

Carrollton-Farmers Branch Independent School District

Kent Elementary

2023-2024 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: August 7, 2023

Demographics

Demographics Summary

Kent Elementary is an established Title 1 campus in Carrollton-Farmers Branch ISD located in Carrollton, Texas. Kent Elementary serves 468 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 16% Asian, 14% African American, 30% White, 31% Hispanic, 8% two or more races, .2% American Indian and .2% Pacific Islander.

Student language programs at Kent include: 17% Emergent Bilingual and 3.4% Bilingual.

Special Education programs with the most students at Kent include: Speech Impairment (32 students - 33%) Autism (24 students -25%) Learning Disability (17-17%), and Other Health Impaired (10-10%).

At -Risk students make up 43% (204)of the school population.

48% (223) are economically disadvantaged.

Gifted and Talented students make up 12.8% of the student population. Whites 45%, African American 6%, Hispanic 21%, Two or More 15%, Asian 12%.

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.

13% (63) of students attend Kent on a transfer from another school.

1% (5) of students are Homeless.

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 36 teachers and 12 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. Students, families and staff enjoy the many traditions at Kent.
5. All staff are current PTA members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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.

Problem Statement 2 (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.

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.

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: Special Education teachers have been hired with little experience in preparing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Problem Statement 3 (Prioritized): Students are not meeting the rigor of the TEK when explaining their answers/thinking. **Root Cause:** Teachers are not holding students to the rigor of TEKS and use of academic vocabulary is not being used consistently by 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 45 minute block was built into the master schedule 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.

School Safety & Order +11.5

Resources & Facilities + 8.1

Care & Commitment +6.8

Autonomy +8.3

Collaboration +11.3

Teacher Voice and Leadership +0.6

Parent/Teacher Communication +8.8

Parent Panorama Survey Responses

83.78% responded that they are proud to say they have a child at Kent.

86.48% responded that they believe the school is clean and well maintained.

78.38% responded that they believe the teachers, staff, and administration at this school demonstrates a genuine concern for their child.

89.19% responded that they believe their child's learning is a high priority at this school.

83.79% responded that they are treated with respect at this school.

School Processes & Programs Strengths

Through the PLC and DDI process, along with intervention programs, we have seen an increase of positive responses in 13 of 24 categories on the Upbeat Survey.

According to the Upbeat Survey

93% of Kent teachers have good parent/teacher relationships, actively involve parents, and strive to help students feel they belong.

85% of Kent teachers feel the work environment supports teacher's ongoing professional growth.

80% of Kent teachers feels the principal looks out for their well being.

98% 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.

100% of Kent teachers feel physically safe at Kent.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student survey indicates that behavior of other students hurts their learning. **Root Cause:** Campus does not have consistent behavior expectations. Expectations have not been explicitly and routinely taught.

Problem Statement 2 (Prioritized): Safety drills have become routine and predictable. **Root Cause:** Teachers and students default to routine practices and not provided unpredictable crisis situations to practice.

Problem Statement 3: 60% of students have at least 1 tardy during the first nine weeks of school. **Root Cause:** Parents not leaving home early. Students procrastinating. Parents and students not seeing the importance of arriving on time to school.

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

83% of students feel encouraged to their best work (down 6% from last year)

84% of students feel respected by their teacher (up 2% from last year)

82% of students feel rules are fair. (no change)

82% of students feel the teacher takes times to make sure they understands. (up 3% from last year)

88% of students stated they "learned a tremendous amount or quite a bit" from their teacher. (up 2% from last year)

64% of students stated the teacher makes them explain their answer (up 7% from last year).

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): Since the pandemic parent turnout to after school events has decreased. **Root Cause:** School not providing opportunities. Minimal advertisement of opportunities that have been provided.

Priority Problem Statements

Problem Statement 1: First grade students are not showing anticipated growth in Reading on the MAP test.

Root Cause 1: Clarification of essential TEKS in reading is needed by the teacher in order to plan and execute explicit instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Safety drills have become routine and predictable.

Root Cause 2: Teachers and students default to routine practices and not provided unpredictable crisis situations to practice.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Since the pandemic parent turn out to after school events has decreased.

Root Cause 3: School not providing opportunities. Minimal advertisement of opportunities that have been provided.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student survey indicates that behavior of other students hurts their learning.

Root Cause 4: Campus does not have consistent behavior expectations. Expectations have not been explicitly and routinely taught.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The lowest performing students are economically disadvantaged.

Root Cause 5: Learning gaps have not been fully identified by staff and instruction of academic vocabulary has been limited.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students are not meeting the rigor of the TEK when explaining their answers/thinking.

Root Cause 6: Teachers are not holding students to the rigor of TEKS and use of academic vocabulary is not being used consistently by students.

Problem Statement 6 Areas: Student Learning

Guiding Objectives

Revised/Approved: August 7, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, 70% or more of our students will be at the meets or above on reading summative assessments

HB3 Guiding Objective

Evaluation Data Sources: PreK-1st grade skills book (report card)

Reading Levels



Map Data

STAAR

DDI-Evidence of student work

TELPAS

Next Year's Recommendation: Possibly offer a science club/camp to increase interest in science fair.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide phonics and phonemic awareness lessons in grades PK-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 Develop better writers and penmanship through the reading/writing connection</p> <p>Staff Responsible for Monitoring: Lead reading teacher at each grade level, Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Small Group Intervention Teacher - 211 Title I - 211-11-6117-00-122-30-000 - \$26,959, Supplies and Materials to provide Phonics Lessons - 211 Title I - 211-11-6399-00-122-99-000 - \$2,328</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Essential Skills Plan to identify essential reading TEKS and use of formative assessment data to drive instruction in order to increase student mastery of essential TEKS.</p> <p>Strategy's Expected Result/Impact: Students will have a deeper learning and mastery of essential standards. Teachers will use data to meet students where they are in order grow each student.</p> <p>Staff Responsible for Monitoring: Reading teachers, Principal, Assistant Principal, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-122-30-000 - \$32,854</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers time for data dives, lesson planning, and small group planning.</p> <p>Strategy's Expected Result/Impact: Deepen teacher understand of Essential TEKS. Allow teachers time to plan MTSS response to increase student learning. Increase Upbeat survey for better work/life balance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Substitutes for data dives, lesson planning, and small group planning. - 211 Title I - 211-11-6112-00-122-30-000 - \$2,144</p>	Formative			Summative
	Oct	Jan	Mar	June
		N/A		
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide timely support and resources for students identified as at-risk of not meeting state standards and/or dropping out of school.</p> <p>Strategy's Expected Result/Impact: increase in student achievement on local and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$225,147</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1 Problem Statements:

Student Learning

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.

Problem Statement 3: Students are not meeting the rigor of the TEK when explaining their answers/thinking. **Root Cause:** Teachers are not holding students to the rigor of TEKS and use of academic vocabulary is not being used consistently by students.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, 60% of students will arrive on time to school.

Evaluation Data Sources: TEAMS report

Next Year's Recommendation: The entire staff will come together before school lets out to write a comprehensive plan.








Strategy 1 Details	Reviews			
Strategy 1: Make phone calls to parents of students with excessive tardies. Strategy's Expected Result/Impact: Reduce the number of times a student is tardy. Staff Responsible for Monitoring: Debbie Williams	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide incentive to students to encourage arriving on time to school. Strategy's Expected Result/Impact: Increase students arriving on time. Staff Responsible for Monitoring: PK - 2 teachers	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Goal 1: By May 2024, staff members will participate in 3 crisis scenario drills in order to better respond to an emergency situation.

High Priority

Evaluation Data Sources: Drill data, informal feedback from staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and schedule crisis scenarios that require staff members to think strategically in an unpredictable situation.</p> <p>Strategy's Expected Result/Impact: Improve response to ensure safety.</p> <p>Staff Responsible for Monitoring: Principal, Campus Security</p> <p>Problem Statements: School Processes & Programs 2</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 2: Safety drills have become routine and predictable. Root Cause: Teachers and students default to routine practices and not provided unpredictable crisis situations to practice.</p>








Guiding Objective 3: Optimize Community Engagement

Goal 1: By June 2024, 8 in-person functions will be offered so that parents can participate in their child's education.

HB3 Guiding Objective

Evaluation Data Sources: Master Calendar

Next Year's Recommendation: 24-25 Offer a literacy night and math strategies night for parents.

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: Improved parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Handwriting Books for Parent Training - 211 Title I - \$2,615</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:








Perceptions
<p>Problem Statement 1: Since the pandemic parent turn out to after school events has decreased. Root Cause: School not providing opportunities. Minimal advertisement of opportunities that have been provided.</p>

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

Goal 1: By May of 2024, a PBIS program will be implement to improve student Panorama survey by 10%.

Evaluation Data Sources: Discipline Reports
SNAP referrals
Student Panorama Survey

Next Year's Recommendation: Update PBIS based on staff recommendations from spring meeting.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct summer meeting (June 2023) to address PBIS and staff buy-in.</p> <p>Strategy's Expected Result/Impact: Develop a school wide system that teachers support and meets the social/emotional needs of our students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 45%	 85%	 100%	
<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: Campus does not have consistent behavior expectations. Expectations have not been explicitly and routinely taught.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By June of 2023, 55% of economically disadvantaged students will meet their 1 year growth projection on all grade level assigned MAP test.

Evaluation Data Sources: Map Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development on the Essential Skills Plan and monitor the progress of implementation. Strategy's Expected Result/Impact: Increased academic growth of students. Staff Responsible for Monitoring: Principal, Assistant Principal, ESSER, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: 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 3: Students are not meeting the rigor of the TEK when explaining their answers/thinking. Root Cause: Teachers are not holding students to the rigor of TEKS and use of academic vocabulary is not being used consistently by students.</p>

State Compensatory

Budget for Kent Elementary

Total SCE Funds: \$225,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Kent's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Kent's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Amanda Stevens	Teacher
Classroom Teacher	Shannon Eikenhorst	Teacher
Classroom Teacher	Jenna Cress	Teacher
Classroom Teacher	Faith Yi	Teacher
Classroom Teacher	LeAnn Slay	Teacher
Classroom Teacher	Clare Baldwin	Teacher
Community Representative	Denise Bartlett	Community Representative
Classroom Teacher	Victoria Avila	Special Education Teacher
Classroom Teacher	Lorina Watts	Teacher
Parent	Ashley Washington	Parent
Administrator	Samantha Gonzalez	Assistant Principal
Parent	Stacy Phillips	Parent
Parent	Jenna Leonard	Parent
Administrator	Debbie Williams	Principal
Business Representative	Gabriel Iglesias	Business/Community Member