | Individual Factor                                       | Rating Label | Value |
|---|---|--------------|-------|
| 1 | Fine Arts   | Exemplary    | 3     |
| 2 | Wellness and Physical Education                         | Exemplary    | 3     |
| 3 | Community and Parental Involvement                      | Exemplary    | 3     |
| 4 | 21 <sup>st</sup> Century Workforce Development Program  | Recognized   | 2     |
| 5 | Second Language Acquisition Program                     | Exemplary    | 3     |
| 6 | Digital Learning Environment                            | Exemplary    | 3     |
| 7 | Dropout Prevention Strategies                           | Exemplary    | 3     |
| 8 | Educational Programs for Gifted and Talented Students   | Exemplary    | 3     |
| 9 | Compliance  | Yes          | -     |
|   | Overall Performance (sum of the rating values from 1-8) |              | 23    |

The sum of the rating label values determines the campus rating for overall performance.

| Campus Rating for Overall Performance |                             |
|---------------------------------------|-----------------------------|
| Rating                                | Total                       |
| Exemplary                             | 20-24 and YES in Compliance |
| Recognized                            | 12-19 and YES in Compliance |
| Acceptable                            | 8-11                        |
| Unacceptable                          | 0-7                         |

Campus Name: Selman Elementary

Factor Rating: Exemplary

## PRINCIPAL ATTESTATIONS: 2022-2023

| Factor      | Indicator                                   | Description  | Attestation   |
|-------------|---|--|---|
| 1-Fine Arts | Exhibition/<br>Performance<br>Opportunities | The school provides at least two opportunities for students to perform in or display their work in fine arts related productions or exhibitions. | *Houston LiveStock Show and Rodeo<br>*Arts and Appetizers |



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|             |                               |  |  |
|-------------|-------------------------------|--|--|
| 1-Fine Arts | Fine Arts Experience          | At least three opportunities are provided for students to experience fine arts in cooperation with other schools and/or our community.         | *Houston LiveStock Show and Rodeo<br>*Arts and Appetizers<br>*Battle of the Arts |
| 1-Fine Arts | Creative Writing              | The school produces at least two publications featuring students' creative writing.  |  |
| 1-Fine Arts | Interscholastic Competition   | The school has full participation in UIL or non-UIL fine arts competitions including UIL oral events.  | *Students participated in UIL oral, writing, and academic events.                |
| 1-Fine Arts | Enrichment Activities         | The school provides at least three fine arts after-school or enrichment opportunities such as student clubs.                                   |  |
| 1-Fine Arts | Fine Arts Career Exploration  | Students have an opportunity to learn about creative careers through interaction with fine arts professionals.                                 |  |
| 1-Fine Arts | Leadership and Sustainability | Identify the applicable strategy included in the Campus Improvement Plan that addresses fine arts instruction or creative learning strategies. |  |

PRINCIPAL ATTESTATIONS: 2022-2023

| Factor | Indicator | Description | Attestation |
|--------|-----------|-------------|-------------|
|--------|-----------|-------------|-------------|



## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|                                    |                                |  |   |
|------------------------------------|--------------------------------|--|---|
| 2-Wellness and Physical Education  | Coordinated School Health Team | The campus has a member active in the SHAC committee that meets at least four times per year. Team members include a representative of campus leadership and the school nurse.   | *We have all campus nurses, parents, staff members and administration on the SHAC team.   |
| 2-Wellness and Physical Education  | Healthy Environment            | The school provides at least three opportunities to develop an emotionally healthy and inclusive environment such as anti-bullying campaigns, Social and Emotional Learning, Character Education, and Red Ribbon Week. | *Each 9 weeks we have class meetings and a social lesson is led by our Counselor. Also we have SEL, Character Education, Red Ribbon Week and anti-bullying education. |
| 2- Wellness and Physical Education | Community Education Programs   | The school provides at least two community education programs related to wellness and physical education reaching at least 60% of the population served.   |   |
| 2-Wellness and Physical Education  | Staff Health and Fitness       | The school provides at least three opportunities for the staff to engage in or learn about fitness and wellness activities engaging 25% of the staff.  | *We had two opportunities for staff - Yoga and Walking days but were limited in participation.  |
| 2- Wellness and Physical Education | Leadership and Sustainability  | At least one performance objective to increase health and wellness is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.   | *SEL is included in the CIP.  |

### PRINCIPAL ATTESTATIONS: 2022-2023

| Factor | Indicator | Description | Attestation |
|--------|-----------|-------------|-------------|
|--------|-----------|-------------|-------------|



## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|                                      |                               |   |  |
|--------------------------------------|-------------------------------|---|--|
| 3-Community and Parental Involvement | Opportunities to get involved | The school hosts at least three opportunities for community and parental involvement reaching at least 40% of the population served.  | *Orientation, Family Learning Night, Fall Festival, Party on the Playground, PTA Family Events such as Donuts with Dads and Muffins with Moms, Christmas Coffee, Readers Restaurant, Mom's Day Spa, Award Ceremonies, Musical Performances |
| 3-Community and Parental Involvement | Communication                 | The school regularly uses at least three forms of communication in students' home languages.  | Remind, Notes home, Newsletters, Conferences.  |
| 3-Community and Parental Involvement | Informational Events          | The school hosts at least 2 parent informational events attaining at least 50% participation.   | Orientation, Family Learning Night, Title One Conferences  |
| 3-Community and Parental Involvement | Adult Learning Opportunities  | The school provides at least two opportunities for adult learning with 20 or more participants.   |  |
| 3-Community and Parental Involvement | Family Fun Events             | The school hosts at least two family fun events capturing at least 40% of the parent population.  | *Orientation, Family Learning Night, Fall Festival, Party on the Playground, PTA Family Events such as Donuts with Dads and Muffins with Moms, Christmas Coffee, Readers Restaurant, Mom's Day Spa, Award Ceremonies, Musical Performances |
| 3-Community and Parental Involvement | Business Partnerships         | The school participates in at least two (2) business and community partnerships/mentoring programs with positive results.   | *Working with Walmart to develop this  |
| 3-Community and Parental Involvement | Leadership and Sustainability | At least one (1) performance objective to increase community and parental involvement is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation. |  |

PRINCIPAL ATTESTATIONS: 2022-2023

| Factor | Indicator | Description | Attestation |
|--------|-----------|-------------|-------------|
|--------|-----------|-------------|-------------|



## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|   |  |  |  |
|---|--|--|--|
| <p>4-<br/>21<sup>st</sup> Century<br/>Workforce<br/>Development<br/>Program</p> | <p>College/Career<br/>Fair, Career<br/>Exploration</p>     | <p>The school offers at least two college/career events such as Career Day, job shadowing events, Take your Child to Work Day, Career Interest and Skill Inventories, etc.</p>   |  |
| <p>4-<br/>21<sup>st</sup> Century<br/>Workforce<br/>Development<br/>Program</p> | <p>Professional<br/>Development</p>                        | <p>Student and staff proficiency levels are considered to develop the campus technology plan. Training enhances learning in the classroom.</p>   |  |
| <p>4-<br/>21<sup>st</sup> Century<br/>Workforce<br/>Development<br/>Program</p> | <p>College<br/>Awareness</p>                               | <p>The school displays college pennants, displays diplomas/degrees of staff members or participates in regular staff college dress days and converses with students and parents about college options.</p>                               | <p>*College Day and college shirts on report card days</p> |
| <p>4-<br/>21<sup>st</sup> Century<br/>Workforce<br/>Development<br/>Program</p> | <p>Post-secondary<br/>opportunities and<br/>mentorship</p> | <p>The school provides students and parents information about post-secondary opportunities, secures opportunities for internships and job exposure, and/or arranges for students to have mentors who promote post-secondary success.</p> |  |
| <p>4-<br/>21<sup>st</sup> Century<br/>Workforce<br/>Development<br/>Program</p> | <p>Leadership and<br/>Sustainability</p>                   | <p>At least one (1) performance objective to increase 21<sup>st</sup> Century Workforce Development is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.</p>                          | <p>*Continued to develop and expand awareness</p>          |



## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

| Factor                        | Indicator  | Description  | Attestation   |
|-------------------------------|--|--|---|
| 5-Second Language Acquisition | Language Programs Offered & Effective            | The school offers at least (1) TEA-approved language program. Students in this program are comparatively successful to their peers. (Less than 15% gaps in all tested areas.)              | One way Dual Language Program                                   |
| 5-Second Language Acquisition | Access to Portfolio of Language Offerings        | The school provides expanded opportunities for students to learn Languages Other Than English (LOTE).  | Spanish and other Latin American dialects                       |
| 5-Second Language Acquisition | Cultural Awareness Programs/ Special Events      | The school offers at least one cultural awareness program/special event for students, parents, staff and/or the community with at least 30% participation.                                 | Bilingual Family Learning Night                                 |
| 5-Second Language Acquisition | Inclusiveness                                    | ELL and non-ELL students participate together in electives such as music, art, and PE classes.   | All students participate together                               |
| 5-Second Language Acquisition | Language Proficiency Assessment Committee (LPAC) | The school has an active LPAC that meets TEA expectations.   | LPAC Meets routinely  |
| 5-Second Language Acquisition | Professional Development                         | 100% of teachers receive training in ESL strategies once per year.   |   |
| 5-Second Language Acquisition | Parental Involvement                             | The school provides translation for parents who do not speak English at all parental involvement meetings and events leading to a min. of 20% participation from Spanish-speaking parents. | Translation occurs at all conferences, meetings and newsletters |
| 5-Second Language Acquisition | Leadership and Sustainability                    | At least one performance objective to increase second language acquisition is included in the 2022-2023 CIP with demonstrated effectiveness of implementation                              |   |

PRINCIPAL ATTESTATIONS: 2022-2023

| Factor | Indicator | Description | Attestation |
|--------|-----------|-------------|-------------|
|--------|-----------|-------------|-------------|



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|                                 |                                   |  |  |
|---------------------------------|-----------------------------------|--|--|
| 6-Digital Learning Environment  | Regular Utilization of Technology | Students have access to tech device for intentional learning purposes at least one (1) hour per week.  |  |
| 6-Digital Learning Environment  | Access to Technology              | Classroom teachers have easy access to multiple technology tools to enhance and guide learning.  | Chromebooks available for all each student in grades 3, 4, 5 and technology class in specials rotation |
| 6-Digital Learning Environment  | Transforming Learning             | Observation and evaluation data reflect frequent utilization of technology incorporated into the instructional design to enhance learning and elicit student engagement.                   | Smartboard, Chromebooks, Document Camera, etc  |
| 6. Digital Learning Environment | Web-based Learning                | Students are provided at least 3 opportunities to participate in tech-based programs in core content or CTE.   |  |
| 6-Digital Learning Environment  | Digital Safety                    | Students, parents, and teachers are provided training in digital safety and security.  |  |
| 6-Digital Learning Environment  | Leadership and Sustainability     | At least one (1) performance objective to improve the Digital Learning Environment is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation. |  |

PRINCIPAL ATTESTATIONS: 2022-2023

| Factor | Indicator | Description | Attestation |
|--------|-----------|-------------|-------------|
|--------|-----------|-------------|-------------|





## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|                                 |                               |   |  |
|---------------------------------|-------------------------------|---|--|
| 7-Dropout Prevention Strategies | Healthy Environment           | The school utilizes at least three systems/practices/procedures to promote a healthy and inclusive environment. (Such as anti-bullying campaigns, counseling groups, character ed.)   | Character Education, SEL and Anti Bullying Education is ongoing throughout the school year                               |
| 7-Dropout Prevention Strategies | Anti-Bullying Activities      | The school provides at least one training for staff and one training for students in how to recognize and prevent bullying.   | Anti Bullying Education is ongoing throughout the school year  |
| 7-Dropout Prevention Strategies | PBS                           | The school has implemented a Positive Behavior Support system with fidelity.  | PBIS implemented with “boosters” given each month to refresh the purpose, goal, and implementation                       |
| 7-Dropout Prevention Strategies | Credit Recovery               | The school has programs and/or systems and processes in place for credit recovery and/or opportunities to re-learn and re-do assignments/tests.   |  |
| 7-Dropout Prevention Strategies | Student Engagement            | The school provides/participates in and supports a mentorship program such as RAP, character-building programs, peer-to-peer mentoring Watch D.O.G.S., etc.   | Watch Dogs, Character Education, Mentor Program with High School Students and the RAP partners assist with our students. |
| 7-Dropout Prevention Strategies | Intervention Support          | The school has a structured approach to identify students in need of intervention and provides remedial instruction within the school day. The school monitors student progress and revises interventions as necessary for identified students. |  |
| 7-Dropout Prevention Strategies | Leadership and Sustainability | At least one (1) performance objective to increase dropout prevention strategies or improve attendance is included in the 2022-2023 Campus Improvement Plan with demonstrated effectiveness of implementation.                                  |  |

### PRINCIPAL ATTESTATIONS: 2022-2023

| Factor | Indicator | Description | Attestation |
|--------|-----------|-------------|-------------|
|--------|-----------|-------------|-------------|



# SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|   |                                     |  |   |
|---|-------------------------------------|--|---|
| 8-Programs for Gifted and Talented Students | GT Program Service Design           | Service design that addresses the GT students' academic and socio-emotional needs including opportunities for collaborative learning               | GT program is in place and led by Mrs. Casey Schindler  |
| 8-Programs for Gifted and Talented Students | GT Program Curriculum & Instruction | Teachers appropriately design a scope and sequence and instructional structure that allows for the variances based on GT students' academic level. |   |
| 8-Programs for Gifted and Talented Students | GT Program: Community Involvement   | The campus has at least 1 structured opportunity for students, teachers, and parents to be involved in decisions regarding the GT program.         |   |
| 8-Programs for Gifted and Talented Students | Advanced Performance                | The campus has interventions to ensure students are provided opportunities to attain advanced levels of achievement.                               | We have multiple opportunities each day for students to be enriched and expand their levels of achievement. |



## SEALY INDEPENDENT SCHOOL DISTRICT. SEALY. TX.

|              |                              |  |   |
|--------------|------------------------------|--|---|
| 9-Compliance | Campus Improvement Plan      | The 2022-2023 CIP is complete and teachers, parents, business and community members are involved in the development process. The CIT meets at least 4 times per year to monitor and review progress. |   |
| 9-Compliance | Required Web-postings        | The school complies with the annual dissemination and posting of TEA School Report Cards.  | All required postings are on the website and easily accessed by the public.   |
| 9-Compliance | Immunizations                | Continuous follow-up is provided to ensure students have received the required immunizations. The school provides free vision and hearing screenings.  | Nurse Schmidt ensures compliance  |
| 9-Compliance | Accountability               | At least 90% of teachers are proficient or better on the TTESS evaluations.  | Yes, over 90% are proficient.   |
| 9-Compliance | Campus Improvement Committee | The school has an active Campus Improvement Team including the minimum number of identified representatives and meets at least 4 times per year.   |   |
| 9-Compliance | Special Education            | The school provides special education programs that meet the individual needs of special education students.   | The SPED team meets monthly to review the needs of students. Compliance through ARD's, programming, involving parents in help sessions, conducting community events, and hosting help sessions. |