Carrollton-Farmers Branch Independent School District

Kent Elementary

2024-2025 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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

Demographics

Demographics Summary

Kent Elementary is an established Title 1 campus in Carrollton-Farmers Branch ISD located in Carrollton, Texas. Kent Elementary serves 440 students in grades PK -5th. In addition to general education, we have 2 specialized programs: Early Childhood Special Education (ELC) 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, 29% White, 33% Hispanic, 7% two or more races, 0% American Indian and 0% Pacific Islander.

Student language programs at Kent include: 24.7% Emergent Bilingual.

At -Risk students make up 42% (184)of the school population.

49% (215) are economically disadvantaged.

Students receiving special education services make up 29% 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% (53) of students attend Kent on a transfer from another school.

2% (8) of students are Homeless.

Attendance Rate Total = 95.87

PK - 91.89 , Kinder - 94.68, 1st Grade - 95.76, 2nd Grade - 96.44, 3rd Grade- 96.48, 4th Grade- 96.31, and 5th Grade - 96.3.

The Kent staff includes 33 teachers and 11 aides to support student learning. Teachers at Kent are varied in their years of service: 1 beginning, 10 (1-5yrs), 9(6-10yrs.) 6 (11-20yrs) and 6 (20+yrs). Ethnicity of teaching staff 3 Asian, 5African American, 12 Hispanic, 2 two or more races, and 26 white. The staff retention rate is 69.44%.

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 (Prioritized): Special Education students are over represented in does not meet expectations for STAAR.
Root Cause: Some sped students do not have access to grade level curriculum.

Student Learning

Student Learning Summary

Third grade reading and math made growth in all areas: approaches, meets, and masters. Fourth grade math took a slight dip in all areas, but our approaches category in fourth grade reading has continued to climb over the last four years. Fifth grade math improved in the meets and masters categories, while fifth grade reading improved in the masters category.

Kent STAAR Annual Data

Grade	Year	Math Approaches	Math Meets	Math Masters	Reading Approaches	Reading Meets	Reading Masters	Science Approaches	Science Meets	Science 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%			
	2023	92.65%	73.53%	29.41%	94.37%	69.01%	39.44%			
	2024	92.85%	82.14%	41.07%	94.64%	83.93%	58.93%			
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%			
	2023	88.33%	71.67%	43.33%	94.92%	74.58%	45.76%			
	2024	84.71%	65.27%	31.94%	95.84%	72.23%	41.67%			
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%
	2023	93.94%	72.73%	45.45%	95.83%	81%	50%	89.39%	66.67%	31.82%
	2024	93.44%	80%	47.54%	93.33%	76.66%	53%	77.05%	49.18%	27.87%

MAP Growth in grades two through 5 showed growth by nine or more points.

Year	Grade	Math %Met Growth	Reading %Met Growth	Science %Met Growth
2021	K	32%	49%	
2022	K	65%	77%	
2023	K	61%	68%	
2024	K	33%	34%	
2021	1	36%	36%	
2022	1	48%	31%	
2023	1	69%	52%	
2024	1	61%	45%	
2021	2	33%	43%	
2022	2	68%	71%	
2023	2	70%	60%	
2024	2	49%	71%	
2021	3	83%	58%	
2022	3	80%	70%	
2023	3	61%	66%	
2024	3	51%	75%	
2021	4	60%	51%	56%
2022	4	63%	53%	67%
2023	4	49%	55%	63%
2024	4	49%	67%	58%
2021	5	43%	41%	80%
2022	5	49%	66%	75%
2023	5	49%	58%	65%
2024	5	41%%	66%	65%

All Grades Combined STAAR scores.

	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Math							
Academic Readiness - Did Not Meet	13.37%	12.86%	0.00%	18.62%	11.22%	7.46%	10.11%
Academic Readiness - Approaches	87.62%	89.05%	0.00%	81.38%	88.78%	92.54%	89.89%
Academic Readiness - Meets	68.81%	63.81%	0.00%	50.53%	63.27%	72.64%	75.00%
Academic Readiness - Masters	47.52%	45.24%	0.00%	32.98%	35.71%	39.80%	39.89%
Total Tested (Non-Duplicate Count)	-	-	-	-	-	-	-
Reading							
Academic Readiness - Did Not Meet	19.31%	17.70%	0.00%	16.58%	7.65%	5.45%	5.35%
Academic Readiness - Approaches	81.19%	85.17%	0.00%	83.42%	92.35%	94.55%	94.65%
Academic Readiness - Meets	61.88%	59.33%	0.00%	56.15%	76.02%	74.26%	77.54%
Academic Readiness - Masters	40.10%	40.19%	0.00%	35.29%	51.53%	45.54%	50.80%
Total Tested (Non-Duplicate Count)	-	-	-	-	-	-	-
Social Studies							
Academic Readiness - Did Not Meet	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Approaches	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Meets	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Masters	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Tested (Non-Duplicate Count)	-	-	-	-	-	-	-
Science							
Academic Readiness - Did Not Meet	17.65%	21.18%	0.00%	25.42%	13.33%	10.61%	22.95%
Academic Readiness - Approaches	82.35%	78.82%	0.00%	74.58%	86.67%	89.39%	77.05%
Academic Readiness - Meets	61.76%	40.00%	0.00%	44.07%	56.67%	66.67%	49.18%
Academic Readiness - Masters	41.18%	14.12%	0.00%	15.25%	21.67%	31.82%	27.87%
Total Tested (Non-Duplicate Count)	-	-	-	-	-	-	-

Student Learning Strengths

1. 60% or more of students are at the meets or masters level on STAAR for math and reading

2. Reading MAP growth scores improved in grades 2-5.

3. Third grade improved in every category for STAAR math and reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kindergarten and First grade students are not showing 55% or more growth in Reading and Math on the MAP test.
Root Cause: Instruction and how students are assessed on MAP is not aligned.

Problem Statement 2 (Prioritized): Fundamental students have limited access to grade level instruction.
Root Cause: Students are 2 years below in academic performance and served in a self-contained/pull out setting.

Problem Statement 3 (Prioritized): Tier 1 instruction for kinder and 1st grade lacks rigor.
Root Cause: District curriculum not vertically aligned to rigor of the standards or normed assessments.

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. PLCs are held every Tuesday in either reading or math. The focus as been to help with Tier 1 instruction by planning around essential skills and mapping out the school year.

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. 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 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 90%

Care & Commitment 96%

Autonomy 93%

Collaboration 92%

Teacher Voice and Leadership 91%

Parent/Teacher Communication +92%

Student Panorama Survey Responses

72% of students feel valued and apart of a community

EB students and economically disadvantaged feel less connected to the community.

64% of students feel physically and psychologically safe

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

92% of Kent teachers have good parent/teacher relationships, actively involve parents, and strive to help students feel they belong.

92% of Kent teachers feel the work environment supports teacher's ongoing professional growth.

92% of Kent teachers trust their principal.

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

91% of Kent teachers feel they can trust each other

90% of Kent teachers feel physically safe at Kent.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: Not all students feel a part of the Kent community.
Root Cause: SEL implementation is not consistent.

Problem Statement 3: The Raptor app to support school safety was introduced with insufficient training.
Root Cause: Teachers and students default to the previous way of doing drills.

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 school belonging, school safety and bullying. 72% of students feel valued and part of the community. 70% of students say they have not been bullied.

In the Upbeat staff survey, 70% of teachers stated having a work life balance is a challenge for the staff. Teachers (83%) indicated that the principal conveys appreciation for the staff - acknowledging great work, publicly recognizing outstanding work (89%) and noticing hard work.
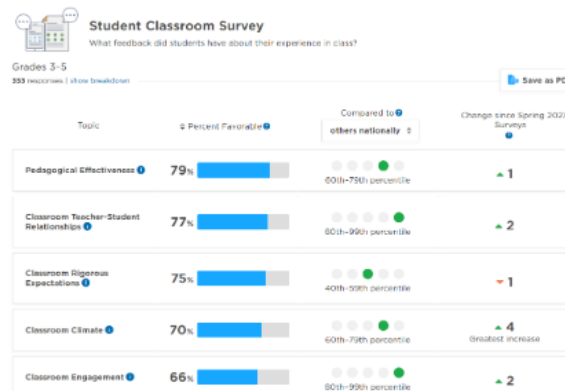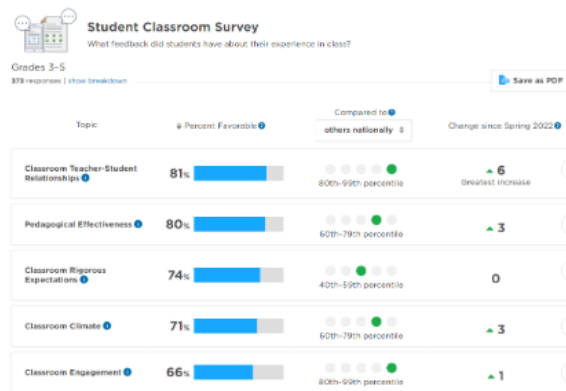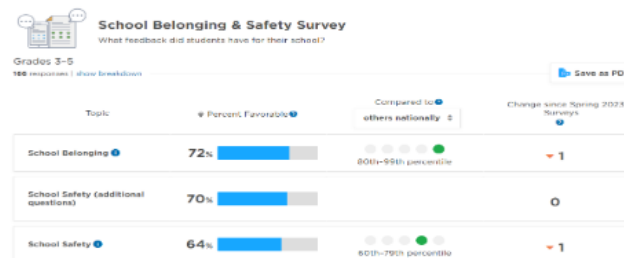
State Reported Discipline Incidents

| 2022-23 | 2023-24 |
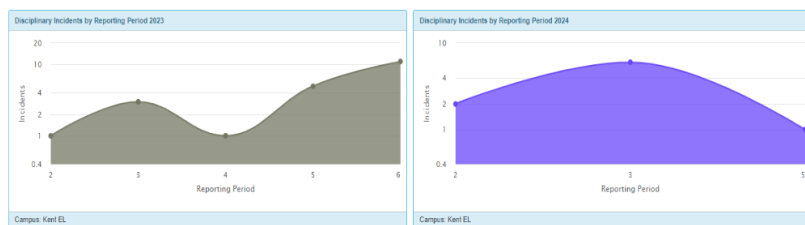
Note that scale may be different.

Nine students served ISS this school year. A reduction of 50% from the previous year. (8 boys and 1 girl - 2 Asian, 3 white, 1 Hispanic and 3 two or more races)

Perceptions Strengths

 According to the Upbeat survey:

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.

94% of teachers understand the vision for our school and their role in accomplishing that vision.

100% of our staff care about the well being of students and strive to improve their practice.

64% of the staff indicate that we do not discuss issues of race, ethnicity and culture.

Discipline was reduced this year to 9 students in ISS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a staff, we not discuss issues of race, ethnicity and culture.
Root Cause: Campus leaders has placed emphasis in other areas.

Priority Problem Statements

Problem Statement 1: Kindergarten and First grade students are not showing 55% or more growth in Reading and Math on the MAP test.
Root Cause 1: Instruction and how students are assessed on MAP is not aligned.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: As a staff, we not discuss issues of race, ethnicity and culture.
Root Cause 2: Campus leaders has placed emphasis in other areas.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: Special Education students are over represented in does not meet expectations for STAAR.
Root Cause 3: Some sped students do not have access to grade level curriculum.
Problem Statement 3 Areas: Demographics

Problem Statement 4: 60% of students have at least 1 tardy during the first nine weeks of school.
Root Cause 4: Parents not leaving home early. Students procrastinating. Parents and students not seeing the importance of arriving on time to school.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Tier 1 instruction for kinder and 1st grade lacks rigor.
Root Cause 5: District curriculum not vertically aligned to rigor of the standards or normed assessments.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Fundamental students have limited access to grade level instruction.
Root Cause 6: Students are 2 years below in academic performance and served in a self-contained/pull out setting.
Problem Statement 6 Areas: Student Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Study of best practices

Guiding Objectives

Revised/Approved: August 7, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, 80% of Kinder-2nd grade students will meet or exceed district expectations for Reading.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: PreK-1st grade skills book (report card)
Fountas & Pinnell
Map Data
DDI-Evidence of student work
TELPAS
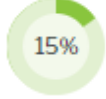
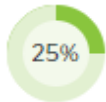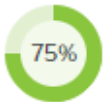| Strategy 1 Details	Reviews			
Strategy 1: Provide phonics and phonemic awareness lessons in grades PK-2 daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced number of below level and approaches level readers More students meet or master grade level reading Reduce the number of students identified with dyslexia Develop better writers and penmanship through the reading/writing connection **Staff Responsible for Monitoring:** Reading Teacher and Administration **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies and Materials to provide Phonics Lessons - 211 Title I - 211-11-6399-00-122-99-000 - $1,300, Small Group Intervention Teacher - 211 Title I - 211-11-6117-00-122-30-000 - $16,005	**Oct**	**Jan**	**Mar**	**June**
	35%	80%	80%	

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Reading Teacher and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Instructional Coaches - 211 Title I - 211-13-6119-00-122-30-000 - $41,795	40%	80%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers time for data dives, lesson planning, and small group planning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Deepen teacher understand of Essential TEKS. Allow teachers time to plan differentiation to increase student learning. Increase Upbeat survey for better work/life balance **Staff Responsible for Monitoring:** Administration and Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Substitutes for data dives, lesson planning, and small group planning. - 211 Title I - 211-11-6112-00-122-30-000 - $2,000	15%	50%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Increase competency of teaches with using phonics, other strategies aligned with the HMH curriculum, Science of Reading, and phonemic awareness resources through targeted professional development and planning focus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher efficacy and improved student achievement. **Staff Responsible for Monitoring:** Administration and Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - $225,147	30%	85%	90%	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Implement district provided online reading programs: Waggle (K-1) and Progress Learning (2) to fill student learning gaps identified through assessments and MAP on a weekly basis.	**Oct**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Fill student learning gaps by differentiating instruction via online reading platform to meet the needs of all learners.
    Staff Responsible for Monitoring: Administration and Teachers.
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	5%	45%	65%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, 60% of students will arrive on time to school.

    Evaluation Data Sources: TEAMS report

Strategy 1 Details		Reviews			

Strategy 1: Provide parents with the standard of attendance for absences and/or tardies. Continue communication throughout the year via phone and/or mail.
 	
    Strategy's Expected Result/Impact: Reduce the number of times a student is tardy.
    Staff Responsible for Monitoring: Administration and Clerk
		Formative			**Summative**

		Oct	Jan	Mar	June
		25%	50%	75%	
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: Teachers
		Formative			**Summative**

		Oct	Jan	Mar	June
		20%	75%	85%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Goal 1: By May 2025, 100% of staff members will use check in using the Raptor application.

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Run monthly drills through Raptor and provide extra training/support for teachers who show need.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to efficiently account for the location and status off all students through Raptor system.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Campus Security		80%	95%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, Kent Elementary will offer at least 2 parent trainings specific to academic needs.

> **HB3 Guiding Objective**
>
> **Evaluation Data Sources:** Master Calendar

Strategy 1 Details	Reviews			
Strategy 1: Create a master calendar by September 1 to include: parent education opportunities, parent conferences, performances, parties, PTA meetings, and other school events.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved parent involvement **Staff Responsible for Monitoring:** Principal **Funding Sources:** Handwriting Books for Parent Training - 211 Title I - 211-61-6399-00-122-99-000 - $1,000	100%	100%	100%	
Strategy 2 Details	**Reviews**			
Strategy 2: Host a parent training related to the needs of our special education students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: More parent involvement/input into the ARD process. **Staff Responsible for Monitoring:** Administration and Sped Teacher	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Goal 1: By May of 2025, continued growth in newly redesigned PBIS system to focus on red ticket distribution to identify positive character traits in all students.

Evaluation Data Sources: Discipline Reports
Student Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development to focus on consistency to our school wide PBIS system and ticket distribution.	**Formative**			**Summative**
Strategy's Expected Result/Impact: School wide system that teachers support and meets the social/emotional needs of all students.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Team Leaders and Administration **TEA Priorities:** Recruit, support, retain teachers and principals	15%	90%	90%	
	0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

Guiding Objective 5: Optimize All Available Resources

Goal 1: By June of 2025, 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			
Strategy 1: Provide staff development on the Essential Skills Plan and monitor the progress of implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic growth of students.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	15%	45%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor student usage on district provided learning platforms (Progress Learning, Waggle, Istation Math).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Fill student learning gaps and differentiate instruction to grow all students. **Staff Responsible for Monitoring:** Administration and Teachers, **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	5%	30%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 - Previous

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. On going discussions are held at CIC meetings, team lead meetings, and PLCs.

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.   On going discussions are held at CIC meetings, team lead meetings, and PLCs.

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.   On going discussions are held at CIC meetings, team lead meetings, and PLCs.

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 (PK-5) and Spanish (PK). Community meetings are held in English and Spanish (PK) . Parent Square messages are sent in the parents preferred language.

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. 45 minute RTI time is built into the master schedule to help support student needs. Data 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 data meeting 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. 45 minute RTI time is built into the master schedule to help support student needs.

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 Parent Square 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.

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Elida Dominguez	Classroom Teacher
Business Representative	Gabriel Iglesias	Business/Community Member
Administrator	Debbie Williams	Principal
Parent	Jenna Leonard	Parent
Administrator	Samantha Gonzalez	Assistant Principal
Parent	Ashley Washington	Parent
Classroom Teacher	Lorina Watts	Teacher
Classroom Teacher	Victoria Avila	Special Education Teacher
Community Representative	Denise Bartlett	Community Representative
Classroom Teacher	Staci McAllister	Teacher
Classroom Teacher	LeAnn Slay	Teacher
Classroom Teacher	Omera Khan	Teacher
Classroom Teacher	Shannon Eikenhorst	Teacher
Classroom Teacher	Amanda Stevens	Teacher

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024