

Carrollton-Farmers Branch Independent School District

Kent Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: April 4, 2022

Demographics

Demographics Summary

Kent Elementary is an established Title 1 campus in Carrollton-Farmers Branch ISD located in Carrollton, Texas. Kent Elementary serves 500 students in grades PK -5th. In addition to general education, we have 2 specialized programs: Early Childhood Special Education (ECSE) and Positive Attitude for Success (PAS).

Kent has a strong student character program. Students learn and demonstrate respect, integrity, pride, responsibility, cooperation, and citizenship. The implementation of these character traits have been incorporated into the fabric of the school community.

Our student population is diverse with 18% Asian, 13% African American, 32% White, 30% Hispanic, 6% two or more races, and .8% American Indian.

Student language programs at Kent include: 17% Emergent Bilingual and 3.6% Bilingual.

Special Education programs with the most students at Kent include: Speech Impairment (30 students - 36%) Autism (23 students -28%) Learning Disability (10-12%), and Other Health Impaired (10-12%).

At -Risk students make up 36% (178)of the school population.

45% (225) are economically disadvantaged.

Gifted and Talented students make up 13.6% of the student population. Whites 46%, African American 6%, Hispanic 21%, Two or More 12%, Asian 16%.

Students receiving special education services make up 16.6% of the student population.

Students receiving dyslexia services make up 5% of the student population.

The student mobility rate is 11.89% which is below the state average.

Attendance Rate Total = 93.67

PK - 91.68 , Kinder - 92.75, 1st Grade - 94.34, 2nd Grade - 93.74, 3rd Grade- 94.13, 4th Grade- 93.07, and 5th Grade - 94.3.

The Kent staff includes 38 teachers and 10 aides to support student learning. Teachers at Kent are varied in their years of service: 1 beginning, 3 (1-5yrs), 10 (6-10yrs.) 7 (11-20yrs) and 7 (20+yrs). Ethnicity of teaching staff 2 Asian, 4 African American, 5 Hispanic, 1 two or more races, and 26 white. The staff retention rate is 83%.

Demographics Strengths

1. Many families choose to enroll in our school because of the academic reputation of prior years and for the fine arts programs.
2. Many teachers choose to continue to teaching at our campus because of the supportive and collaborative environment of their teams.
3. The racial diversity of students enhances our school environment.
4. The implementation of a student character program has become embedded in campus culture.
5. All staff are current PTA members.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The lowest performing students are economically disadvantaged. **Root Cause:** Learning gaps have not been fully identified by staff and instruction of academic vocabulary has been limited.

Problem Statement 2: The GT population is under represented by African American and Hispanic students. **Root Cause:** Teachers need training in the areas of identification of students with GT potential and development of student portfolios in order to identify possible candidates.

Student Learning

Student Learning Summary

Our students made significant growth as compared to the 2021 school year on the STAAR Test. Reading and Math in 3rd grade improved in approaches, meets and masters. 4th grade math was similar to 2021 but improved significantly in reading. 5th grade reading and math improved in approaches, meets and masters. 5th grade math improved in approaches and meets.

STAAR Scores- Kent Spring 2021										
Grade	Year	Math			Reading			Science		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	2021	80%	44.62%	23.08%	93.75%	67.19%	39.06%			
	2022	92%	74.24%	43.94%	95.45%	72.73%	51.52%			
4th	2021	82.54%	55.56%	38.10%	80.95%	47.62%	31.75%			
	2022	81.43%	55.71%	30.00%	88.57%	78.57%	48.57%			
5th	2021	83.05%	52.54%	38.98%	76.27%	54.24%	35.59%	75.86%	44.83%	15.52%
	2022	93.33%	60%	33.33%	93.33%	76.67%	55%	86.67%	56.67%	21.67%

MAP Growth was made in all grades and subjects with the exception on of 1st grade reading, 3rd grade math, and 5th grade science.

Kent Student Growth Summary Report
MAP Fall to Spring

Year	Grade	Math	Reading	Science
		% Met Growth	% Met Growth	% Met Growth
2021	K	32%	49%	
2022	K	65%	77%	
2021	1	36%	36%	
2022	1	48%	31%	
2021	2	33%	43%	
2022	2	68%	71%	
2021	3	83%	58%	
2022	3	80%	70%	
2021	4	60%	51%	56%
2022	4	63%	53%	67%
2021	5	43%	41%	80%
2022	5	49%	66%	75%

Student Learning Strengths

1. 60% or more of students met or exceeded their expected MAP Growth in the following: K, 2nd & 3rd in all subjects, 4th grade math and science, 5th grade reading and science.

2. STAAR test scores show that more than half of the students achieved "Meets Grade Level" on all tests.

3. STAAR 'Masters Grade Level' increased on all tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): First grade students are not showing anticipated growth in Reading on the MAP test. **Root Cause:** Clarification of essential TEKS in reading is needed by the teacher in order to plan and execute explicit instruction.

Problem Statement 2 (Prioritized): First grade students are not showing anticipated growth in Math MAP test. **Root Cause:** -Clarification of essential TEKS in math is needed by teacher in order to plan and execute explicit instruction. - Systems will be put in place for frequent monitoring of student progress on essential standards. - A focus on academic math vocabulary will be implemented by staff and students.

School Processes & Programs

School Processes & Programs Summary

Kent staff has focused on growing as a Professional Learning Community (PLC) and Data Driven Instruction (DDI). Multiple staff members have attended professional development offered by Solution Tree. This conference deepened staff understanding of what it means to function as a PLC and focus on student learning through the PLC process. Staff members who attended training, planned and presented staff development throughout the year for the Kent teaching staff. These staff members were critical to the success of driving the work in their own teams and at the campus level. Every Tuesday, Cardinal Collaborative Communities (CCC) are held in either reading or math. In addition, after school CCC time is held twice a month when coaches are on campus to support teachers.

This year a 30 or 45 minute block of time was created for each grade level for Response to Intervention (RTI) time. RTI focuses on closing the academic gaps to improve student success. During this time, students are being served by classroom teachers and ESSER teachers. Also during this block of time, classroom teachers are working with identified students to target missing skills.

As a Fine Arts campus, Kent students attend music, dance, theater, art, and PE on a rotating basis. Grade level performances were held by PK, 1st, 3rd and 5th grade students. Students in 4th and 5th grade have the opportunity to tryout various enrichment opportunities by participating in after school ensembles in music, dance, theater, and art. These activities are offered so students can participate in more than one ensemble.

On the Panorama student survey, 59% of students said behavior in the classroom hurts their learning.

The Upbeat Survey is given to all staff annually for campus assessment. During the 2020-2021 assessment, staff indicated Cultural Competence was an area of need. During the 2021-2022 school year, all students created posters that represented their culture. Each student presented the poster to their classmates. The posters were displayed a main hallways for students stop to look and learn. This was an idea suggested by a committee of parents. They remained in the halls until April. In addition, the school librarian focused on cultural read alouds when classes attended library time. The principal and assistant principal read cultural books to students weekly.

The Upbeat Survey indicated growth from 2020-2021 to 2022-2022 in 22 of 24 categories. Growth as it relates to PLC/DDI work include:

Professional Development +15.7 (84%)

Autonomy + 10.8 (93%)

Principal/Teacher Trust +5.4 (91%)

Collaboration +12.9 (100%)

Teacher Voice and Leadership +15.7 (89%)

Safety drill are routinely held. Lock down and lock out drills are held 1 time per semester. Fire drill are conducted monthly.

School Processes & Programs Strengths

Through the PLC and DDI process, along with intervention programs, we have seen an increase of positive responses in 22 of 24 categories on the Upbeat Survey.

According to the Upbeat Survey

Kent Elementary

Generated by Plan4Learning.com

100% of Kent teachers have good parent/teacher relationships, actively involve parents, and strive to help students feel they belong.

96% of Kent teachers feel the work environment supports teacher's ongoing professional growth.

92% of Kent teachers feels the principal looks out for their well being.

100% of Kent teachers feels the principal uses data to monitor student progress.

100% of Kent teachers feel they can trust each other, do meaningful work, and help each other improve instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student survey indicates that behavior of other students hurts their learning. **Root Cause:** -The campus does not explicitly taught campus behavior expectations to all students in 2 years. -Staff are insufficiently trained to find the antecedent and incentives to change student behavior.

Problem Statement 2 (Prioritized): Lock down and lock out drill are not conducted often enough for it to be automatic for teachers and students in their response. **Root Cause:** District protocol was followed.

Perceptions

Perceptions Summary

One of the core beliefs at Kent Elementary is that a student should become a lifelong learner. We celebrate being a good citizen and being responsible. With many backgrounds and previous experiences students come to our school with, it is important that we create a culture of excellence by setting and maintaining high expectations while celebrating what makes learning fun.

Our school saying is "The Best of the Best!" We teach this to our students daily through the integration of our Kent Character traits in all that we do. Through parent/ student feedback and low discipline referrals, we have clear evidence that this culture and climate have been ingrained in our community.

Students in 3rd-5th grade are given the opportunity to share their opinions on Classroom Climate, Classroom Engagement, Rigorous Expectations, Teacher-Student Relationships, and Pedagogical Effectiveness. Students feel they are encouraged to do their best and that they have learned from their teacher. The survey indicated that 69% are excited to participate/go to class. 58% of the students say that the teacher often makes you explain your answers.

In the Upbeat staff survey, 51% of teachers stated having a work life balance is a challenge for the staff. Teachers (71%) indicated that the principal needs to improve in conveying appreciation for the staff - acknowledging great work, publicly recognizing outstanding work and noticing hard work.

Perceptions Strengths

89% of students feel encouraged to their best work

82% of students feel respected by their teacher

According to the Upbeat survey, 100% of the staff believe that they have a trusting relationship with our families and that our families have confidence in the work teachers and staff are doing. Along with that, 100% of staff feel that Kent proactively involves all families in our school community.

Kent has a clear vision for teaching and learning. All staff know and work to achieve "the best of the best" for themselves and students.

96% of teachers understand the vision for our school and their role in accomplishing that vision.

100% of our staff feel that the work they do has a lasting and positive impact on our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students are not required to explain their answers/thinking. **Root Cause:** -Teachers are not planning high level questions based on rigor of the TEK. - Follow up for turn and talk is inconsistent in classrooms. - Students are missing academic vocabulary.

Priority Problem Statements

Problem Statement 1: The lowest performing students are economically disadvantaged.

Root Cause 1: Learning gaps have not been fully identified by staff and instruction of academic vocabulary has been limited.

Problem Statement 1 Areas: Demographics

Problem Statement 4: First grade students are not showing anticipated growth in Reading on the MAP test.

Root Cause 4: Clarification of essential TEKS in reading is needed by the teacher in order to plan and execute explicit instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 3: Student survey indicates that behavior of other students hurts their learning.

Root Cause 3: -The campus does not explicitly taught campus behavior expectations to all students in 2 years. -Staff are insufficiently trained to find the antecedent and incentives to change student behavior.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 6: Students are not required to explain their answers/thinking.

Root Cause 6: -Teachers are not planning high level questions based on rigor of the TEK. - Follow up for turn and talk is inconsistent in classrooms. - Students are missing academic vocabulary.

Problem Statement 6 Areas: Perceptions

Problem Statement 5: First grade students are not showing anticipated growth in Math MAP test.

Root Cause 5: -Clarification of essential TEKS in math is needed by teacher in order to plan and execute explicit instruction. - Systems will be put in place for frequent monitoring of student progress on essential standards. - A focus on academic math vocabulary will be implemented by staff and students.

Problem Statement 5 Areas: Student Learning

Problem Statement 2: Lock down and lock out drill are not conducted often enough for it to be automatic for teachers and students in their response.

Root Cause 2: District protocol was followed.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, 70% or more of economically disadvantaged students will be at the meets or above on reading summative assessments.

HB3 Guiding Objective

Evaluation Data Sources: Circle Test

DCFA





Reading Levels

MAP data

STAAR

DDI - Evidence of student work

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide phonics and phonemic awareness lessons in grades K-2 daily.</p> <p>Strategy's Expected Result/Impact: Reduced number of below level and approaches level readers More students meet or master grade level reading Reduce the number of students identified with dyslexia</p> <p>Staff Responsible for Monitoring: Lead reading teacher at each grade level Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 199 General Budget - \$200, ESSER Teacher - ESSER, Small group teacher - 211 Title I - \$35,702</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve staff understanding of Data Driven Instruction and use of formative assessment data to drive instruction to increase student mastery of essential standards.</p> <p>Strategy's Expected Result/Impact: Students will have a deeper learning and mastery of essential standards. Creation of exemplars will increase teacher understanding of standards thus improved student learning.</p> <p>Staff Responsible for Monitoring: Principal Coach</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coaches - 211 Title I - \$39,258</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide time for time for data dives and lesson planning.</p> <p>Strategy's Expected Result/Impact: Deepen teacher standing of essential TEKS Allow teachers time to plan MTTS response to increase student learning Increase Upbeat survey for better work life balance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: The lowest performing students are economically disadvantaged. Root Cause: Learning gaps have not been fully identified by staff and instruction of academic vocabulary has been limited.</p>
Student Learning
<p>Problem Statement 1: First grade students are not showing anticipated growth in Reading on the MAP test. Root Cause: Clarification of essential TEKS in reading is needed by the teacher in order to plan and execute explicit instruction.</p>
<p>Problem Statement 2: First grade students are not showing anticipated growth in Math MAP test. Root Cause: -Clarification of essential TEKS in math is needed by teacher in order to plan and execute explicit instruction. - Systems will be put in place for frequent monitoring of student progress on essential standards. - A focus on academic math vocabulary will be implemented by staff and students.</p>

Perceptions

Problem Statement 1: Students are not required to explain their answers/thinking. **Root Cause:** -Teachers are not planning high level questions based on rigor of the TEK. - Follow up for turn and talk is inconsistent in classrooms. - Students are missing academic vocabulary.





Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May of 2023, 6 Lock-Down/Lock-Out Drills will be conducted.

High Priority

Evaluation Data Sources: drill data, informal feedback from staff,

Strategy 1 Details	Reviews			
Strategy 1: Schedule drills and after action reviews will be placed on the school master calendar. Strategy's Expected Result/Impact: Improve response to ensure safety. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 2 Funding Sources: None needed - 199 General Budget - \$0	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Lock down and lock out drill are not conducted often enough for it to be automatic for teachers and students in their response. Root Cause: District protocol was followed.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By June 2023, 8 in-person school functions will be offered so that parents can participate in their child's education.

Evaluation Data Sources: Master Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a master calendar by September 1 to include: parent education opportunities, parent conferences, performances, parties, PTA meetings, and other school events.</p> <p>Strategy's Expected Result/Impact: Parents to return to the campus and positive parent survey.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplies and materials - 211 Title I - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Student survey indicates that behavior of other students hurts their learning. Root Cause: -The campus does not explicitly taught campus behavior expectations to all students in 2 years. -Staff are insufficiently trained to find the antecedent and incentives to change student behavior.</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2023, a campus system to gather data regarding student behavior will be established to improve teacher Up-Beat Survey by 10%

Evaluation Data Sources: Teacher logs
 Teams discipline report
 Counselor logs
 SNAP report

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a student behavior committee to develop evaluation tools and monitor data. Strategy's Expected Result/Impact: Help pinpoint exact behavior supports needed for students. Increase a favorable student response on Panorama survey. Staff Responsible for Monitoring: Principal Student Behavior Committee</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Budget - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Student survey indicates that behavior of other students hurts their learning. Root Cause: -The campus does not explicitly taught campus behavior expectations to all students in 2 years. -Staff are insufficiently trained to find the antecedent and incentives to change student behavior.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By June 2023, 10 % of economically disadvantaged students will increase academic growth due to progress monitoring and the implementation of the Multitiered System of Supports (MTSS.)

HB3 Guiding Objective

Evaluation Data Sources: Map data
Reading Levels
DCFA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development for teachers on MTSS and monitor progress of implementation.</p> <p>Strategy's Expected Result/Impact: Increased academic growth of economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Principal/Asst. Principal ESSER</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: ESSER Teachers - ESSER</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: The lowest performing students are economically disadvantaged. Root Cause: Learning gaps have not been fully identified by staff and instruction of academic vocabulary has been limited.</p>
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Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
5	1	1	Provide staff development for teachers on MTSS and monitor progress of implementation.

Plan Notes

HB3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	57	75	58	46		59		*	*	53	*
2018 STAAR	44	58	*	*	88		53		*	*	32	*
2019 STAAR	43	56	29	36	79	*	56			29	32	33
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	67	43	50	85	*	78			64	42	40
2022 STAAR	39	70	46	53	88	*	81			67	45	43
2023 STAAR	42	73	49	56	91	*	84			70	48	46
2024 STAAR	46	76	52	59	94	*	87			73	51	49

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	63	*	*	79		63		*	50	39	*
2018 STAAR	46	63	*	*	79		63		*	50	39	*
2019 STAAR	48	54	13	36	79	*	56			25	32	33
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	45	14	47	56	*	33			36	27	0
2022 STAAR	34	49	15	44	65	*	42			33	30	12
2023 STAAR	42	53	15	42	73	*	50			31	32	24
2024 STAAR	51	57	16	39	82	*	59			28	35	36

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Shannon Eikenhorst	First Grade Teacher
Classroom Teacher	Amanda Stevens	PreK Teacher
Classroom Teacher	Tiffany Cervantes	3rd Grade Teacher
Classroom Teacher	LeAnn Slay	4th Grade Teacher
Classroom Teacher	Clare Baldwin	5th Grade Teacher
Classroom Teacher	Amber Ortiz	Kindergarten
Classroom Teacher	Victoria Avila	Sped Teacher
Business Representative	Paul Mata	Business
Community Representative	Denise Bartlett	Community
Business Representative	Gabriel Iglesias	Business/Community
Parent	Stephenie Brewer	Parent
Parent	Stacy Phillips	Parent
Parent	Ashley Washington	Parent

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small group teacher		\$35,702.00
1	1	2	Instructional Coaches		\$39,258.00
3	1	1	Supplies and materials		\$1,200.00
Sub-Total					\$76,160.00
Budgeted Fund Source Amount					\$76,160.00
+/- Difference					\$0.00
Grand Total Budgeted					\$76,160.00
Grand Total Spent					\$76,160.00
+/- Difference					\$0.00