

# Carrollton-Farmers Branch Independent School District

## Kent Elementary

### 2025-2026 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

## Demographics

### Demographics Summary

Kent Elementary is an established Title 1 campus in Carrollton-Farmers Branch ISD located in Carrollton, Texas. Kent Elementary serves 416 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 19% Asian, 14% African American, 27% 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% (175)of the school population.

46% (192) are economically disadvantaged.

Students receiving special education services make up 20.4% of the student population.

Students receiving dyslexia services make up 6.5% of the student population.

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

13% (58) of students attend Kent on a transfer from another school.

1.4% (6) of students are Homeless.

Attendance Rate Total = 96.16

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 for the year of 2024 - 2025 year included 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%.

The Kent staff members are highly motivated, trained, and talented. For the 2025 - 2026 school year the composition of the school will be changing with the following; PK staff doubling in size, the addition of a 3rd and 4th grade class, and welcoming 27 new staff.

### Attendance Data

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
24-25	Sixth six weeks	96.3%		0%	463	↑
24-25	Fifth six weeks	95.4%		0%	448	↓
24-25	Fourth six weeks	94%		0%	678	↑
24-25	Third six weeks	95.6%		0%	358	↓
24-25	Second six weeks	96.6%		0%	388	↑
24-25	First six weeks	97.2%		0%	308	↓

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	95.5%		0%	434	↓
23-24	Fifth six weeks	95.1%		0%	460	↓
23-24	Fourth six weeks	94%		0%	698	↑
23-24	Third six weeks	95.4%		0%	564	↑
23-24	Second six weeks	95.9%		0%	468	↑
23-24	First six weeks	96.8%		0%	342	↓

An emphasis on reducing tardies resulted in the increase of student attendance in 24-25.

### 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.
6. Student daily attendance is trending upwards.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The addition of 27 new staff member will effect the climate and culture of Kent Elementary.

**Root Cause:** Staff members will not know the "Kent Way".

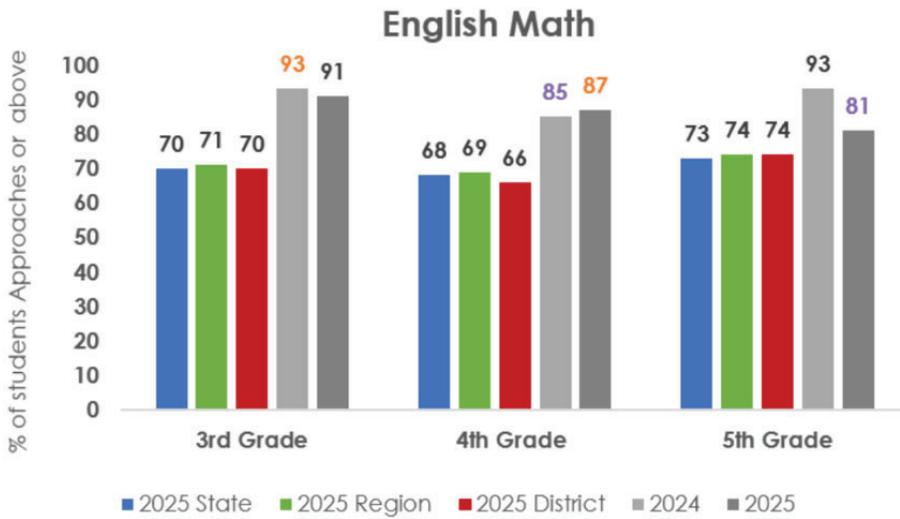
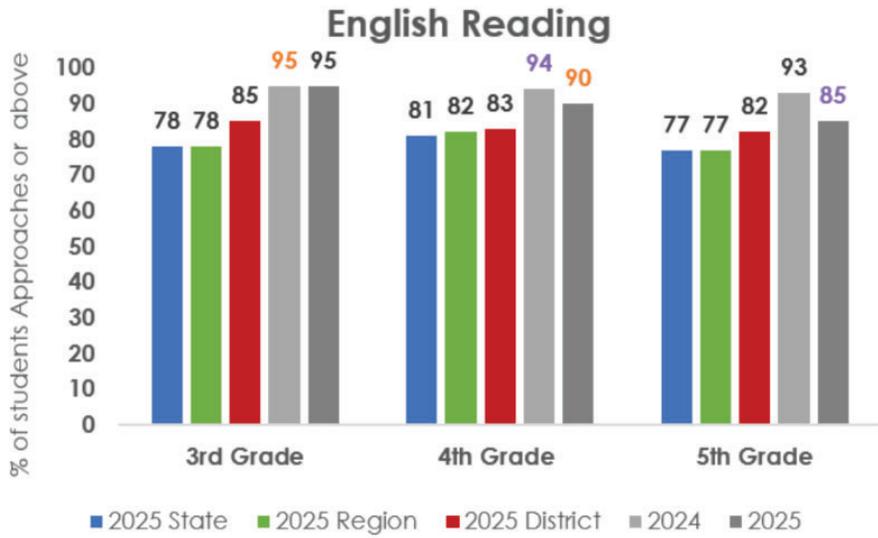
# Student Learning

## Student Learning Summary

Third grade continues to perform in 90 percentile for approaching in math and reading. More students reached the masters level in both math (7+) and reading (+8). Fourth grade made gains in math in the meets (+7) and masters(+13) categories. Fourth grade reading made gains in the meets (+7) and masters (+13). A change in staff occurred for fifth grade. Both math and reading had novice teachers.

Kent STAAR Annual Data										
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%			
	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%			
	2025	90.62%	78.12%	48.44%	93.75%	79.69%	67.19%			
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%			
	2025	86.44%	72.88%	45.76%	88.14%	79.66%	54.24%			
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%	45.46%	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%
	2025	80.56%	63.89%	28%	84.72%	79.17%	47%	75.00%	33.33%	11.11%

# Kent Elementary Cohort Comparison – All Testers

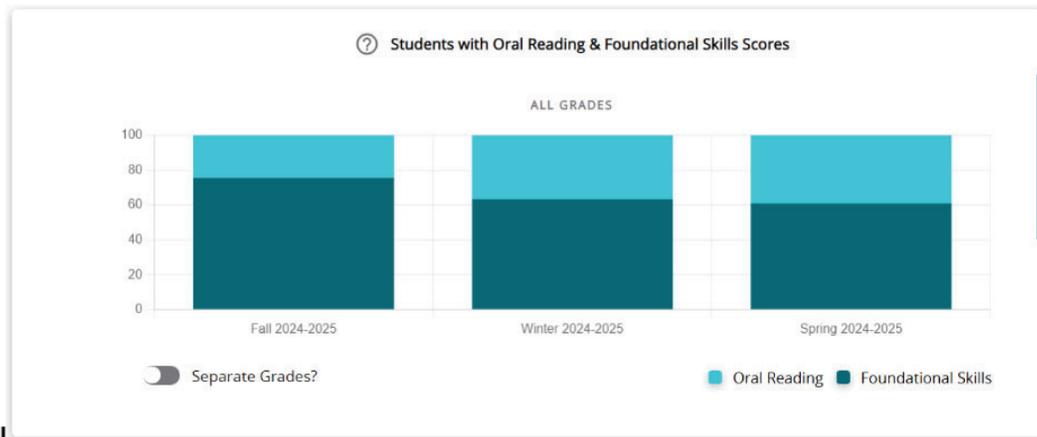


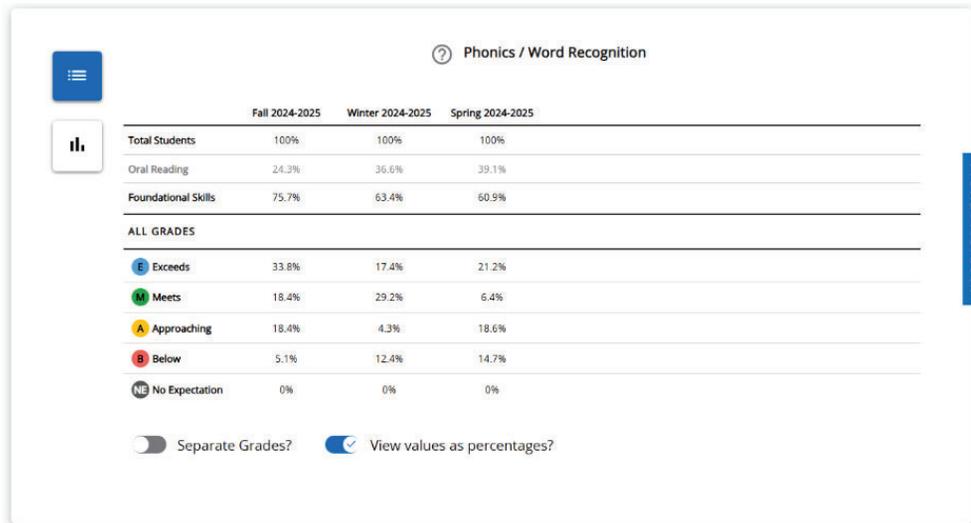
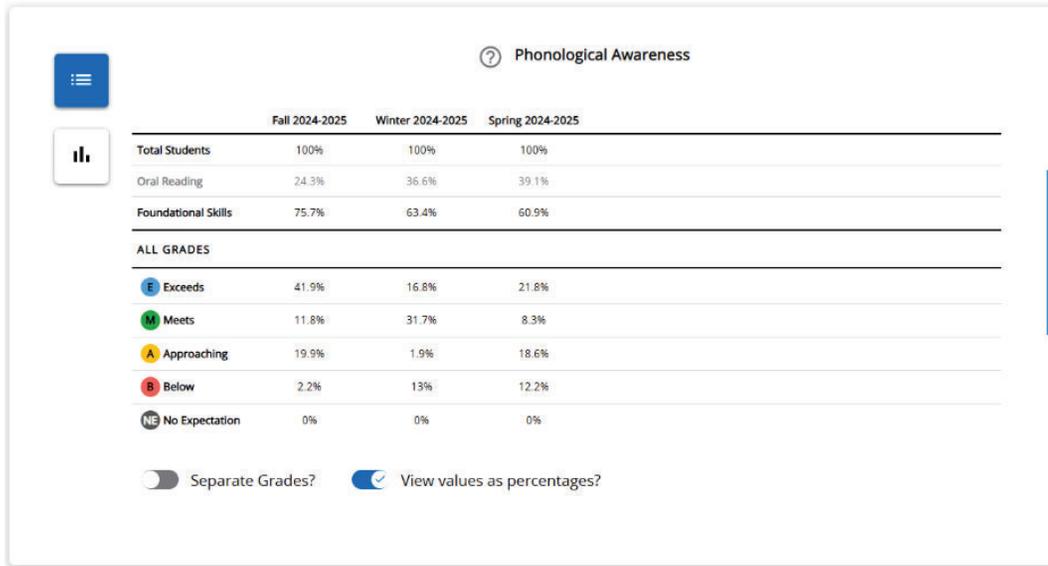
Year	Grade	Math Met	Reading Met	Science Met
		% Growth	% Growth	% Growth
2021	K	32	49	
2022	K	65	77	
2023	K	61	68	
2024	K	33	34	
2025	K	54	57	
2021	1	36	36	
2022	1	48	31	
2023	1	69	52	
2024	1	61	45	
2025	1	60	31	
2021	2	33	43	
2022	2	68	71	
2023	2	70	60	
2024	2	49	71	
2025	2	40	67	
2021	3	83	58	
2022	3	80	70	
2023	3	61	66	
2024	3	51	75	
2025	3	76	78	
2021	4	60	51	56
2022	4	63	53	67
2023	4	49	55	63
2024	4	49	67	58
2025	4	64	72	
2021	5	43	41	80

Year	Grade	Math Met	Reading Met	Science Met
2022	5	49	66	75
2023	5	49	58	65
2024	5	41	66	65
2025	5	40	36	68

Campus MAP Growth and Achievement

	MAP Growth	MAP Reading		Achievement	Achievement
	Math	Reading		Math	Reading
2023-2024	41	53		77	74
2024-2025	53	54		75	74





## Student Learning Strengths

1. STAAR scores remain strong over time.
2. 4th grade STAAR score improved and showed growth in students.
3. Kindergarten showed significant growth on MAP Growth.
4. 3rd and 4th grade showed significant MAP Growth.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** K -2 students are not showing 55% or more growth in Math on the MAP test.

**Root Cause:** Instruction and how students are assessed on MAP are not aligned.

**Problem Statement 2:** Math Fluency is not taught to the level of rigor needed. Math Curriculum is under developed.

**Root Cause:** Standardize teaching of fact fluency does not exist.

**Problem Statement 3 (Prioritized):** Tier 1 instruction for kinder and 1st grade lacks rigor.

**Root Cause:** District curriculum is not vertically aligned to rigor of the standards or normed assessments.

**Problem Statement 4 (Prioritized):** Students phonological scores decreased from Fall to Spring.

**Root Cause:** Continual emphasis on phonological skill is need throughout the year.

**Problem Statement 5 (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.

**Problem Statement 6:** First grade students are not showing 55% MAP Growth in reading.

**Root Cause:** Instruction and assessment are not aligned.

# 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 has been to help with Tier 1 instruction by planning around essential skills and mapping out the school year.

A 45 minute block was built into the master schedule for each grade level for Response to Intervention (Kent Elementary refers to RTI as What I Need -WIN) time. WIN 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, PE, and Library 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.

### 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.

68% of students feel physically and psychologically safe

During the 2024-2025 school year, Kent Elementary had a decrease in student responses in the following areas: Pedagogical Effectiveness, Classroom Teacher - Student Relationship, Classroom Climate, and Classroom Engagement.

## School Processes & Programs Strengths

Students provided input through the Panorama survey.

Upbeat Survey was not taking by the Staff in the 2024 - 2025 school year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Not all students feel a part of the Kent community.

**Root Cause:** SEL implementation is not consistent.

**Problem Statement 2:** 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 or forgot to use Raptor

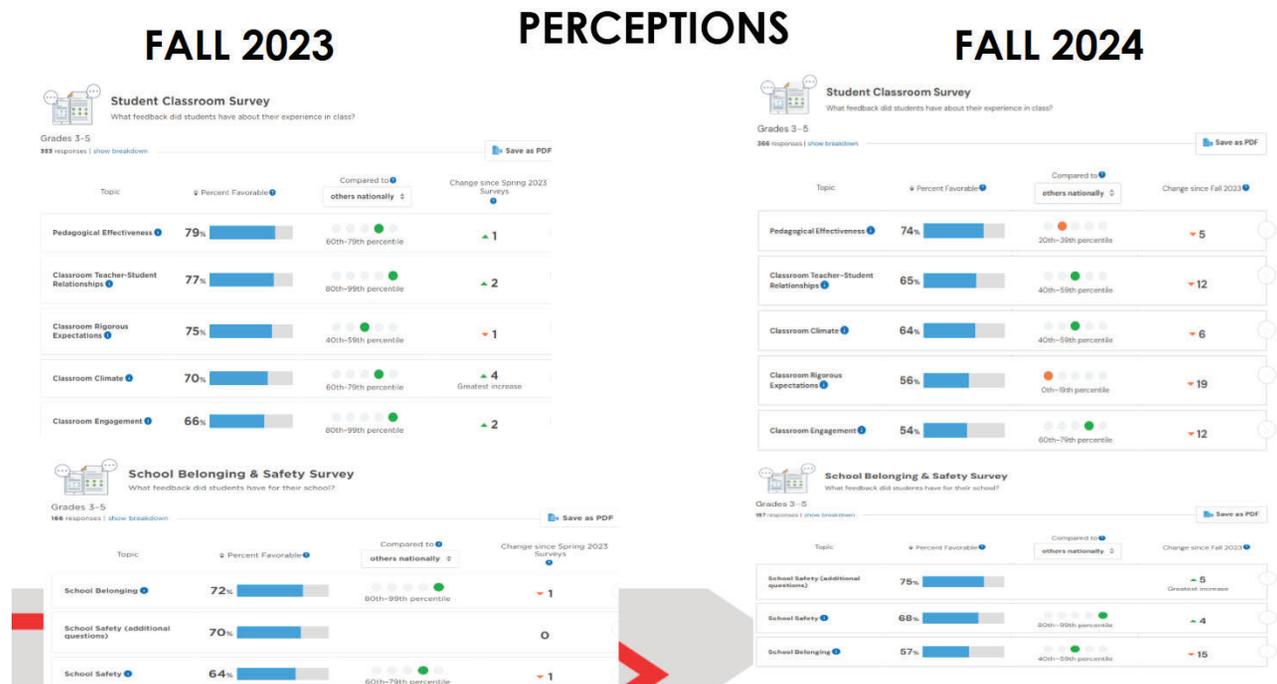
# Perceptions

## 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.

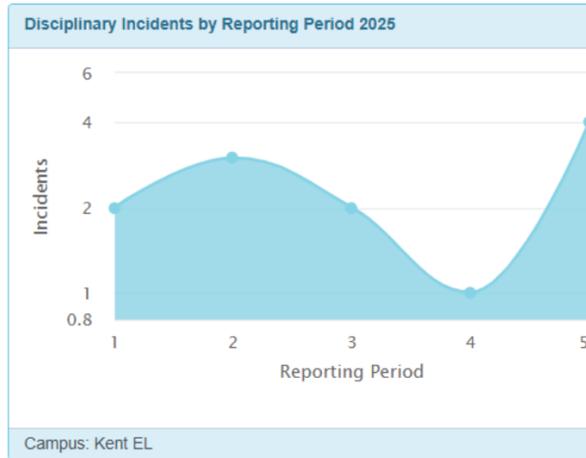
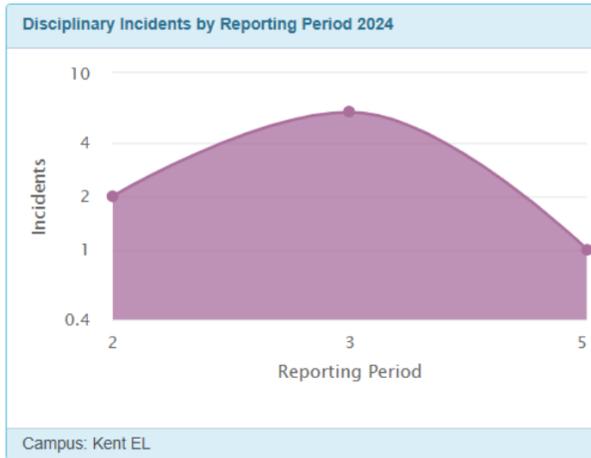
Our school saying is "The Best of the Best!" We teach this to our students daily through the integration of our Kent Character traits in all that we do. Through parent/ student feedback and low discipline referrals, we have clear evidence that this culture and climate have been ingrained in our community.

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.



# STATE REPORTED DISCIPLINE INCIDENTS

## 2023-2024 2024-2025



Note that scale may be different.

Twelve students served ISS this school year.

### Perceptions Strengths

Low student discipline referrals is a testament to the success the school PBIS program and the culture that has been established.

Students feel a sense of belonging.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Low Panorama student survey data.

**Root Cause:** The survey had a very limited number of teachers from which students provided perceptions of the classroom and belonging.

# Priority Problem Statements

**Problem Statement 1:** K -2 students are not showing 55% or more growth in Math on the MAP test.

**Root Cause 1:** Instruction and how students are assessed on MAP are not aligned.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Special Education students are over represented in does not meet expectations for STAAR.

**Root Cause 2:** Some sped students do not have access to grade level curriculum.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Tier 1 instruction for kinder and 1st grade lacks rigor.

**Root Cause 3:** District curriculum is not vertically aligned to rigor of the standards or normed assessments.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students phonological scores decreased from Fall to Spring.

**Root Cause 4:** Continual emphasis on phonological skill is need throughout the year.

**Problem Statement 4 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: July 14, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By the end of the 2025-2026 school year, Kent Elementary will increase a minimum of 5% in the percentage of Grade 3 at Meets Grade Level or above on STAAR Math from 77% to 82%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR, NWEA MAP, District Common Formative Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Essential Skills Plan to identify essential Math TEKS and use of formative assessment data to drive instruction in order to increase student mastery of essential TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a deeper learning and mastery of essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teacher and Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers time for data dives, lesson planning, and small group planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Deepen teacher understanding of Essential TEKS. Allow teachers time to plan differentiation to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Coach - 211 Title I - 211-11-6119-00-122-30-000 - \$42,482, Small Group Interventionist/Tutorials - 211 Title I - 211-11-6117-00-122-30-000 - \$17,938, Supplemental support and resources for meeting the academic needs of at-risk students - 199-SCE State Comp Ed (SCE) - \$225,147</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase students Math Computation Skills by using Building Math Fluency Kits in Grades Kindergarten to Second.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a deeper learning and mastery of essential computation skills.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> K -2 students are not showing 55% or more growth in Math on the MAP test. <b>Root Cause:</b> Instruction and how students are assessed on MAP are not aligned.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By the end of the 2025-2026 school year, Kent will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 64% to 66%.

**High Priority**

**Evaluation Data Sources:** STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** By the end of the 2025-2026 school year, Kent Elementary will increase the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment to 3%.

**Evaluation Data Sources:** Circle Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K Teachers participate in grade level PLCs and Data Dives to focus on student needs, monitoring data and planning next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and Kindergarten Readiness</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 4:** By the end of the 2025-2026 school year, Kent Grade 3 students will maintain the rating of 95% for Meeting Grade Level expectations.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP Data, STAAR, Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 the essential TEKS</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a deeper learning and mastery of essential standards. Teacher will use data to meet students where they are in order to grow each student.</p> <p><b>Staff Responsible for Monitoring:</b> Reading teacher and Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers time for data dives, lesson planning, and small group planning</p> <p><b>Strategy's Expected Result/Impact:</b> Deepen teacher understanding of Essential TEKS. Allow teachers time to plan differentiation to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 5:** By the end of the 2025-2026 school year, the number of emergent bilingual students will advance in Grades 2 - 5 by at least one TELPAS proficiency level from 26% to 28%.

**Evaluation Data Sources:** TELPAS, Formative Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Plan targeted professional development sessions, to include review of sheltered instructional strategies, each quarter that focus on supporting language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in campus TELPAS scores in all areas, MAP growth</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 6:** By the end of the 2025-2026 school year, Kent Elementary will increase the percentage of Kindergarten - Second grade students who perform at Meets Grade level on foundation skills mastery on MAP Fluency Literacy Screener in Phonics and Phonological Awareness from 7.3% Meets to 8.3% Meets.

**Evaluation Data Sources:** MAP Data, Progress Learning, Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase competency of teachers with using phonics, other strategies aligned with the HMH curriculum, Science of Reading, and phonemic awareness resources through targeted professional development and planning focus.</p> <p><b>Strategy's Expected Result/Impact:</b> All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use Small Group Title 1 Interventionist to work with struggling students to meet grade-level standards in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 7:** By the end of the 2025-2026 school year, Kent Elementary will increase the percentage of students from 53% to 55% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

**Evaluation Data Sources:** MAP Data, Progress Learning

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide 45 minute intervention time (WIN - What I Need) for grades K-5th during the school day so teachers can provide needed interventions for Math and Reading for 4 days a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in amount of time students spend in differentiated, small groups based on individual need during campus WIN time.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 8:** By the end of the 2025-2026 school year, Kent Elementary will increase the percentage of students from 54% to 57% meeting growth measures from Beginning of the Year to End of the Year Assessments on Reading MAP.

**Evaluation Data Sources:** MAP data, Progress learning, Formative Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide 45 minute intervention time (WIN - What I Need) for grades K-5 during the school day so teachers can provide needed interventions for Math and Reading for 4 days a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in amount of time students spend in differentiated, small groups based on individual need during campus WIN time.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>				

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

**Goal 1:** By the end of the 2025-2026 school year, 100% of staff members will use check-in by using the Raptor application.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Run monthly drills through Raptor and provide extra training/support for teachers who show need.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to efficiently account for the location and status off all students through Raptor system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Security</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>				

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By the end of the 2025-2026 school year, 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			
<p><b>Strategy 1:</b> Create a master calendar by September 1 to include: parent education opportunities, parent conferences, performances, parties, PTA meetings, and other school events.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Handwriting Books for Parent Training - 211 Title I - 211-61-6399-00-122-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host a parent training related to the needs of our special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> More parent involvement/input into the ARD process.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Sped Teacher</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Goal 1:** By the end of the 2025-2026 school year, continued growth in the implementation of Primetime -PBIS system to focus on positive character traits in all students.

**Evaluation Data Sources:** Discipline Reports  
Student Panorama Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff development to focus on consistency to our school wide PBIS system and ticket distribution.</p> <p><b>Strategy's Expected Result/Impact:</b> School wide system that teachers support and meets the social/emotional needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders and Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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>				

**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			
<p><b>Strategy 1:</b> Provide staff development on the Essential Skills Plan and monitor the progress of implementation.  <b>Strategy's Expected Result/Impact:</b> Increased academic growth of students.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and monitor student usage on district provided learning platforms (Progress Learning, Waggle, Istation Math).</p> <p><b>Strategy's Expected Result/Impact:</b> Fill student learning gaps and differentiate instruction to grow all students.  <b>Staff Responsible for Monitoring:</b> Administration and Teachers,</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

A comprehensive needs assessment is conducted annually. 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.

### 1.2: Location for Evidence of Multiple Meetings Held

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. Ongoing discussions occurred in CIC meetings, team lead sessions, and PLCs. Meeting participation and stakeholder input are documented through the CIP roster and Title I planning process. 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. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

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. Formative reviews occur quarterly and summative evaluations annually.

### 2.2: Stakeholders 1114(b)(2)

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. The CIP Committee includes various stakeholders, including parents, staff, administrators, community members, and businesses. On going discussions are held at CIC meetings, team lead meetings, and PLCs.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The information is available on district and campus websites in an understandable format and various languages. The district and campus websites include a feature which translate all content. Communications (flyers, ParentSquare) are sent in English and Spanish, and community meetings are conducted in both languages. Parent Square messages are sent in the parents/guardians preferred language.

## **2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)**

Progress monitoring of Math and Reading data is used to determine students in need of academic support. Supports are aligned across Title I, State Comp Ed, SPED, EB, and SEL services. RTI time is built into the master schedule to help support student needs. SNAP and PLC meetings guide aligned interventions and help determine which students are in need of Tier 2 and 3 interventions. Parents/Guardians are provided resources to help support student progress.

## **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

The CIP addresses all required components:

- Academic and intervention supports (phonics, MAP growth, RTI)
- Extended learning (WIN time, after-school learning)
- Supports for at-risk, EB, and SPED students
- Professional development (Science of Reading, DDI, PLCs)
- Family engagement (parent trainings, calendar of events)
- Safety improvements (Raptor app, drills)
- SEL support through PBIS and character initiatives

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.

# **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

## **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

Evaluation of the plan is conducted annually and reviewed quarterly. Evidence includes STAAR, MAP, TELPAS, Panorama surveys, discipline, and attendance data. Revisions are based on this evaluation and stakeholder input. 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.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brooklin Galloway	Title I Instructional Math Coach	Title I	.5

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Paul Matta	Business/Community Member
Parent	Merón Monterroza	Parent
Classroom Teacher	Tiffany Cervantes	Teacher
Classroom Teacher	Heba Nuru	Teacher
Classroom Teacher	Kristen Tarlas	Special Education Teacher
Administrator	Jamie Rodriguez	Assistant Principal
Classroom Teacher	Riley Kelsey	Teacher
Classroom Teacher	Yesi Cervantes	Teacher
Business Representative	Gabriel Iglesias	Business/Community Member
Administrator	Debbie Williams	Principal
Parent	Jenna Leonard	Parent
Parent	Ashley Washington	Parent
Classroom Teacher	Lorina Watts	Teacher
Community Representative	Denise Bartlett	Community Representative
Classroom Teacher	LeAnn Slay	Teacher
Classroom Teacher	Shannon Eikenhorst	Teacher
Classroom Teacher	Amanda Stevens	Teacher

# Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental support and resources for meeting the academic needs of at-risk students		\$225,147.00
<b>Sub-Total</b>					\$225,147.00
<b>Budgeted Fund Source Amount</b>					\$225,147.00
<b>+/- Difference</b>					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach	211-11-6119-00-122-30-000	\$42,482.00
1	1	2	Small Group Interventionist/Tutorials	211-11-6117-00-122-30-000	\$17,938.00
3	1	1	Handwriting Books for Parent Training	211-61-6399-00-122-30-000	\$1,680.00
<b>Sub-Total</b>					\$62,100.00
<b>Budgeted Fund Source Amount</b>					\$62,100.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$287,247.00
<b>Grand Total Spent</b>					\$287,247.00
<b>+/- Difference</b>					\$0.00

# 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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025