

Celina Independent School District
Celina Elementary School
2013-2014 Campus Improvement Plan



Mission Statement

The mission of the District, as the primary educational entity, is to provide a safe, caring, structural learning environment where teachers educate and motivate students to become productive citizens of their community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina, Texas is a small, rural city 30 miles outside of the metroplex. Celina Elementary continues to grow approximately 3% each year.

2013-2014 campus population consist of: 35 pre-k, 169 kindergarten, 137 first grade, and 150 second grade students for a total of 491 students on campus.

Demographics Strengths

Demographics Needs

Student Achievement

Student Achievement Summary

After analyzing the data, staff determined that the Tier III model currently in place for RTI needs to continue to maintain, if not decrease our special education referrals and sustain our high test scores. In addition, continue to increase the social and academic vocabulary for the english language learners. In order to accomplish this, small group instruction for ARI, AMI and Reading Recovery will continue. The implementation of guided reading groups with supplemental supplies, such as Tumblebooks and istation, will be maintained.

Student Achievement Strengths

- **Progress monitoring throughout the year
- **Guided Reading Groups- meet individual student needs
- ** Intervention groups- AMI, ARI, Reading Recovery, istation, Handwriting without Tears
- **Small group instruction in math with supplemental supplies in centers

Student Achievement Needs

- **Low scores on math curriculum checks with at-risk students
- **Research-based vocabulary program

School Culture and Climate

School Culture and Climate Summary

CES has an inviting and friendly atmosphere that creates a welcoming and safe environment for students and parents. The administration and faculty make it evident that their vision and mission of the school is to keep the learning environment structured and safe as well as to motivate students to be successful in all they do by creating a positive atmosphere using incentives such as Principal's Pride, Positive Referrals, Positive Incentive Chart for Bobcat Behavior, Adopt a Child, Math Hall of Fame, and Word Wall Recognition. The rapport the faculty creates with the parents and community is key to success.

School Culture and Climate Strengths

**School-wide theme

**High Expectation

**Beautiful Facility

**Supportive Administration

**Positive Reinforcement

**Teacher/Staff Collaboration

**Pride

**Technology

**Parents are comfortable talking with child's teacher

**Conference day built into the school calendar

**Social media, newsletters sent out via e-mail each Monday

**Parental Involvement Events

School Culture and Climate Needs

****Campus and teacher websites**

****Sharing with parents ways in which they can be involved in the school**

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CES test data reflects the quality of our teachers. At the conclusion of the 9 weeks, teachers administer various assessment instruments both formative and summative in nature such as TPRI, DRA2, curriculum checks and running records to determine student progress. Grade level meetings follow these test where discussion centers around curriculum adjustments as well as student intervention plans. Administration and faculty place students in the most effective specialist/programs to ensure success. Teacher performance will be available to the teacher by personal conference, grade level meetings, written response, or through Eduphoria. The average number of years our teachers have been educating the students of Celina ISD is 13.6 years. The turnover rate is very low, however, accommodations must be made for new staff with a mentor to ensure all their needs are met. Administration's goal is to meet all staff members needs through weekly team meetings, monthly faculty meetings, open door policy, quick response to e-mails, weekly technology training, and professional development inservice days. During the summer of 2013, teachers attended 3 professional development days that included vertical alignment for all core subjects, and intense phonics. Guided reading is an integral part of students reading instruction, and will continue to be supported with the expansion of the leveled reader (literacy) library. The leveled readers facilitate reading instruction for the most basic beginners and continues to challenge the most fluent independent readers. Tabor Rotations for math instruction is a model in which we have implemented, which provides small group instruction in math.

Staff Quality, Recruitment, and Retention Strengths

- **Longevity within the campus
- **Broad spectrum of experiences
- **Providing productive and targeted campus based professional development
- **Highly Qualified Teachers
- ** Administration support of staff

Staff Quality, Recruitment, and Retention Needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and students may feel overwhelmed by the frequency of test, however, each test helps determine what objectives need more attention, gives information needed to drive small group instruction and demonstrates the mastery of objectives so teachers can accommodate objectives to meet the needs of individual students. Meeting high Texas standards can be accomplished by aligning each subject's adoption with our curriculum and by using supplemental materials when necessary. CES will utilize the three tiered model for RTI to determine appropriate student interventions. All students are given the TPRI at BOY, MOY and EOY as well as DRA2 with the exception of kindergarten who administer DRA2 only MOY and EOY. STAR literacy is utilized to monitor students in Tier II intervention. It is imperative that whole group and small group instruction is driven by TEKS objectives and consistency is maintained throughout the district by following TEKS Resource System alignment. The use of hands-on activities when possible and a variety of resources are used for student engagement, critical thinking, and problem solving skills. The Early Intervention Team (EIT) consists of the principal, special education teacher, counselor, homeroom teacher and child's parent(s). EIT is used to determine if additional assistance is needed to monitor success of intervention and student growth.

Curriculum, Instruction, and Assessment Strengths

**Nine Week Curriculum Checks in grades 1 & 2

**Math placement test

**DRA2/TPRI results

**Teacher created assessments

**istation progress monitoring

**Interventions implemented

**EIT

Curriculum, Instruction, and Assessment Needs

Family and Community Involvement

Family and Community Involvement Summary

The community of Celina is supportive and proud of all academic and athletic accomplishments. There are many organizations that help bridge school and community such as PTA, CARE and CATS. These organizations provide scholarships, purchase materials for classrooms, and provide fundraising opportunities. School board, PTA officers, and other committee members serve as liasons between the school district and community. CES encourages parental involvement, therefore opportunities for participation have been established, such as Parent Bilingual Program, Parent involvement in Fun Day, Field Day, Open House, Art Show, music programs, book fair, and special programs information night. Many of our parents speak fluent Spanish and limited English. Therefore, interpreters are provided as needed. Parents are able to access and attendance through parent portal. Pullout porgrams such as Title 1 Reading Recovery, Accerlerated Reading Instruction, Accelerated Math Instruction, ESL, Gifted and Talented, Dysleixia, Resource, and Content Mastery are implemented to help monitor and establish student growth.

Family and Community Involvement Strengths

- **District and community high sense of pride and academic and athletic accomplishments
- **Scholarships offered by organizations
- **Bilingual Classes (ESL) for parents
- **Support of local businesses
- **Parent Informations Meetings on Special Programs/Services
- **Communicaton between parents and school (newsletter, e-mails)
- **Curriculum Parent Night for all parents

Family and Community Involvement Needs

- **Parent use of district website

**Parents aware of manners in which to be involved

School Context and Organization

School Context and Organization Summary

Celina Elementary will maintain the kind of climate where personal growth is expected, recognized and rewarded. Implementation of staff development, vertical alignment across district, and positive feedback on performance will be provided through informational and formal evaluations. Teachers independently evaluate student progress and modify lessons as needed for mastery of TEKS. Committees such as the site-based decision making committee are formed to help teachers and staff voice opinions and ideas. The district has high and clear expectations for students, staff, and parents. A sense of pride and satisfaction in the school district is felt throughout the community.

School Context and Organization Strengths

**Several opportunities for teachers to voice opinions and help with district decision-making

**Morale is high due to success as a district

**New employee feel welcomed and appreciated

School Context and Organization Needs

**Implementation of new initiatives at the campus needs to be made incremental and support continually provided.

Technology

Technology Summary

At CES, each teacher has 3 students MAC desktops, 1 MAC laptop for professional use, a document camera, a projector, Mimio interactive whiteboard device, and 3 itouches for student use. In addition, there is a set of computer on wheels per grade level and a computer teacher that will follow and implement the TEKS expectation and curriculum for each grade level. Teachers have weekly opportunities to learn various technology in the classroom with the ITS.

Technology Strengths

**Computers provided for student and teacher use

**COWS for each grade level

**Weekly technology training

**Mimio interactive whiteboard devices

**Projectors

**Document Camera

**itouches

**Computer teacher

**Digital visitor sign-in/sign-out

Technology Needs

**Sense of feeling overwhelmed with new application implementation

**ITS limited time per campus to facilitate classroom technology integration support

**ipads

**Frustration when technology is not working and support to remedy the situation quickly

**Technology for instruction ready to implement on first day of school

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Class size data
- Running Records results
- Campus committee meeting discussions

- Observation Survey results
- RTI Committee Minutes & Intervention Processes
- PDAS data
- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data
- Parent Involvement Rate

Goals


Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 1: Celina Elementary will expect 100% of each student group to be developed on state reading assessments Texas Primary Reading Inventory in order to be prepared for future state assessments.

Summative Evaluation: 1.) Student progress throughout the school year.

2.) Teams will evaluate progress towards TEKS alignment in all subject areas K-12, Use TEKS Resource System alignment in all areas K-12, Use of Texas Resource System Curriculum Guide.

3.) AWARE and other technology programs will be used to disaggregate data and assess student's progress.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Tango app will be utilized to administer TPRI and DRA2 to all students in k-2. Data will be disaggregated and used through the system to establish students in need of intervention and/or intervention small groups.	Principal, Team Leaders, District Director of Instruction	Student increases in achievement (developed) and increase in levels of reading as demonstrated on TPRI and DRA2 reading assessment administered at BOY, MOY, and EOY.				
2) TEKS Resource System Instructional Focus Document will be used to plan instruction for students. Teams will meet to study the TEKS for each unit and gain a deeper understanding of the alignment of standards.	Principal, Team Leaders, District Director of Instruction	Alignment of resources, teacher better understanding of TEKS as demonstrated by teacher feedback, teacher team meetings/planning time/PLC discussions				
						

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 2: Celina Elementary will implement programs and strategies to improve academic performance for at-risk students.

- Summative Evaluation:** 1.) Improved assessment scores
 2.) Students feel supported and continue to make their education a priority
 3.) Student's grades and motivation improve

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue I&E (Instruction and Enrichment) for all classroom teachers.	Principal, Teachers, Specialist Teachers	Progress monitoring, TPRI, DRA2, math curriculum check data, teacher feedback				
2) Expand the use of AWARE to disaggregate data.	Teachers, Principals, District Director of Instruction	Use data to form small group instruction				
3) Organize Tabor Rotations for small group instruction.	Teachers, Principal, District Director of Instruction	Classroom assessments, instruction, walk-throughs and evaluations, teacher feedback, progress monitoring as documented through AHA math				
4) Expand instructional technology use for teachers and students with ipads.	Principal, District Director of Instruction	Increase in student use of technology, Teacher feedback				
5) Increase use of the web-based reading intervention, Istation, based on student data.	Principal, Teachers, Specialist Teachers	Increase of student progress and reading success based on istation data				
6) Improve and modify standards based report cards in 1st grade.	First grade teachers, Principal, PIEMS secretary, District Director of Instruction	Student growth academically, more knowledge for teachers, teacher feedback				
7) Increase use of science lab for all grade levels.	Teachers, Principal	Teacher feedback, student feedback				
8) Utilize performance based assessments and report cards in pre-k, kinder and 1st grade	Teachers, Principal, District Director of Instruction	Teacher feedback, parent feedback, student performance on assessments				
9) Increase library times as needed and/or "reading buddy" system.	Librarian, Teachers, Principal	More time scheduled for students in library, master schedule				
10) Increase the range of student body that is eligible for summer school.	Principal, District Director of Instruction	Student performance, progress monitoring data				


11) Explore the web-based intervention program Imagine Learning.	Principal, Special Education Teacher, ESL teacher, District Director of Instruction	Student performance, progress monitoring data for ESL, SPED and Tier III students				
12) Expand the bilingual program enrollment, and grade levels offered.	Principal, District Director of Instruction, Bilingual Teachers	Increased enrollment				
13) Explore the possibility of opening C-Town to elementary students for increased intervention, tutoring and/or mentoring.	Principal, District Director of Instruction, Community Liason	Student progress on local assessments and curriculum checks				
14) Vertically align core subjects by using vertically alignment documents in TEKS Resource System during team and core team meetings.	Teachers, Principal, District Director of Instruction	Grade level meeting minutes				
15) Adjust common assessments for progress monitoring to the 9 week grading period.	Teachers, Principal, District Director of Instruction	progress monitoring, and data and the end of each unit				
16) Continue to disaggregate data and provide small group instruction by using TANGO, TPRI, and DRA2 testing.	Teachers, Principal, District Director of Instruction	Differentiated Classroom Instruction, student growth as measured on assessments				
17) Provide specifically directed Title 1 reading to identified students in K, 1st and 2nd.	Teachers, Principal, Specialist Teachers, District Director of Instruction	Differentiated instruction by small group, progress monitoring results, istation data, master schedule				
18) Offer after school tech training for all elementary staff to increase teacher and student instructional technology use, and continue to expand instructional technology use for teachers and students.	Technology Curriculum Coach, Principal, District Director of Instruction	Sign-in data, Teacher feedback				
19) Increase use of hands-on manipulatives in mathematics and science instruction to increase student engagement.	Teachers, Principals	Teacher feedback, student engagement as documented in classroom walk-throughs, increased students math assessment curriculum check scores, progress monitoring, decrease in number of students needing RTI services				
20) Use TEKS Resource System and learning.comn assessment tool to align curriculum checks in grades 1 & 2 with STAAR information and disaggregate data in AWARE.	Teachers, Principal, District Director of Instruction	Data provided by AWARE				
21) Provide accelerated math instruction to identified students using Motivation Math, Envision, TEKS Resource System and Aha Math.	Teachers, Principal, Intervention Teachers	Assessment data provided by teachers through AWARE, progress monitoring reports through AHA math, walk-through data, master schedule				
22) Research web-based math intervention for primary students.	Principal, District Director of Instruction, Teachers	Teacher feedback, Student feedback				

 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 3: Celina Elementary will expand advanced academic resources to improve student services and student performances.

Summative Evaluation: 1.) Improve assessment scores
 2.) Students knowledge base will expand to a more advance level because of higher rigor

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Renew and utilize iStation as an additional resource for student individualized reading instruction.	Principal, Teacher, Reading Specialist	Data provided by istation progress monitoring, system use report				
2) Align reading strategies between the 2nd and 3rd grade teachers.	Teachers, Principals, District Director of Instruction	Student performance, teacher feedback				
						

Goal 1: Celina Elementary will improve district performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 4: Celina Elementary will increase course offering to meet the need of the diverse learners.


Summative Evaluation: 1.) Increased effective instructional technology use in the classroom.
 2.) Increased student engagement in the classroom.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers servicing ESL students need to attend SIOP professional development	Principal, District Director of Instruction	sign-in sheet				
2) Encourage current employees and new hirees to become ESL certified, GT certified, and maintain their highly qualification.	Principal, Teachers, District Director of Instruction	Increased number of employees gain their certification				
3) ipod touches will be utilized in the classroom during small group instruction. At least one project per semester will involve utilizing the ipods for performance based learning (product created through ipod use)	Technology Curriculum Coach, Teachers, District Director of Instruction	iPod touch classroom use, Technology Curriculum Coach aligned app resources to teacher need, teacher feedback, student products created with ipod touches				
4) Increase use of campus and classroom websites	Teachers, Principal, Technology Curriculum Coach	observations, parent feedback, campus communication				

Goal 2: Celina Elementary will provide a positive, safe, and orderly school climate.

Performance Objective 1: Celina Elementary will implement an effective discipline crisis management plan.

- Summative Evaluation:** 1.) Decrease number of office referrals
 2.) Review campus lockdown and crisis management procedures
 3.) All designated doors secured
 4.) Campus results of drills

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Promote and encourage positive behavior support system will be utilized on campus to recognize positive behaviors exhibited by students. Charts in the classroom will denote positive efforts made by students.	Teachers, Principal	Decrease office referrals, increase in student motivation, positive parent feedback on parental involvement survey, teacher feedback				
2) Explore the possibility of fencing the playground area for student safety.	Principal	Increased student safety				
3) Provide The Leader in Me professional development through a book study for the staff.	Principal, Teachers	Teacher feedback, teacher buy-in, decrease in office referrals, campus moral				
						

Goal 2: Celina Elementary will provide a positive, safe, and orderly school climate.

Performance Objective 2: Celina Elementary will promote positive staff morale and student character development.

Summative Evaluation: Character Education Program

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement Sunshine Committee for faculty and staff.	Counselor, Principal, Committee	Feedback from staff				
2) Observe the use of mentor program for students in need.	Counselor, Principal	Volunteer data, Feedback from staff, data of counselor and discipline referrals				
3) Implement Cafeteria Crew for the 2nd grade students honoring positive Bobcat Behavior.	Counselor, Principal	Increase in school pride, positive behavior, student and teacher feedback				
4) Continue weekly grade level meeting and explore the possibility of PLC's.	Principal, Teachers	Greater collaboration among grade level teams, discussion and improvement in classroom best practices, walk-through data				
5) Explore and research the need of a 'Parenting from the Heart' group for parents.	Counselor, Principal	Survey feedback				
6) Explore the possibility of conducting a No Bullying campus-wide assembly with secondary mentors or public speakers.	Principal, Counselor	Office or counselor referrals, decrease in bullying reports				

Goal 3: Celina Elementary will increase community and parent involvement in the schools and communication among all stakeholders in the district.

Performance Objective 1: Celina Elementary will work to increase parental and community involvement at all district and campus events.


- Summative Evaluation:** 1.) PTA update and membership totals
 2.) Increased bilingual parent communication/participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Translate all communication newsletters in spanish for bilingual participation.	Teachers, Principal, ESL and/or bilingual teacher	Increase in bilingual parental involvement				
2) Conduct a parent meeting communicating curriculum, campus needs, standards based report cards, and changes in intervention and master schedule to parents and/or guardians.	Principal, Team Leaders	Parent feedback from parental involvement survey, sign-in sheet				

Goal 3: Celina Elementary will increase community and parent involvement in the schools and communication among all stakeholders in the district.

Performance Objective 2: Celina Elementary will improve two-way communication among all stakeholders of the district.


- Summative Evaluation:**
- 1.) Parent feedback from campus and district communication sources
 - 2.) High number of 'hits' to website. Parent using the site as a means to gather information
 - 3.) Higher number of parents utilizing parent portal
 - 4.) Positive parent and staff feedback
 - 5.) Find a system that works with our current technology and that is affordable
 - 6.) Successful training as indicated on teacher training surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue the use of the e-mail form of communication/listserv to parents from principal about upcoming events, changes of schedules or any additional information provided by campus website.	Principal, Director of Technology	Number of parents involved in e-mail chain, increased parent communication as noted on parental involvement survey				
2) Utilize and expand campus recycling program.	Principal	Recycling program utilized, parent and student participation, increased recycling				
						

Goal 4: Celina Elementary will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 1: Celina Elementary will hire the most qualified staff to fill all district positions.

- Summative Evaluation:**
- 1.) Highly Qualified Report, TEA, and Region 10 support
 - 2.) Evaluate numbers and placement of student teachers, maintain database of student teachers
 - 3.) Screened applicants will be highly qualified
 - 4.) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
 - 5.) Report of employees that have been through the fingerprinting process
 - 6.) High school students and elementary students have a successful year with the program
 - 7.) Recruit new staff to Celina ISD
 - 8.) Create the most productive and meaningful mentoring program for new CISD staff

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize campus mentoring for new staff.	Principal, Lead Teachers	Evaluation information provided by new staff, campus morale				
						

Goal 4: Celina Elementary will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 2: Celina Elementary will improve job specific training for all employees.

- Summative Evaluation:** 1.) Celina ISD is updated in new and proven effective teaching methods.
 2.) Principal's evaluation of staff knowledge and staff input.
 3.) Instructional Coaches and Team Leaders become effective leaders within each campus.
 4.) Teachers will feel supported and trained.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Visits to surrounding districts of comparable size will be established in order to collaborate with other professional educators on classroom instruction, design, and best practices.	Principal, District Director of Instruction	Teacher feedback, implementation/discussion/presentation of information gained from site visit				
2) Provide phonics professional development, per teacher request	Principal	Teacher sign-in, teacher feedback, student ELAR performance				

2013-2014 Campus Improvement Committee

Committee Role	Name	Position	Signature
Classroom Teacher	Mandy Brignon	First Grade Teacher	
Classroom Teacher	Marvila Dunnam	2nd Grade Teacher	
Classroom Teacher	Honey Lacy	Kindergarten Teacher	
Classroom Teacher	Marcy Lykins	Pre-K Teacher	
Non-classroom Professional	Sara Arrington	Counselor	
Non-classroom Professional	Starla Martin	Principal	
Non-classroom Professional	Kaylyn Reedy	Special Education Teacher	
Paraprofessional	Lisa Johnson	Kindergarten Aide	
Parent	Cleve Rasor	Parent	