

**Olive Stephens Elementary School  
Denton Independent School District  
Chris Rangel, Principal  
Community and Student Engagement Survey  
2016-2017**

At Stephens Elementary, our attitude is “whatever it takes.” Our staff collectively has this when working the learners within their classrooms. We strive to make all decisions based on the needs of the students. We do not make excuses for what is out of our circle of influence...we focus on what we can control, and with that comes the understanding that everything we do has to center around the students in the classroom, on the grade level, and on the Stephens campus.

Stephens Elementary has multiple programs available to our students. For all classrooms, we have our morning announcements. Each classroom has the opportunity to broadcast campus announcements from their homeroom setting. In our upper grades, we offer art club, cheer, choir, robotics and athletics club. In addition, we have a campus safety patrol composed of 4<sup>th</sup> and 5<sup>th</sup> grade students who apply and are selected by a campus committee. These students assist our campus in the mornings with arrival, breakfast and hallway monitoring. In 5<sup>th</sup> grade specifically, we have student council, orchestra, boys and girls leadership groups. For our younger learners, we offer pre-kindergarten, as well as PPCD. To meet the needs of all our learners, we offer EXPO, Reading Recovery, Math Intervention, Reading Intervention, Dyslexia, ESL, and Literacy Groups. In addition, we are currently the only campus in Denton ISD to offer Communications classes for children 3-5 years of age, students in grades K-2, and for students in grades 3-5.

As a campus, we annually reflect upon, review and revise our Mission, Vision and Value statements. We complete this process as a staff at the beginning of each school year. The reason we do this as a staff is to ensure that each voice is heard and consensus is gathered. This year, our staff agreed that these statements accurately reflect what we stand for at Stephens Elementary:

**Mission:**

Building A Community of Learners for Life

**Vision:**

To create a collaborative, purposeful learning environment; embracing all students while promoting risk-taking and problem-solving.

**Values:**

As professionals, we commit to working together while being positive and respectful.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Fine Arts</b>	<b>Compliance</b>	<b>Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?</b>	<b>Yes</b>	<b>Recognized</b>
	<b>Parent</b>	<b>Does the campus provide multiple opportunities for parents and community members to attend public shows &amp; performances?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with a variety of evidence for evaluating fine arts programs?</b>	<b>No</b>	
	<b>Student</b>	<b>Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to promote school and community culture/climate?</b>	<b>Yes</b>	
<p>The campus' fine arts curriculum is based on the Texas Essential Knowledge and Skills (TEKS). We offer multiple opportunities for students to explore the arts, including choir, orchestra and art club. These are in addition to the campus grade level music and art classes. In the area of fine arts, we have regular grade level performances, choir concerts, orchestra concerts, a fine arts night, a campus talent show and seasonal caroling throughout the community (all students may participate). In addition, our choir and orchestra participate in annual competitions. Our art club takes an annual field trip to the Museum of Art, and for the past 4 years, we have had students whose art work was selected to hang in the State Capital. To promote connection of the arts across campuses, we invite bands from both middle school and high school campuses to perform for our Stephens' students and families. In partnership with the community, TWU holds a music class on our campus. The TWU students observe and participate in the instruction of our students twice a week.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	
<p>Each year, our nurse takes an active role to ensure that food allergies are recorded and that information is provided to the appropriate personnel. Additionally, signs are posted on the room doors where certain allergies exist so that parents are aware, without providing confidential information, that certain food precautions must be taken. Our nurse provides regular emails to the staff on a number of topics related to overall wellness. She also holds staff trainings for CPR and how to appropriately administer the Heimlich Maneuver and Epi-Pen injections. With regard to safety, our counselor follows the district bully prevention program, which is available on her website. On the campus, she actively provides guidance lessons on bully prevention and holds various student groups to address the topic. Our counselor is also part of our campus crisis team. We hold monthly drills for our staff and students, ranging from fire drills to lockdown threat drills. Each teacher has a crisis folder with our procedures, a class roster and a photo of each student. We do this in the event that there is a substitute in the classroom. We also run various scenarios with our crisis team each month and after a drill or incident has occurred, we reflect on what practices could be improved upon. We also have direct walkie-talkie communication with the SRO next door at the middle school for extra safety. Each team has been provided with a walkie-talkie that they carry while at recess to ensure that communication to the front office can occur at all times.</p>				

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Community and Parent Involvement	Compliance	Does the campus welcome parents and community members in planning initiatives?	Yes	Exemplary
	Parent	Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?	Yes	
	Parent	Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?	Yes	
	Student	Does the campus provide opportunities for students and parents to be actively involved together on campus?	Yes	
	Student	Does the campus provide students with opportunities to participate in activities that help the community?	Yes	
<p>At Stephens, many decisions are made through our Campus Leadership Team (CLT). Parents are active members of this committee. Additionally, we utilize parental feedback in the form of surveys. We take the DISD Climate and Culture survey results each year and analyze the feedback provided as a means to improve. We actively work to build connections between our campus and the community through such events as mentoring, tutoring, Dads Who Care, middle school mentors, high school PALS, garden work days, food drives, coat drives, community service projects, holiday assistance, community outreach partnerships, Adopt-A-School partnerships, off-site academic nights/registration/tutoring programs, and seasonal events such as caroling at Willow Bend Senior Living. On our campus specifically, we host academic nights for parents and students, field day, Grandparent's Day, college fair, career day, classroom field trips and celebrations, as well as encourage regular volunteering in the classrooms. All of these opportunities promote family involvement and participation.</p>				

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	<b>Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>No</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	
<p>The Stephens campus serves students beginning at age 3. Our curriculum and programs help prepare students for future success. We believe in educating the “whole” child. We help do this by implementing high quality, engaging instruction (which has embedded problem solving and critical thinking), developing communication skills, and building social skills. Through the hard work of our counselor, Stephens has an annual career day event. We focus on local businesses, careers on wheels and careers that assist the community. Additionally, we have colleges attend this fair, which allows for UNT, TWU and NCTC to come and visit with our students about the importance of higher education.</p>				
<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide communication in both Spanish and English?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to promote students' exit from BIL/ESL within 5 years of identification in elementary and 3 years of identification in secondary?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?</b>	<b>Yes</b>	
<p>Stephens Elementary services ELL students who are learning English as their second language. The predominant languages on the campus are Somali, Urdu, Igbo, Swahili, Mandarin and Farsi. We offer communication in the native language of the students. In addition, we have translators available when verbal communication/conferencing occurs. Each year, the staff is trained on effective instructional strategies for teaching ELL students, and regular LPAC meetings are held throughout the year on students. Students are serviced daily and are closely monitored so that data may be taken on progress. Goals are created collaboratively with the Bilingual/ESL Specialist and the general education teacher based on the needs of the individual learner.</p>				

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Digital Learning Environment	Compliance	Does the campus conduct annual training for students regarding digital citizenship and acceptable use of technology?	Yes	Exemplary
	Parent	Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?	Yes	
	Parent	Does the campus provide a public Wi-Fi signal that parents and guests can use to connect to online resources?	Yes	
	Student	Does the campus utilize specialists in instructional technology to engage teachers and students with technology integration?	Yes	
	Student	Do the campus teachers actively leverage technology to engage students in the learning process?	Yes	

At the beginning of each school year, the staff and students are provided with training with regard to the DISD AUP. On-going professional development is provided at the campus level to ensure that teachers have current knowledge of how to effectively integrate the latest technology in the classroom. This is provided through administration, teachers and our campus Instructional Technology Specialists. It is also heavily encouraged that staff attend TIA, which is an annual Technology Academy hosted by Denton ISD each July. This allows teachers to choose from a variety of sessions, all of which can focus around their interest and ability level with technology integration. On the campus, we utilize iPads, Chromebooks, Promethean Smart Boards, and Bring Your Own Device Days on a regular basis for instructional purposes. We will gain more through the digital rollout that DISD established last year. We will add 2<sup>nd</sup>/3<sup>rd</sup> grade classrooms. We also utilize the See-Saw electronic portfolio system for parent communication. Our campus has made a very conscious effort to highlight our school through our campus Facebook and Twitter pages, as well as classroom Twitter and Instagram pages. Teachers also use their Google Drives to create, share, and collaborate with colleagues. In the classroom, we are seeing Google Classroom being utilized more and more by students. We allow Wi-Fi access to students and guests utilizing our DISD PUB network. This allows for “safer” use of devices while in the school setting. Stephens is also a Digital Citizenship Certified School.

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Dropout Prevention Strategies	Compliance	Does the campus have a system of intervention ( <i>Response to Intervention</i> ) for supporting all students?	Yes	Exemplary
	Parent	Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?	Yes	
	Parent	Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?	Yes	
	Student	Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?	Yes	
	Student	Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?	Yes	

At Stephens, we have full day Rtl meetings once every 6-week cycle to discuss all students, and weekly Rtl meetings to discuss the students who are not responding to intervention. In addition, we have a visual color-coded chart system for math and reading in each grade level so that teachers may regularly move students up and down to note progress with interventions or lack of progress. The students on these charts move fluidly throughout the year, so that we are always able to hold productive conversations based on the most accurate data. In addition, we have an attendance committee that meets regularly to discuss students who have a higher rate of absences. Parents are contacted routinely to discuss the importance of regular attendance, as well as the correlation between higher academic achievement and good attendance. We keep information posted on our school webpage promoting good attendance, as well as the policies enforcing it and research surrounding it. This year, we spent a lot of time through staff learning meetings dialoguing about effective engagement practices for learners in the areas of mathematics and language arts respectively. This helps to promote better behavior in the classroom setting, better relationships, less student discipline and higher attendance rates.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Education Programs for Gifted and Talented Students	Compliance	Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?	Yes	Exemplary
	Parent	Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?	Yes	
	Parent	Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?	Yes	
	Student	Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?	Yes	
	Student	Does the campus provide a variety of instructional and support services for gifted and talented students?	Yes	
<p>At Stephens, there are multiple opportunities to support and enhance the learning of our students. Each year, our campus EXPO teacher attends the required 6-hour refresher training, and we have her provide short refresher sessions to the staff throughout the year. This way, all of our staff members are exposed to effective strategies to meet these needs in their individual classrooms. Parents and teachers are part of our student referral process for EXPO, and parent support is offered through campus and district EXPO nights. Our campus provides daily enrichment to students through academic differentiation of lesson plans and instruction. We have also expanded our robotics and STEM opportunities for students as a way to enrich and extend the learning for students.</p>				