



RUBY RAMIREZ

2019 COHORT MEMBER

**School for the Talented
and Gifted Pleasant Grove**

COMMUNITY THROUGH ADVERSITY

Target Audience
Students

Interventions

- Empathy Interviews
- Focused on Campus Needs
- Implemented Credit Recovery Plan
- Implemented student-centered advisory sessions

Resources Utilized

- Student Newsletter
- Student Survey
- Clubs & Whistles Day

PROJECT OUTCOMES

**CREATE A SENSE OF COMMUNITY THROUGH:
INCREASED STUDENT ENGAGEMENT,
STUDENT AGENCY,
ADDRESSING SOCIAL-EMOTIONAL NEEDS,
AND IMPROVING STUDENT CULTURE**

Deep impact* was made in the following categories:

- Increase in student survey responses by 15%
- Increase in extracurricular participation by 64%
- Increase in completion of assignments by 18%
- Increase in student engagement by 52%
- Increase in overall attendance by 44%

**Data represents the 2020-21 school year*

email: rugarza@dallasisd.org

presentation link:



Second Step Scope and Sequence

Unit 1: Mindsets and Goals

Reminder: To access your **A Day lessons** you have to log in into the Second Step webpage.





To access your **B Day lessons** you click on the attachment that is color coded in the Resources column.





The lessons are assigned by week, not by day.

	6th grade	7th grade	8th grade	Friday	Resources
Week 1 Sep 8-11 Online	A 1A.Starting Middle School B Returning to School	A 1A. Starting Middle School B Returning to School	A 1.Welcome! B Returning to school		<ul style="list-style-type: none"> Circle questions Sentence Stems for Morning Meetings
Week 2 Sep 14-18 Online	Education Go Get it Week	Education Go Get it Week	Education Go Get it Week		
Week 3 Sep 21-24 Online	A 1B Helping New Students B My Values	A 1B. Helping New Students B My Values	A 2. Who Am I? My identity B My Values	Friday of this week (A DAY) please play the Counselor Orientation Guidance Video that I will be sharing here Click here for Video	Random Acts of Kindness Curriculum
Week 4 Sep 28- Oct 2 Online	A 2. How to Grow Your Brain B Value of Friendship	A 2.Creating New Pathways in your Brain B Value of Friendship	A 3. My interests and Strengths B Value of Friendship	Friday of this week (B DAY) please play the Student Handbook Orientation Video Click here for videos	B day Lesson Plan <ul style="list-style-type: none"> Second Step Community Rebuilding Unit
Week 5 Oct 5- 9	A 3. Trying New Strategies B Community Values	A 3.Learning from Mistakes and Failure B Community Values	A 4. Harnessing my Strengths B Community Values		<ul style="list-style-type: none"> Respect Agreements Emotional Check in: Make a copy! Trauma informed Care Resources: SEL lens

Week 6 Oct 12- 16	A 4.Making Goals Specific B Making our school Community better	A 4. Identifying Roadblocks B Making our school Community better	A 5.Pursuing My Goals B Making our school Community better	Standard Response Protocol video https://drive.google.com/file/d/161Y5Q_2v60fnRC4dImV28tyZ1L1zsu/view	B day Lesson Plan • Comm. Meetings Pacing Guide
Week 7 Oct 19- 23	A 5.Breaking Down your Goals B Coping with Emotions	A 5. Overcoming Roadblocks 1 B Coping with Emotions	A 6. My future Self B Coping with Emotions	Friday SEL SURVEY DISTRICT SURVEY	B day Lesson Plan Second Step Middle School Advisory Activity Starter Pack
Week 8 Oct 26- 30	Red Ribbon Week	Red Ribbon Week	Red Ribbon Week	Club Exploration	
	6th grade	7th grade	8th grade	Friday	Notes/ Resources
Week 9 Nov 2- 6	Students/ Teachers work on pending items during Advisory				Friday DAC Symposium
Week 10 Nov 9-13	A 6.Monitoring Your Progress B High school Exploration	A 6. Overcoming Roadblocks 2 B High school Exploration	A 7. My Path Forward B High school Exploration	8th Grade will be taking PSAT test Guidance Lesson Anti-Bullying for 6th & 7th Guidance Lesson on Bullying link	On Tuesday B day play both videos below Magnet High School overview link P Tech High School overview link On Thursday B day start exploring P techs High School exploration link

UNIT 2 Recognizing Bullying and Harassment

	6th grade	7th grade	8th grade	Friday	Notes/ Resources
Week 12 Nov 30- Dec 4	A 8. Common Types of Bullying B Tuesday High school Exploration B Thursday  <i>Find your Path</i>	A 8. What is Harassment? B Tuesday High school Exploration B Thursday  <i>Find your Path</i>	A 8. Understanding Bullying B Tuesday High school Exploration B Thursday  <i>Find your Path</i>	DAC Symposium	High School exploration link B days on Tuesdays Explore as many Magnet High Schools as you can B days on Thursdays On this week students will complete the School Links Assessment SchoolLinks.webmSchoolLinks instructions for Thursday
Week 13 Dec 7- 11	A 9.Recognizing Bullying B Tuesday Early College High School at El Centro College Principal presentation zoom link B Thursday Graphic Design at Skyline student testimonial Skyline	A 9. What is Sexual Harassment? B Tuesday Early College High School at El Centro College Principal presentation zoom link B Thursday Graphic Design at Skyline student testimonial Skyline	A 9. Social Factors that Contribute to Bullying B Tuesday Early College High School at El Centro College Principal presentation zoom link B Thursday Graphic Design at Skyline student testimonial Skyline		High School exploration link 8th Grade High School support Zoom Link <i>8th Grade teachers:you may only send a few 8th graders per day to the link</i> A Days I will help students that have Advisory with Ms. Dena, Ms. Fletcher and Mr. Ornelas on B Days I will help students that have Advisory with Mr. Andino, Ms. Powell and Ms. Worley
	6th grade	7th grade	8th grade	Friday	Notes/ Resources
Week 14 Dec 14-18	A 10. Responding to	A 10. The Effects of	A 10. Environmental	This Friday is a B day	High School

	<p>Cyberbullying</p> <p>B Tuesday & Friday Complete School Links Assessments</p> <p>Learning Style  & Complete Find your Path</p> <p>B Thursday Spelling Bee</p>	<p>Sexual Harassment</p> <p>B Tuesday & Friday School Links  Assessments “Social Emotional Learning” & “Explore Careers”</p> <p>B Thursday Spelling Bee</p>	<p>Factors that Contribute to Bullying</p> <p>B Tuesday & Friday  School Links Assessments “Social Emotional Learning”, “Explore Careers” & “Favorite Careers”</p> <p>B Thursday Spelling Bee</p>	<p>Students finish Assessments in School</p> <p>Links </p>	<p>exploration link</p> <p>B days Students will log into Clever, find SchoolLinks and <u>complete the TO DO</u> list they have.</p> <p>Highs School support link</p>
<p>Week Dec 21- Jan 1</p>	Winter Break	Winter Break	Winter Break		
<p>Week 15 Jan 5-8</p>	<p>A 11. How to be an Upstander B Tuesday High school Exploration Wilmer Hutchins presentation</p> <p>B Thursday High school Research Project (assigned in Counseling Google Classroom)</p>	<p>A 11. Gender-Based Harassment B Tuesday High school Exploration Wilmer Hutchins presentation</p> <p>B Thursday High school research project (assigned in Counseling Google Classroom)</p>	<p>A 11. Speak Up and Start a Movement B Tuesday High school Exploration Wilmer Hutchins presentation</p> <p>B Thursday High school research project (assigned in Counseling Google Classroom)</p>	<p>DAC Speaker- City of Dallas Planning and Urban Design Ashley Guevara</p>	<p>High School exploration link</p> <p>8th Grade students have a lesson with Ms. Fitzgerald on Interview Tips Tuesday and Thursday Zoom link for Tuesday Zoom link for Thursday</p>
<p>Week 16 Jan 11-15</p>	<p>A 12. Standing Up and Staying Safe B Tuesday & Thursday High school Research</p>	<p>A 12. Our Rights and Responsibilities B Tuesday & Thursday High school Research</p>	<p>A 12. Be Inclusive and Change Policies B Tuesday & Thursday High school Research</p>		<p>High School exploration link</p>

	Project	Project	Project		
Week 17 <i>Jan 19-22</i>	A 13. Raising Awareness about Bullying B Tuesday & Thursday High school Research Project	A 13. Preventing Harassment B Tuesday & Thursday High school Research Project	A 13. Stand Up for Change! B Tuesday & Thursday High school Research Project		High School exploration link

UNIT 3 Thoughts, Emotions, and Decisions

Building a Remote Advisory Program

The Power of Unstructured Time While building your content plan, don't be afraid to set aside time for students to talk and socialize with each other. Often, the most important parts of an adolescent's day happen in the moments between classes when they're connecting with friends. Giving students time to simulate this through live online meetings can mean a lot to them. Just letting kids be kids may run counter to our instincts to provide students with structured activities, but simply having the advisor present can be structured enough. Students' other social outlets during this crisis—social media, texting, online games, and so on—can be difficult spaces to navigate, with risks of bullying, harassment, and other antisocial behaviors. Your advisory class may provide students their one opportunity to socialize with friends in a safe, supportive environment.



Credit Recovery Action Plan 2020-2021

Purpose: Our credit recovery action plan was designed with the end goal of student personal and academic success. We seek to ensure our owls complete this credit recovery action plan resulting in: personal accountability, academic growth, good academic standing, redemption of STAG scholarly characteristics grounded in our purpose, “Achieving with effort, Excelling with Persistence.”

Tangible Goals: Opportunity to recover missed or incomplete assignments they neglected to submit in a timely manner. Close and remediate academic gaps by recuperating learning loss on class assignments with critical standard based expectations. Scholars meeting or exceeding their growth goal for the 2020-2021 school year. Scholars meeting or mastering their grade level. Alignment of 9 week cumulative grade point average to the student’s actual and current learning level.

Action	Time - Frame/Dates	Responsibility	Schedule
Updated Grades	Current - End of Year	Teacher	7 day Grade Reports for Accountability
Students Identified for Credit Recovery	3 academic week progress reports	Students, Teachers & Parents	60 Minutes/day 3 days/week
Students Identified for Enrichment	3 academic week progress reports	Students & Teachers	30 Minutes/day 3 days/week
Students Identified for Credit Recovery & Remediation Support	3 academic week progress reports & Local Assessments (Power DOL included)	Students, Teachers & Parents	60 Minutes/day 3 days/week Mandated SE- Based Tutoring

2020-21 School Profile

SCHOOL FOR TALENTED AND GIFTED IN PLEASANT GROVE (TEA 363)



9610 BRUTON RD DALLAS, TX 75217

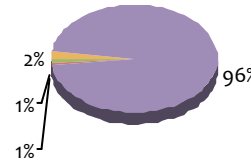
www.dallasisd.org/pleasantgrovetag

Principal: RUBY RAMIREZ (rugarza@dallasisd.org)

Phone: 972-925-3335

Elementary school (grades 4–8). Choice school with academic requirements for admission.

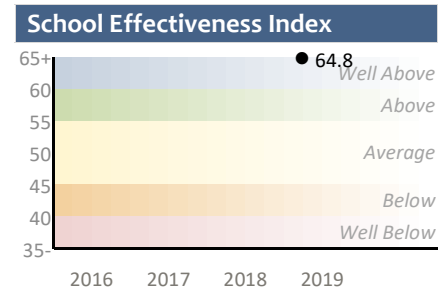
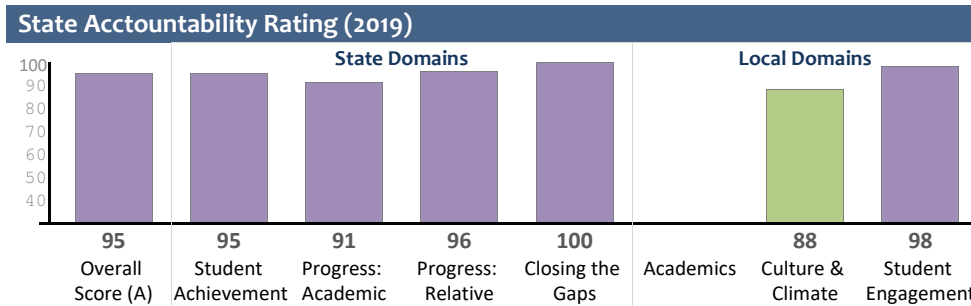
Grd	Attendance Target: 97%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
4	97.9%	59	20%	10%	85%	3%	2%
5	98.3%	71	24%	-	97%	1%	1%
6	98.8%	85	28%	-	99%	1%	-
7	98.6%	86	29%	-	100%	-	-
ALL	98.4%	301	-	2%	96%	1%	1%



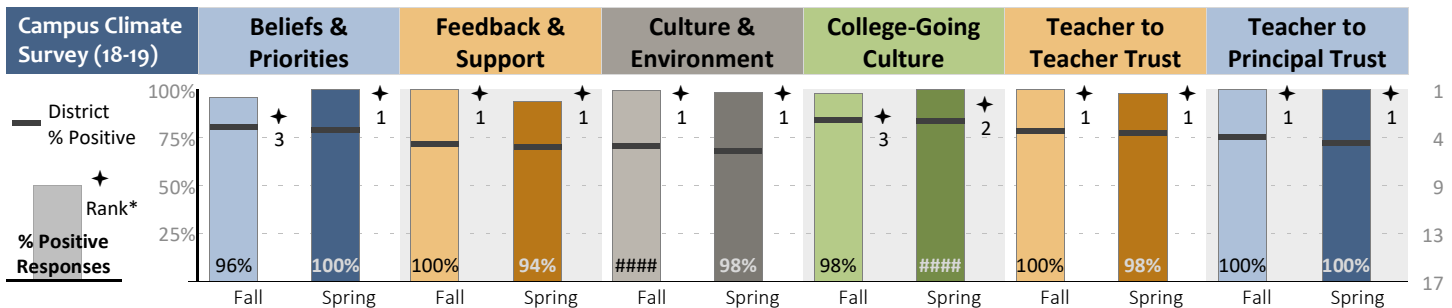
Student Group Enrollment			
		% of School	
At Risk	223	75.1%	
EL	223	75.1%	
Low SES	259	87.2%	
SPED	1	0.3%	
TAG	177	59.6%	

Attendance / Retention		2017-18	2018-19	2019-20
Students	Average student attendance rate	--	98.5%	98.4%
	Percentage absent fewer than 10% of days enrolled	--	99.5%	99.0%
Teachers	Average number of absences	--	6.1	4.6
	Percentage returned to campus from prior year	--	--	64.3%

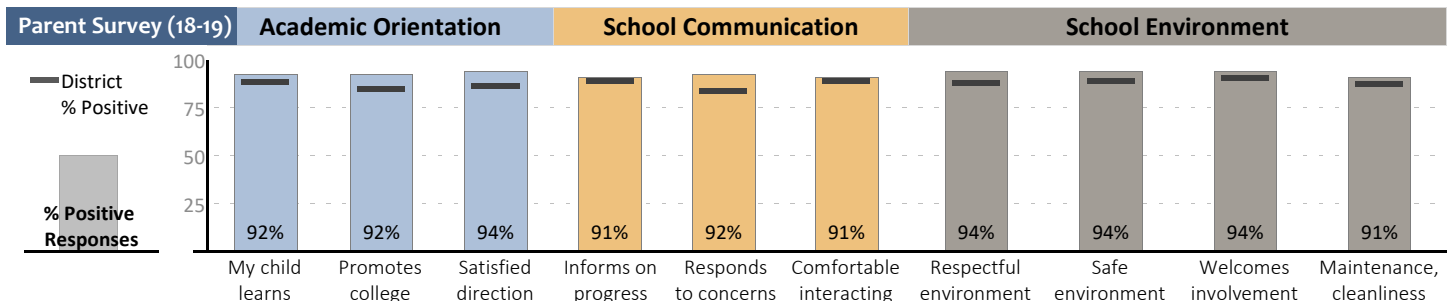
Disciplinary Actions	17-18	18-19	19-20
In-School Suspension		4	2
Out-of-School Suspension		7	7



Distinctions Achievement in math, ELA/reading, science; Top 25% in academic growth; Top 25% in closing the gaps; Postsecondary readiness

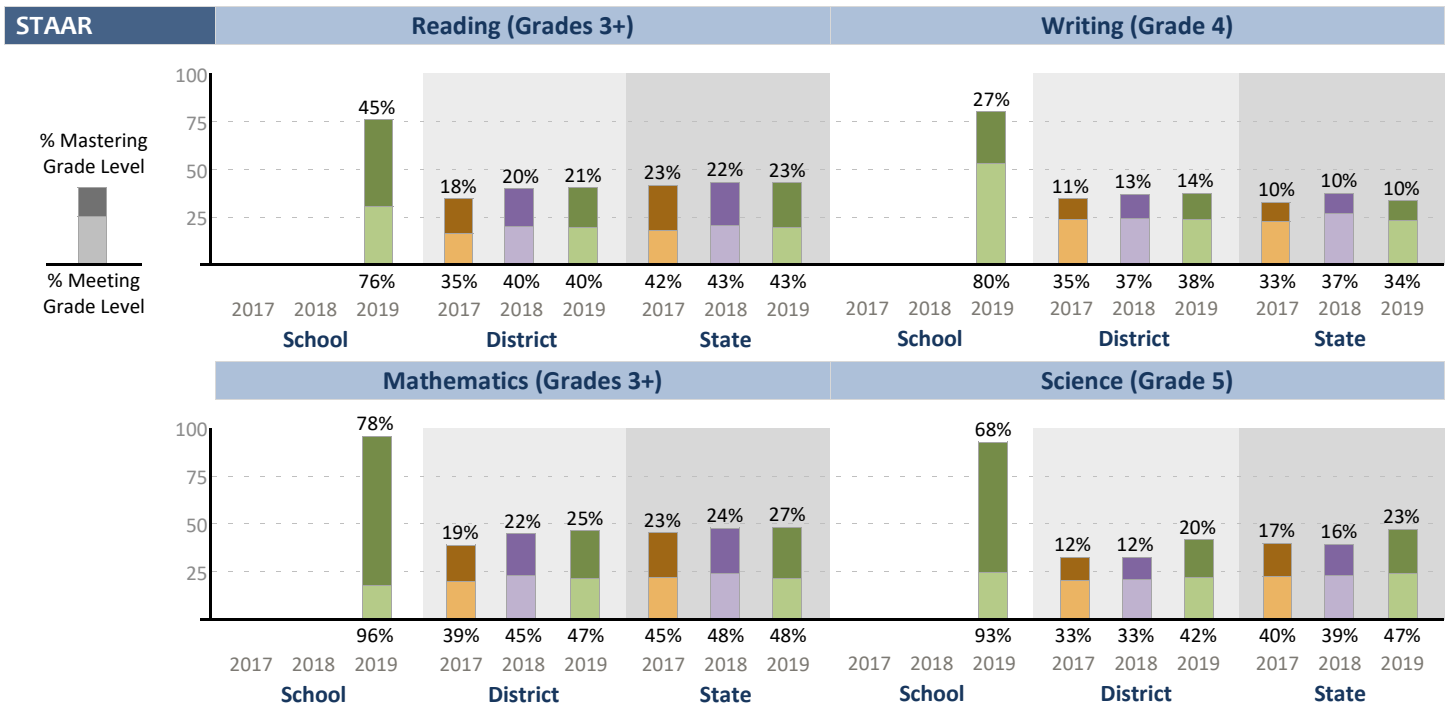


*Rank out of 63 secondary, 148 elementary, or 17 magnet schools



2020-21 School Profile

SCHOOL FOR TALENTED AND GIFTED IN PLEASANT GROVE (TEA 363)



2020-21 School Profile

SCHOOL FOR TALENTED AND GIFTED IN PLEASANT GROVE (TEA 363)



2020-21 School Profile

School Metric and Term Definitions



INFORMATION ABOUT 2020-21 SCHOOL PROFILES

Emergency Closure due to COVID-19 Pandemic	Statistics in this report were updated to reflect the 2019-20 school year WHERE POSSIBLE. In most cases, new data were not available to create updated statistics due to the emergency closure in March 2020. Please note carefully which school years are reflected in each section. If new statistics could not be created for 2019-20, all prior-year statistics were left in place from the previous School Profile. In the 2020-21 profile, attendance statistics are based on data collected through March 13, 2020, the last instructional day before the emergency closure.
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Attendance

Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled) at end of last school year. The target for elementary schools is 97%.
Students absent fewer than 10% of days enrolled	An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the last school year.

Enrollment

Number enrolled by grade (N)	Average daily enrollment at the campus during the last school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment at end of last school year.
Percentage in grade by race/ethnicity (% of Grade)	Percentage of students within grade level identified as African American, Hispanic, white, or other at end of last school year. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of last school year based on data in student information system. Students may be classified in more than one or no student groups.

Teachers

Teacher absences	Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

Discipline

Frequency of disciplinary actions	Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; expulsion: 2, 4.
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Accountability Rating System for Texas Public Schools

State accountability rating	Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD opted into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional local domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate survey and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score across the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute the school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness.
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School Effectiveness Index

SEI	A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean."
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Campus Climate Survey

Percentage positive responses	Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
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Parent Survey

Percentage positive responses	Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
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2020-21 School Profile

School Metric and Term Definitions



TerraNova/SUPERA

Percentage at or above the 40th percentile	Percentage of students with scores at or above the 40th percentile using a national norm, meaning the score was at or above approximately 40 percent of all other scores in the U.S. Indicator of grade-level performance. TerraNova is an English-language assessment and SUPERA is the Spanish-language equivalent. The district administers the reading, language, and mathematics sections of these assessments to students in grades K-2; only the reading and mathematics are presented.
Percentage at or above the 80th percentile	Percentage of students with scores at or above the 80th percentile using a national norm, meaning the score was at or above approximately 80 percent of all other scores in the U.S. Indicator of advanced performance. Scores above the 80th percentile are a subset of scores above the 40th percentile.

State of Texas Assessment of Academic Readiness (STAAR)

Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. District and state statistics are based on grade levels at the campus. Students meeting grade level standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.

School: School For The Talented & Gifted in Pleasant Grove			TEA: 363												
Survey Category/Item	Responses	Campus Percent Positive (S2021)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Feeder Pattern Percent Positive	Magnet Percent Positive	District Percent Positive	Campus Percent Positive (S2019)	Campus Percent Positive (F2018)	Campus Percent Positive (S2018)	Campus Percent Positive (F2017)	Campus Percent Positive (S2017)	Campus Percent Positive (F2016)
Beliefs and Priorities		94.4	4.71	94	5	4	82.3	79.2	78.1	100.0	96.1	NA	NA	NA	NA
The key actions my school is working on this year are focused on what is best for students.	36	94.4					82.9	80.2	77.6	100.0	92.3	NA	NA	NA	NA
I understand my role in implementing the school's key actions.	36	94.4					88.4	87.4	88.3	100.0	92.3	NA	NA	NA	NA
I have the support I need from campus leadership to do my job well.	36	94.4					78.8	75.0	74.6	100.0	92.0	NA	NA	NA	NA
My campus leadership helps me understand recent changes in the school's focus.	36	94.4					79.7	75.0	75.1	100.0	92.0	NA	NA	NA	NA
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	36	94.4					86.6	85.0	83.6	100.0	100.0	NA	NA	NA	NA
The Student Achievement Goals will lead to success.	36	91.7					84.1	81.8	80.7	100.0	100.0	NA	NA	NA	NA
How similar are your school's priorities to what you think they should be?*	36	97.2					78.3	73.3	70.1	100.0	100.0	NA	NA	NA	NA
Overall, my campus is headed in the right direction.	36	94.4					79.5	75.9	75.0	100.0	100.0	NA	NA	NA	NA
Overall, the District is headed in the right direction.**	36	88.9					75.6	74.1	71.7	96.0	96.2	NA	NA	NA	NA
Positive Culture and Environment		94.4	4.73	97	5	2	77.5	73.7	70.9	98.4	99.6	NA	NA	NA	NA
I would recommend this school to others to work here.	36	94.4					80.7	73.9	71.9	100.0	100.0	NA	NA	NA	NA
I usually look forward to working each day at this school.	35	94.3					82.5	79.5	77.1	100.0	100.0	NA	NA	NA	NA
I believe I work in an environment of support and respect.	35	97.1					77.9	75.7	74.1	100.0	100.0	NA	NA	NA	NA
Discipline is enforced consistently and effectively at my campus.	36	97.2					73.3	67.9	65.4	100.0	100.0	NA	NA	NA	NA
Unruly students are not permitted to disrupt the learning environment.	35	97.1					80.9	77.5	70.1	100.0	100.0	NA	NA	NA	NA
The campus I work in is clean, safe and free of physical hazards.	36	97.2					86.7	85.6	82.8	100.0	100.0	NA	NA	NA	NA
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	36	83.3					73.3	69.5	65.8	92.0	100.0	NA	NA	NA	NA
I am satisfied with the recognition I receive for doing a good job.	36	91.7					74.2	72.0	69.4	91.7	96.2	NA	NA	NA	NA
Morale at my school has improved this year.	36	94.4					61.1	57.6	59.3	100.0	100.0	NA	NA	NA	NA
I would recommend this school to parents seeking a place for their child.	36	97.2					84.0	77.9	73.0	100.0	100.0	NA	NA	NA	NA
Culture of Feedback and Support		94.2	4.71	96	5	2	78.1	72.6	70.2	93.6	100.0	NA	NA	NA	NA
My campus leadership helps me improve the quality of my instruction.	20	95.0					77.7	72.6	69.2	92.3	100.0	NA	NA	NA	NA
The instructional feedback I get helps me improve the quality of my instruction.	20	95.0					80.4	75.3	73.1	92.3	100.0	NA	NA	NA	NA
I have sufficient opportunities and encouragement to develop my leadership potential.	20	95.0					79.6	74.0	70.2	92.3	100.0	NA	NA	NA	NA
The PD sessions at my school this year helped me improve instruction.	20	90.0					68.7	61.9	59.9	92.3	100.0	NA	NA	NA	NA
My team experiences with colleagues this year helped me improve instruction.	20	95.0					83.8	77.8	79.6	92.3	100.0	NA	NA	NA	NA
My school has an effective instructional leadership team.	20	95.0					78.7	74.0	69.3	100.0	100.0	NA	NA	NA	NA
College-Going Culture		99.3	4.93	97	5	2	91.7	87.1	83.6	100.0	98.2	NA	NA	NA	NA
Teachers expect most students in this school to go to college.	23	100.0					95.0	88.9	80.2	100.0	100.0	NA	NA	NA	NA
Instruction in this school is focused on helping students get ready for college.	23	100.0					91.5	86.8	79.7	100.0	100.0	NA	NA	NA	NA
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	23	100.0					93.8	91.1	86.1	100.0	100.0	NA	NA	NA	NA
Teachers at this school accept nothing less from students than their full effort.	23	100.0					85.5	80.3	81.1	100.0	100.0	NA	NA	NA	NA
Teachers at this school do not let students give up when their class work becomes challenging.	23	95.7					91.3	85.9	84.8	100.0	94.7	NA	NA	NA	NA
Teachers at this school give students feedback to help them understand how to improve.	23	100.0					93.3	89.8	89.8	100.0	94.4	NA	NA	NA	NA
Teacher-Teacher Trust		98.7	4.83	98	5	2	85.4	80.3	78.9	NA	NA	NA	NA	NA	NA
Teachers in this school trust each other	20	100.0					79.8	72.6	72.4	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	20	95.0					82.6	77.0	75.7	NA	NA	NA	NA	NA	NA
Teachers respect other teachers who take the lead in school improvement efforts.	20	100.0					89.3	84.2	82.5	NA	NA	NA	NA	NA	NA
Teachers at this school respect those colleagues who are experts at their craft.	19	100.0					90.1	87.4	84.9	NA	NA	NA	NA	NA	NA
Teacher-Principal Trust		99.3	4.94	94	5	3	77.6	74.8	71.9	NA	NA	NA	NA	NA	NA
The principal has confidence in the expertise of the teachers.	20	100.0					81.1	78.9	74.9	NA	NA	NA	NA	NA	NA
I trust the principal at his or her word.	20	100.0					76.4	74.3	70.7	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	20	95.0					76.4	74.8	68.2	NA	NA	NA	NA	NA	NA
The principal takes a personal interest in the professional development of teachers.	20	100.0					78.9	75.8	72.4	NA	NA	NA	NA	NA	NA
The principal looks out for the personal welfare of the faculty members.	20	100.0					77.5	74.8	72.0	NA	NA	NA	NA	NA	NA
The principal places the needs of children ahead of personal and political interests.	20	100.0					79.2	75.3	74.5	NA	NA	NA	NA	NA	NA
The principal at this school is an effective manager who makes the school run smoothly	20	100.0					73.9	70.3	70.4	NA	NA	NA	NA	NA	NA

*Scale for this item only: Very similar, Mostly similar, Somewhat similar, Not very similar, Definitely not similar

**Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (67), Elementary Schools (149), or Magnet Schools (16) group.

School: School For The Talented & Gifted in Pleasant Grove								
Survey Category/Item	Campus Percent Positive (S2016)	Campus Percent Positive (F2015)	Campus Percent Positive (S2015)	Campus Percent Positive (F2014)	Campus Percent Positive (S2014)	Campus Percent Positive (F2013)	Campus Percent Positive (S2013)	Campus Percent Positive (F2012)
Beliefs and Priorities	NA	NA	NA	NA	NA	NA	NA	NA
The key actions my school is working on this year are focused on what is best for students.	NA	NA	NA	NA	NA	NA	NA	NA
I understand my role in implementing the school's key actions.	NA	NA	NA	NA	NA	NA	NA	NA
I have the support I need from campus leadership to do my job well.	NA	NA	NA	NA	NA	NA	NA	NA
My campus leadership helps me understand recent changes in the school's focus.	NA	NA	NA	NA	NA	NA	NA	NA
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	NA	NA	NA	NA	NA	NA	NA	NA
The Student Achievement Goals will lead to success.	NA	NA	NA	NA	NA	NA	NA	NA
How similar are your school's priorities to what you think they should be?*	NA	NA	NA	NA	NA	NA	NA	NA
Overall, my campus is headed in the right direction.	NA	NA	NA	NA	NA	NA	NA	NA
Overall, the District is headed in the right direction.**	NA	NA	NA	NA	NA	NA	NA	NA
Positive Culture and Environment	NA	NA	NA	NA	NA	NA	NA	NA
I would recommend this school to others to work here.	NA	NA	NA	NA	NA	NA	NA	NA
I usually look forward to working each day at this school.	NA	NA	NA	NA	NA	NA	NA	NA
I believe I work in an environment of support and respect.	NA	NA	NA	NA	NA	NA	NA	NA
Discipline is enforced consistently and effectively at my campus.	NA	NA	NA	NA	NA	NA	NA	NA
Unruly students are not permitted to disrupt the learning environment.	NA	NA	NA	NA	NA	NA	NA	NA
The campus I work in is clean, safe and free of physical hazards.	NA	NA	NA	NA	NA	NA	NA	NA
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	NA	NA	NA	NA	NA	NA	NA	NA
I am satisfied with the recognition I receive for doing a good job.	NA	NA	NA	NA	NA	NA	NA	NA
Morale at my school has improved this year.	NA	NA	NA	NA	NA	NA	NA	NA
I would recommend this school to parents seeking a place for their child.	NA	NA	NA	NA	NA	NA	NA	NA
Culture of Feedback and Support	NA	NA	NA	NA	NA	NA	NA	NA
My campus leadership helps me improve the quality of my instruction.	NA	NA	NA	NA	NA	NA	NA	NA
The instructional feedback I get helps me improve the quality of my instruction.	NA	NA	NA	NA	NA	NA	NA	NA
I have sufficient opportunities and encouragement to develop my leadership potential.	NA	NA	NA	NA	NA	NA	NA	NA
The PD sessions at my school this year helped me improve instruction.	NA	NA	NA	NA	NA	NA	NA	NA
My team experiences with colleagues this year helped me improve instruction.	NA	NA	NA	NA	NA	NA	NA	NA
My school has an effective instructional leadership team.	NA	NA	NA	NA	NA	NA	NA	NA
College-Going Culture	NA	NA	NA	NA	NA	NA	NA	NA
Teachers expect most students in this school to go to college.	NA	NA	NA	NA	NA	NA	NA	NA
Instruction in this school is focused on helping students get ready for college.	NA	NA	NA	NA	NA	NA	NA	NA
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	NA	NA	NA	NA	NA	NA	NA	NA
Teachers at this school accept nothing less from students than their full effort.	NA	NA	NA	NA	NA	NA	NA	NA
Teachers at this school do not let students give up when their class work becomes challenging.	NA	NA	NA	NA	NA	NA	NA	NA
Teachers at this school give students feedback to help them understand how to improve.	NA	NA	NA	NA	NA	NA	NA	NA
Teacher-Teacher Trust	NA	NA	NA	NA	NA	NA	NA	NA
Teachers in this school trust each other	NA	NA	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	NA	NA	NA	NA	NA	NA	NA	NA
Teachers respect other teachers who take the lead in school improvement efforts.	NA	NA	NA	NA	NA	NA	NA	NA
Teachers at this school respect those colleagues who are experts at their craft.	NA	NA	NA	NA	NA	NA	NA	NA
Teacher-Principal Trust	NA	NA	NA	NA	NA	NA	NA	NA
The principal has confidence in the expertise of the teachers.	NA	NA	NA	NA	NA	NA	NA	NA
I trust the principal at his or her word.	NA	NA	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	NA	NA	NA	NA	NA	NA	NA	NA
The principal takes a personal interest in the professional development of teachers.	NA	NA	NA	NA	NA	NA	NA	NA
The principal looks out for the personal welfare of the faculty members.	NA	NA	NA	NA	NA	NA	NA	NA
The principal places the needs of children ahead of personal and political interests.	NA	NA	NA	NA	NA	NA	NA	NA
The principal at this school is an effective manager who makes the school run smoothly	NA	NA	NA	NA	NA	NA	NA	NA

*Scale for this item only: Very similar, Mostly similar, Somewhat similar, Not very similar, Definitely not similar

**Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (67), Elementary Schools (149), or Magnet Schools (16) group.



TAG PLEASANT GROVE

Grades 6-12
Spring 2021



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	87%	82% MAGNET SCHOOLS 79% DALLAS ISD
Engagement How attentive and invested students are in class.	67% ▼ 20 since last survey	55% MAGNET SCHOOLS 54% DALLAS ISD
Pedagogical Effectiveness Students' perceptions of the quality of teaching and amount of learning they experience from a particular teacher.	89% ▼ 6 since last survey	82% MAGNET SCHOOLS 81% DALLAS ISD
Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	91% ▼ 5 since last survey	80% MAGNET SCHOOLS 77% DALLAS ISD
Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	83% ▼ 11 since last survey	75% MAGNET SCHOOLS 74% DALLAS ISD

395 responses

Classroom Climate

Your average

87%

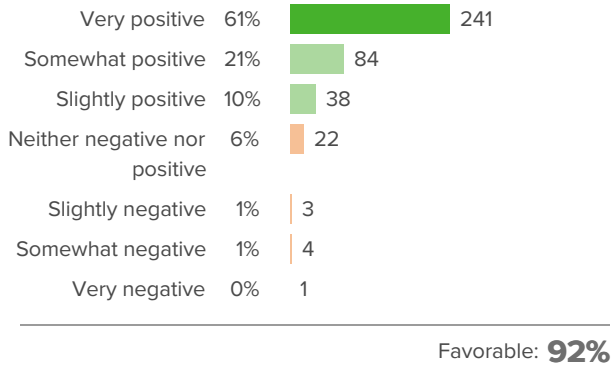
395 responses

Feeder Pattern average: **82%** MAGNET SCHOOLS

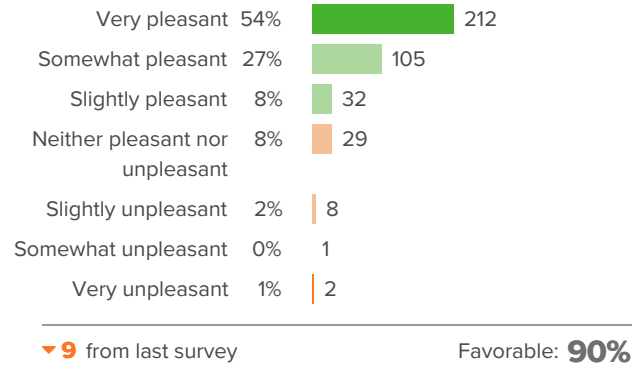
District average: **79%** DALLAS ISD

How did people respond?

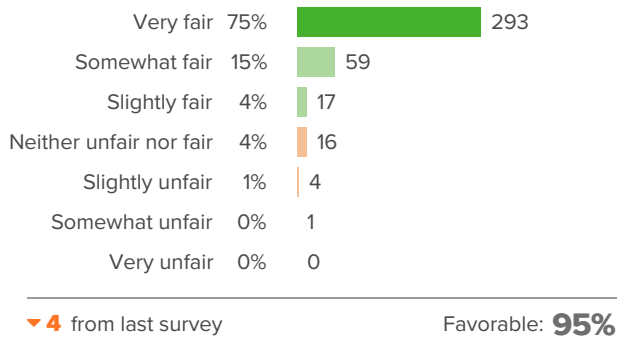
Q.1: How positive or negative is the energy of this class?



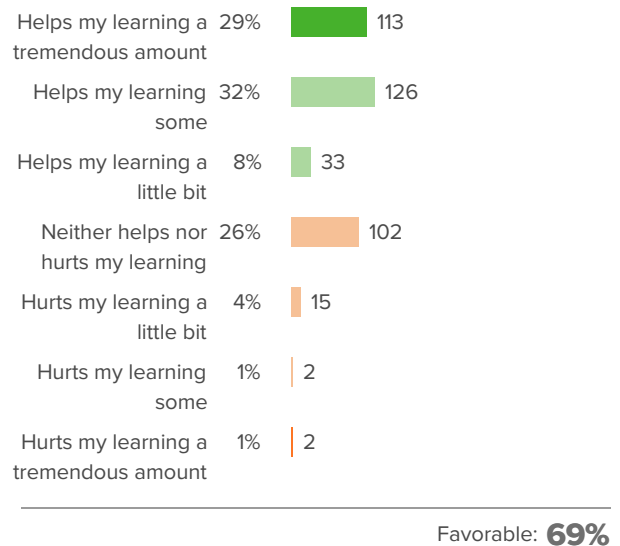
Q.2: How pleasant or unpleasant is the physical space in this classroom?



Q.3: How fair or unfair are the rules for the students in this class?

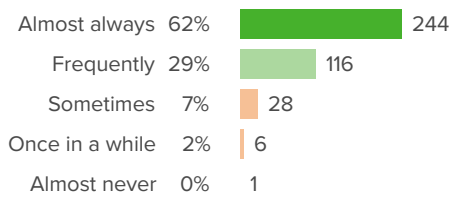


Q.4: In this class, how much does the behavior of other students hurt or help your learning?





Q.5: How often does your teacher seem excited to be teaching your class?



Favorable: **91%**



Engagement

Your average

67%

395 responses

Change

▼ **20**

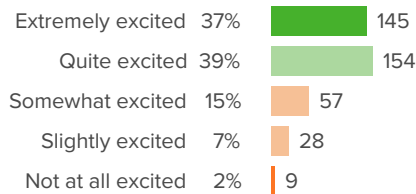
since last survey

Feeder Pattern average: **55%** MAGNET SCHOOLS

District average: **54%** DALLAS ISD

How did people respond?

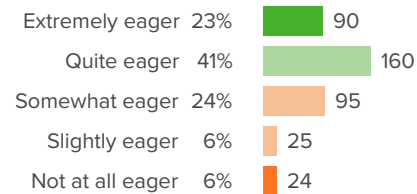
Q.1: How excited are you about going to this class?



▼ **13** from last survey

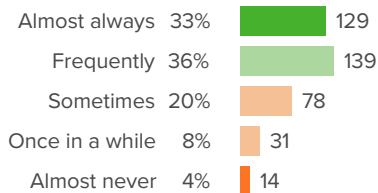
Favorable: **76%**

Q.2: In this class, how eager are you to participate?



Favorable: **63%**

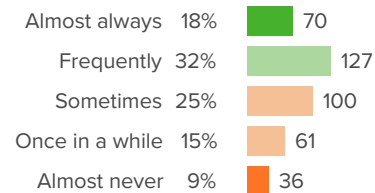
Q.3: How often do you get so focused on class activities that you lose track of time?



▼ **18** from last survey

Favorable: **69%**

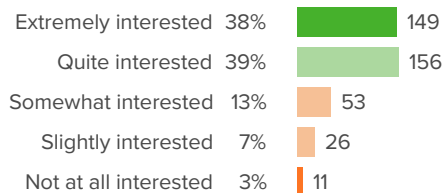
Q.4: When you are not in class, how often do you talk about ideas from class?



▼ **27** from last survey

Favorable: **50%**

Q.5: Overall, how interested are you in this class?



▼ **17** from last survey

Favorable: **77%**

Pedagogical Effectiveness

Your average

89%

395 responses

Change

▼ **6**

since last survey

Feeder Pattern average: **82%** MAGNET SCHOOLS

District average: **81%** DALLAS ISD

How did people respond?

Q.1: How much does this teacher know about the topic of his/her class?

A tremendous amount	91%	361
Quite a bit	8%	32
Some	1%	2
A little bit	0%	0
Almost nothing	0%	0

Favorable: **99%**

Q.2: How interesting does this teacher make what you are learning in class?

Extremely interesting	48%	189
Quite interesting	36%	141
Somewhat interesting	11%	44
Slightly interesting	4%	16
Not at all interesting	1%	4

▼ **7** from last survey

Favorable: **84%**

Q.3: How often does this teacher give you feedback that helps you learn?

Almost always	57%	222
Frequently	32%	125
Sometimes	9%	35
Once in a while	2%	7
Almost never	1%	2

▼ **5** from last survey

Favorable: **89%**

Q.4: During class, how good is this teacher at making sure students do not get out of control?

Extremely good	61%	240
Quite good	32%	125
Somewhat good	6%	25
Slightly good	0%	1
Not good at all	1%	2

Favorable: **93%**

Q.5: For this class, how clearly does this teacher present the information that you need to learn?

Extremely clearly	60%	234
Quite clearly	34%	132
Somewhat clearly	6%	24
Slightly clearly	1%	3
Not at all clearly	0%	0

▼ **6** from last survey

Favorable: **93%**

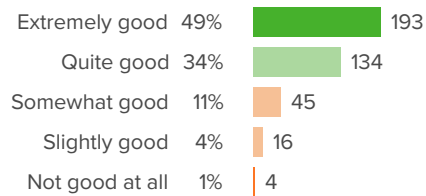
Q.6: How well can this teacher tell whether or not you understand a topic?

Extremely well	44%	173
Quite well	39%	152
Somewhat well	13%	50
Slightly well	3%	11
Not well at all	1%	3

Favorable: **84%**

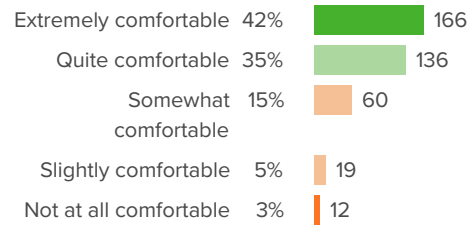


Q.7: How good is this teacher at teaching in the way that you personally learn best?



Favorable: **83%**

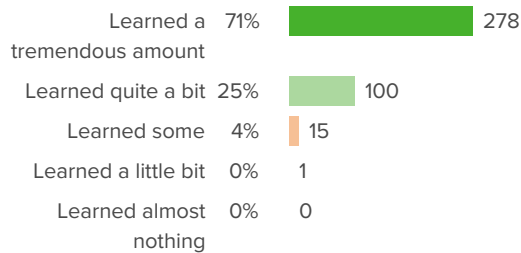
Q.8: How comfortable are you asking this teacher questions about what you are learning in his/her class?



▼ **13** from last survey

Favorable: **77%**

Q.9: Overall, how much have you learned from this teacher about this subject?



▼ **2** from last survey

Favorable: **96%**

Rigorous Expectations

Your average

91%

395 responses

Change

▼ **5**

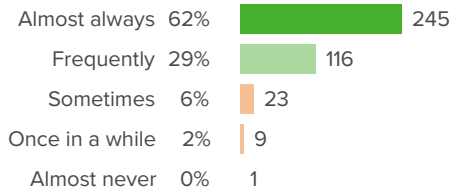
since last survey

Feeder Pattern average: **80%** MAGNET SCHOOLS

District average: **77%** DALLAS ISD

How did people respond?

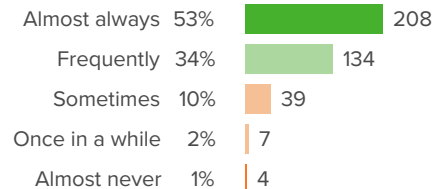
Q.1: How often does this teacher take time to make sure you understand the material?



▼ **4** from last survey

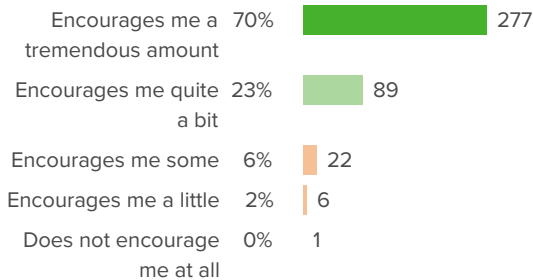
Favorable: **92%**

Q.2: How often does this teacher make you explain your answers?



Favorable: **87%**

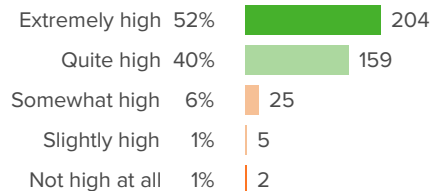
Q.3: How much does this teacher encourage you to do your best?



▼ **5** from last survey

Favorable: **93%**

Q.4: Overall, how high are this teacher's expectations of you?

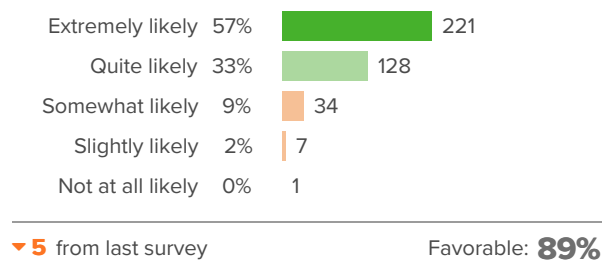


▼ **4** from last survey

Favorable: **92%**



Q.5: When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?





Teacher-Student Relationships

Your average

83%

395 responses

Change

▼ **11**

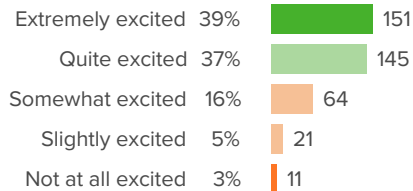
since last survey

Feeder Pattern average: **75%** MAGNET SCHOOLS

District average: **74%** DALLAS ISD

How did people respond?

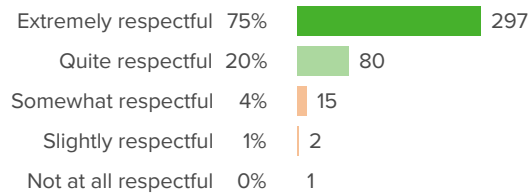
Q.1: If you came back to visit class three years from now, how excited would this teacher be to see you?



▼ **16** from last survey

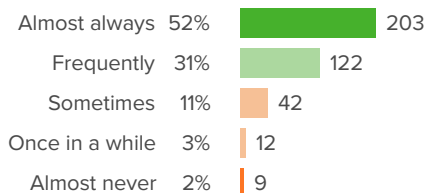
Favorable: **76%**

Q.2: How respectful is this teacher towards you?



Favorable: **95%**

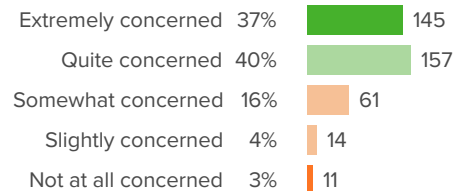
Q.3: When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?



▼ **12** from last survey

Favorable: **84%**

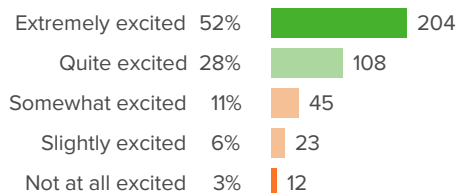
Q.4: If you were upset when you came to class, how concerned would your teacher be?



▼ **15** from last survey

Favorable: **78%**

Q.5: How excited would you be to have this teacher again?



Favorable: **80%**



TAG PLEASANT GROVE

Grades 3-5
Spring 2021



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	93%	83% MAGNET SCHOOLS 80% DALLAS ISD
Engagement How attentive and invested students are in class.	91% ▼ 6 since last survey	75% MAGNET SCHOOLS 74% DALLAS ISD
Pedagogical Effectiveness Students' perceptions of the quality of teaching and amount of learning they experience from a particular teacher.	96% ▼ 3 since last survey	84% MAGNET SCHOOLS 86% DALLAS ISD
Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	98% 0 since last survey	81% MAGNET SCHOOLS 80% DALLAS ISD
Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	95%	83% MAGNET SCHOOLS 82% DALLAS ISD

262 responses

Classroom Climate

Your average

93%

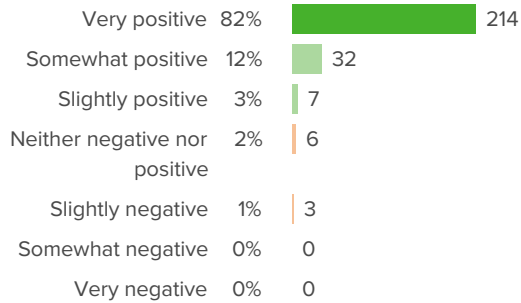
262 responses

Feeder Pattern average: **83%** MAGNET SCHOOLS

District average: **80%** DALLAS ISD

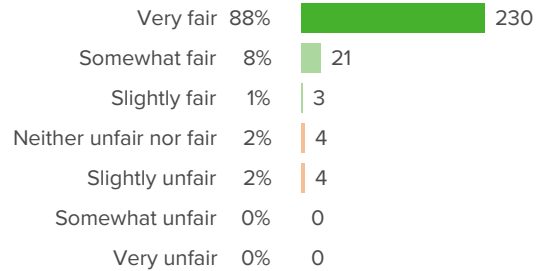
How did people respond?

Q.1: How positive or negative is the energy of this class?



Favorable: **97%**

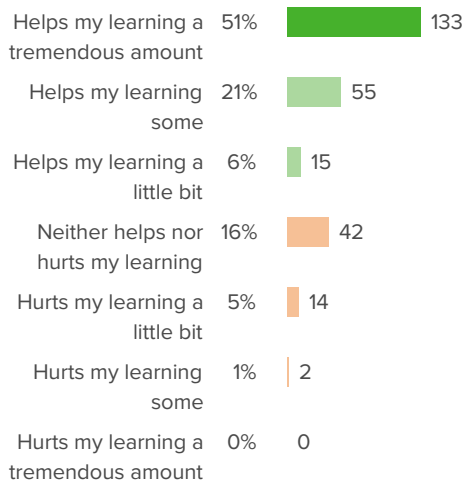
Q.2: How fair or unfair are the rules in this class?



▼ 3 from last survey

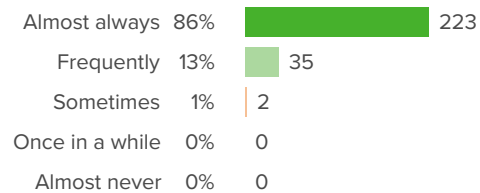
Favorable: **97%**

Q.3: In this class, how much does the behavior of other students hurt or help your learning?



Favorable: **78%**

Q.4: How often does your teacher seem excited to be teaching your class?



Favorable: **99%**



Engagement

Your average

91%

262 responses

Change

▼ **6**

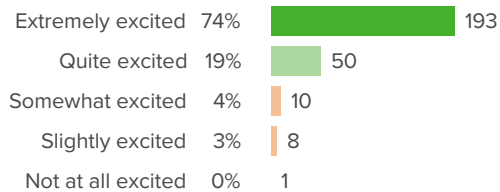
since last survey

Feeder Pattern average: **75%** MAGNET SCHOOLS

District average: **74%** DALLAS ISD

How did people respond?

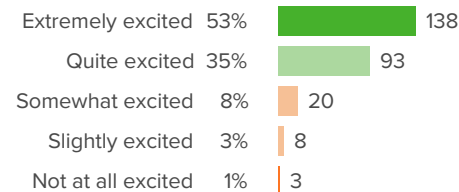
Q.1: How excited are you about going to this class?



▼ **3** from last survey

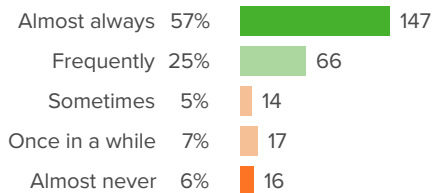
Favorable: **93%**

Q.2: In this class, how excited are you to participate?



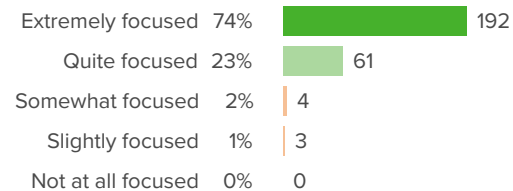
Favorable: **88%**

Q.3: When you are not in class, how often do you talk about ideas from class?



Favorable: **82%**

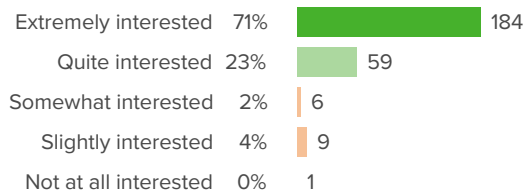
Q.4: How focused are you on the activities in class?



▼ **2** from last survey

Favorable: **97%**

Q.5: How interested are you in this class?



▼ **1** from last survey

Favorable: **94%**

Pedagogical Effectiveness

Your average

96%

262 responses

Change

▼ **3**

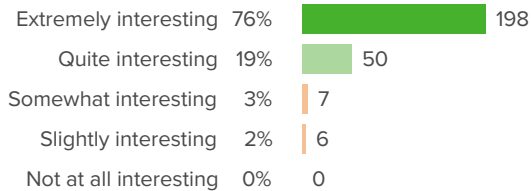
since last survey

Feeder Pattern average: **84%** MAGNET SCHOOLS

District average: **86%** DALLAS ISD

How did people respond?

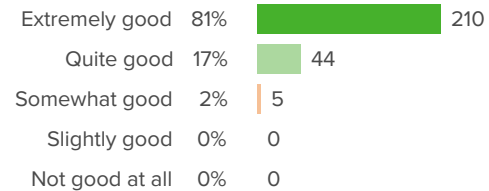
Q.1: How interesting does this teacher make what you are learning in class?



▼ **3** from last survey

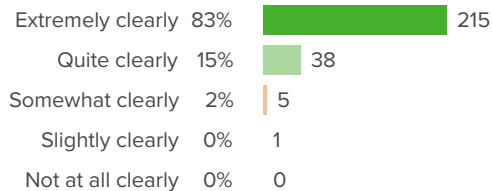
Favorable: **95%**

Q.2: During class, how good is this teacher at making sure students do not get out of control?



Favorable: **98%**

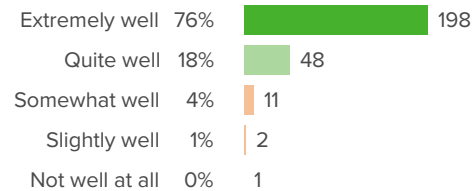
Q.3: How clearly does this teacher present the information that you need to learn?



▼ **1** from last survey

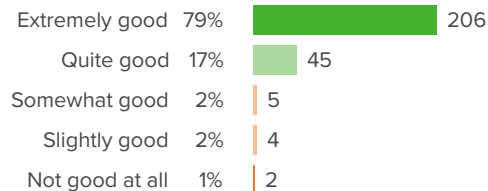
Favorable: **98%**

Q.4: How well can this teacher tell whether or not you understand a topic?



Favorable: **95%**

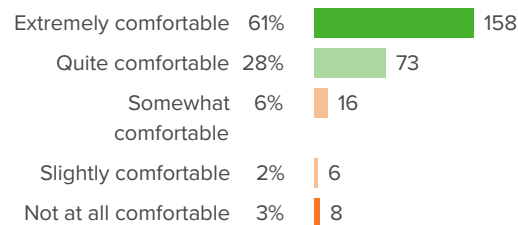
Q.5: How good is this teacher at teaching in the way that you learn best?



▼ **3** from last survey

Favorable: **96%**

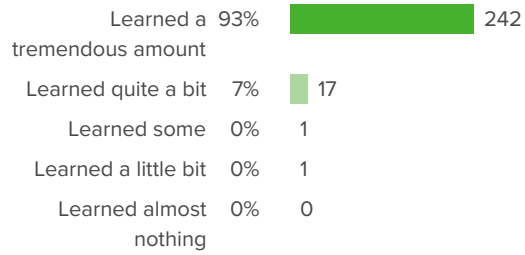
Q.6: How comfortable are you asking this teacher questions about what you are learning in his/her class?



Favorable: **89%**



Q.7: How much have you learned from this teacher?



▼ 1 from last survey

Favorable: **99%**



Rigorous Expectations

Your average

98%

262 responses

Change

0

since last survey

Feeder Pattern average: **81%** MAGNET SCHOOLS

District average: **80%** DALLAS ISD

How did people respond?

Q.1: How often does this teacher take time to make sure you understand the material?

Almost always	85%	<div></div>	224
Frequently	13%	<div></div>	35
Sometimes	1%	<div></div>	3
Once in a while	0%	<div></div>	0
Almost never	0%	<div></div>	0

▲ 0 from last survey

Favorable: **99%**

Q.2: How often does this teacher make you explain your answers?

Almost always	80%	<div></div>	209
Frequently	13%	<div></div>	34
Sometimes	3%	<div></div>	9
Once in a while	3%	<div></div>	7
Almost never	1%	<div></div>	3

Favorable: **93%**

Q.3: When you feel like giving up, how likely is it that this teacher will make you keep trying?

Extremely likely	82%	<div></div>	216
Quite likely	16%	<div></div>	41
Somewhat likely	1%	<div></div>	3
Slightly likely	1%	<div></div>	2
Not at all likely	0%	<div></div>	0

▲ 0 from last survey

Favorable: **98%**

Q.4: Overall, how high are this teacher's expectations of you?

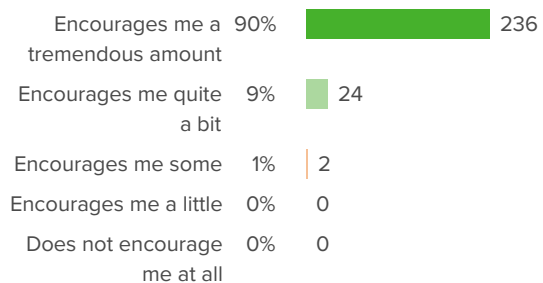
Extremely high	88%	<div></div>	228
Quite high	12%	<div></div>	31
Somewhat high	0%	<div></div>	0
Slightly high	0%	<div></div>	1
Not high at all	0%	<div></div>	0

▲ 2 from last survey

Favorable: **100%**



Q.5: How much does this teacher encourage you to do your best?



▲ 1 from last survey

Favorable: **99%**

Teacher-Student Relationships

Your average

95%

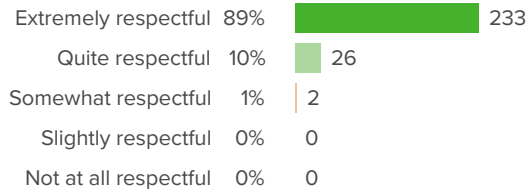
262 responses

Feeder Pattern average: **83%** MAGNET SCHOOLS

District average: **82%** DALLAS ISD

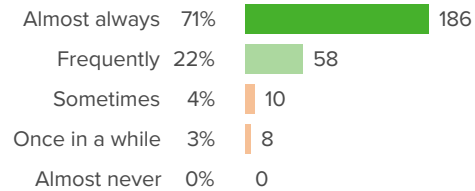
How did people respond?

Q.1: How respectful is this teacher towards you?



Favorable: **99%**

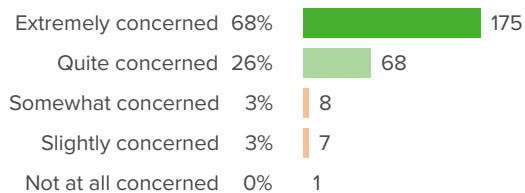
Q.2: When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?



▼ 5 from last survey

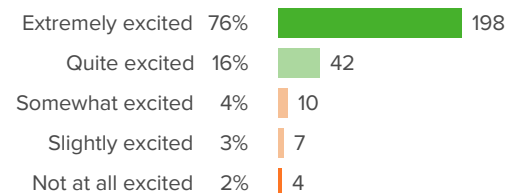
Favorable: **93%**

Q.3: If you were upset when you came to class, how concerned would your teacher be?



Favorable: **94%**

Q.4: How excited would you be to have this teacher again?



Favorable: **92%**

Spring 2021 Parent Survey Results

Magnet Schools FP - TAG In Pleasant Grove

		N	%
I believe what my child learned this year is what he or she needed to learn to be ready for the next grade.	Strongly Agree	69	56.6
	Agree	47	38.5
	Disagree	2	1.6
	Strongly Disagree	2	1.6
	I don't know	2	1.6
My child's school has a respectful learning environment.	Strongly Agree	80	65.6
	Agree	40	32.8
	Disagree	1	.8
	Strongly Disagree	1	.8
	I don't know	0	.0
My child's school has a safe learning environment.	Strongly Agree	81	66.4
	Agree	38	31.1
	Disagree	1	.8
	Strongly Disagree	1	.8
	I don't know	1	.8
I am satisfied with the school's maintenance and cleanliness.	Strongly Agree	70	57.4
	Agree	43	35.2
	Disagree	0	.0
	Strongly Disagree	1	.8
	I don't know	8	6.6
My child's school informs me about my child's grades and learning progress throughout the year.	Strongly Agree	85	69.7
	Agree	37	30.3
	Disagree	0	.0
	Strongly Disagree	0	.0
	I don't know	0	.0
My child's school welcomes parent involvement and engagement.	Strongly Agree	82	67.2
	Agree	38	31.1
	Disagree	1	.8
	Strongly Disagree	1	.8
	I don't know	0	.0
My child's school responds to my concerns in a timely manner.	Strongly Agree	84	68.9
	Agree	37	30.3
	Disagree	1	.8
	Strongly Disagree	0	.0
	I don't know	0	.0
I feel comfortable interacting with school personnel (teachers and administrators).	Strongly Agree	82	67.2
	Agree	39	32.0
	Disagree	1	.8
	Strongly Disagree	0	.0
	I don't know	0	.0
My child's school stresses the importance of preparing for/attending college after high	Strongly Agree	92	75.4
	Agree	27	22.1

Spring 2021 Parent Survey Results
Magnet Schools FP - TAG In Pleasant Grove

		N	%
school.	Disagree	2	1.6
	Strongly Disagree	0	.0
	I don't know	1	.8
I am satisfied with the direction and the success of my child's school.	Strongly Agree	86	71.1
	Agree	33	27.3
	Disagree	2	1.7
	Strongly Disagree	0	.0
	I don't know	0	.0
The information my child's school and the district provides is in a language that I understand.	Strongly Agree	93	76.2
	Agree	27	22.1
	Disagree	0	.0
	Strongly Disagree	1	.8
	I don't know	1	.8
I am satisfied with the direction of the district.	Strongly Agree	67	55.4
	Agree	50	41.3
	Disagree	4	3.3
	Strongly Disagree	0	.0
	I don't know	0	.0
I would recommend my child's school to other parents.	Strongly Agree	97	80.2
	Agree	20	16.5
	Disagree	2	1.7
	Strongly Disagree	0	.0
	I don't know	2	1.7
My child's school treats students of different cultural and ethnic backgrounds fairly.	Strongly Agree	87	71.9
	Agree	33	27.3
	Disagree	0	.0
	Strongly Disagree	0	.0
	I don't know	1	.8
My child's school is welcoming to parents from different cultural and ethnic backgrounds.	Strongly Agree	84	69.4
	Agree	34	28.1
	Disagree	2	1.7
	Strongly Disagree	0	.0
	I don't know	1	.8
What factors influence your thinking when choosing a school?	School has good academic performance	113	94.2
	School offers specialized educational opportunities (such as Montessori, IB, same-gender, career training, early college	59	49.2
	School provides comprehensive special education services	29	24.2
	School provides good instruction for English Language Learners	52	43.3
	School offers a variety of extracurricular activities (academic competitions, fine arts, etc.)	88	73.3
	School is in my neighborhood	51	42.5

Spring 2021 Parent Survey Results

Magnet Schools FP - TAG In Pleasant Grove

		N	%
	School provides a safe environment	93	77.5
	Availability of afterschool care	11	9.2
	Athletic program offerings	44	36.7
	Student support services	69	57.5
	Parental involvement opportunities	59	49.2
	Availability and welcoming attitude of school staff	91	75.8
I have been involved in my child's education this year by:	Attending Parent-Teacher conferences	68	57.6
	Reviewing my child's homework	98	83.1
	Using Parent Portal on a regular basis	93	78.8
	Participating in committees or parent groups	22	18.6
	Attending parent workshops or family events such as Virtual Parent Conferences, Fam Jams, Spanish sessions, podcasts, et	51	43.2
	Volunteering in the classroom/school	11	9.3
	None of the above	3	2.5
What are the best ways for the school and district to communicate with you?	Letters/flyer sent home with student	53	45.3
	Email	102	87.2
	Website	29	24.8
	Phone call	92	78.6
	Text Message	93	79.5
	Meeting with teacher/principal/counselor	61	52.1
	PTA/PTO or other parent meetings	34	29.1
	Relationship-building home visit	4	3.4
Dallas ISD communicates information that is culturally relevant to me and my family through stories, publications, social media and other channels.	Strongly Agree	63	54.3
	Agree	51	44.0
	Disagree	1	.9
	Strongly Disagree	1	.9
	I don't know	0	.0
How would you like to see parental involvement funds used?	To provide resources for parents to support learning at home	60	52.6
	To fund a district Parent Resource Center	24	21.1
	To fund a parent involvement coordinator, community liaison or parent instructor to plan and execute parental involvement	41	36.0
	To provide transportation assistance for parents to attend Title I events at the school	11	9.6
	To fund technology resources at the school to support parental involvement	51	44.7
	To provide ESL or technology classes for parents	56	49.1
	To provide food/snacks at parent sessions	12	10.5
	To provide opportunities for parents, children and teachers to build stronger relationships	64	56.1
	None of the above	7	6.1

Spring 2021 Parent Survey Results

Magnet Schools FP - TAG In Pleasant Grove

		N	%
Did you participate in any of the following decision-making opportunities requiring parent input and partnership?	School annual Title I meeting	12	10.6
	Development of school-parent compact or campus parent involvement policy	14	12.4
	Title I program planning and evaluation	2	1.8
	Parent advisory council/committees (includes SBDM)	6	5.3
	Development of school or district parent involvement plan	7	6.2
	PTA/PTO meetings	42	37.2
	School improvement planning or presentation	11	9.7
	None of the above	59	52.2
What is your ethnicity?	White	3	2.7
	Hispanic	107	95.5
	African-American	2	1.8
	Asian	0	.0
	Other	0	.0
What is your gender?	Male	16	14.3
	Female	96	85.7
Do you know how to access information, support or resources from district departments and other outside partners?	Yes	63	56.8
	No	48	43.2
My school actively seeks parent/family opinions and feedback about the campus procedures, activities, programs and support.	Yes	99	89.2
	No	12	10.8