

**Fort Worth Independent School District**  
**107 Burton Hill Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

It is the mission of Burton Hill Elementary to provide a high quality academic and social-emotional education for ALL student that prepares them for success in the real world.

## Vision

Acceleration of Instruction for Academic and Social-Emotional Learning for ALL Students

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# Comprehensive Needs Assessment

Revised/Approved: March 1, 2024

## Demographics

### Demographics Summary

Burton Hill Elementary (BHE) is located in Westworth Village and is a neighborhood school within the Fort Worth ISD. In addition to the neighborhood students, BHE also services The Naval Air Station Joint Reserve Base Fort Worth and we have over 60 students from military families. In addition to the students from military families, our campus is represented by many diverse populations for a total of 343 students. Our student population consists of 53 % Hispanic, 34% White, 8% African American, 5% Two or More .11.7 % of our students are Emergent Bilingual (EB). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with just over 56% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. 27.1% of our students have been identified as Special Education with a wide range of diagnoses resulting in eligibility. Our special education programs include 2 self-contained RISE classes, 1 self-contained Early Childhood Special Education classroom. Other special education services include: inclusion, resource, speech, and dyslexia services; all designed to help students be successful in their learning. In addition to our special education and dyslexia programs, we currently offer a 2-Way Dual-Language program in which 24% of our students participate. Additionally, our campus offers a Gifted and Talented program for grades kindergarten through fifth grade with 15.5% of our student identified as gifted and talented.

Attendance for 2023-2023 was 93%. For the 2022-2023 school year we are currently at 94.2% Average Daily Attendance. Currently, 3rd grade has the highest ADA at 95.1% while Pre-K is the lowest at 93.5%.

The campus mission statement is, "It is the mission of Burton Hill Elementary to provide a high-quality academic and social-emotional education for **ALL** students that prepares them for success in the real world." The vision statement changes each year based on that specific school year and where the campus needs to go. The philosophy of the school is to provide an education that is based on a balance between academics, social emotion skills and building honorable character traits.

### Demographics Strengths

BHE is the serves a diverse population of students. In addition to the various races and ethnicities represented, the school also includes a number of special education students, students of military families, as well as a range of socio-economic classes. This diversity allows students to interact and collaborate with individuals from multiple backgrounds and perspectives and better prepares them for the real world.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 15% or 51 of 343 students at Burton Hill Elementary are chronically absent. **Root Cause:** The current system does not provide early enough communication and intervention to address students who are chronically absent.

**Problem Statement 2 (Prioritized):** 20% of our socio-economically disadvantaged students at Burton Hill Elementary are chronically absent. **Root Cause:** The current system does not address the underlying causes and provide appropriate support for each unique situation.

# Student Learning

## Student Learning Summary

Currently, TEA school ratings have not been disclosed due to litigation. However, Burton Hill Elementary has traditionally been a high-performing school as it relates to academic achievement.

On the 2023 STAAR Math Assessment Burton Hill had the following results:

3rd grade: 83% of students achieved APPROACHES, 50% MEETS, and 11% MASTERS.

4th grade 63% of students achieved APPROACHES, 37% MEETS, 17% MASTERS.

5th grade 86%,APPROACHES, 63%, MEETS 35% MASTERS.

On the 2023 STAAR Reading Assessment Burton Hill had the following results:

3rd grade: 83%, of students achieved APPROACHES,54% MEETS, 11% MASTERS

4th grade: 73% of students achieved APPROACHES, 50% MEETS, 23% MASTERS

5th grade: 92% of students achieved APPROACHES,, 71% MEETS, 44% MASTERS

## 2024 Data

### 2024 STAAR Data by Grade Level Cohort











### **Student Learning Strengths**

BHE has been a high achieving school for many years. Literacy is a relative strength for the school as the school generally performs very well in this area on state and district testing. A love of reading is fostered through the student usage of the Accelerated Reader program. Additionally, students are recognized through the Golden Seal and Millions Word Herd.

BHE has a dedicated staff with teachers ranging from 0 years to 45 years experience in education. Teachers meet in Professional Learning Communities (PLCs) on a weekly basis to plan, practice, and discuss best instructional practices. During the 2023-2024 school year, a variety of professional learning has taken place with a specific focus in the following areas: Data-Driven Instruction, curriculum/standards alignment, and supporting Emergent Bilingual students. Staff has also begun utilizing a Global Data Spreadsheet to track and analyze student academic progress as well as help to inform Multi-Tiered Structures and Supports (MTSS) decisions.

- Over 50% of students in Kindergarten, 1st grade, and 5th grade met their EOY MAP growth goals for Reading.
- 60% of EB students met their EOY MAP growth goals in Reading.
- Over 50% of all students met their EOY MAP growth goals in Reading.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). **Root Cause:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed

support.

**Problem Statement 2 (Prioritized):** Only 22% of African American students scored MEETS or higher on the 2024 Math STAAR test. **Root Cause:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Problem Statement 3 (Prioritized):** In grade Kindergarten, 2nd, and 3rd grade, less than 50% of students met their EOY MAP growth goals in Math. (42%, 43%, and 49% respectively. ) **Root Cause:** Teachers need more training an support in aligning instruction and ensuring it is at the rigor of the TEKS.

**Problem Statement 4 (Prioritized):** Only 30% of 4th grade students scored Meets or above on the 2024 STAAR Math test. **Root Cause:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Problem Statement 5:** End of the year MAP growth scores in Reading show a gap of 36% (% met growth goals) between White and African American students. **Root Cause:** Campus hasn't prioritized the tailoring of instruction to the needs of African American students. Lack of implementation of culturally responsive strategies by teachers.

# School Processes & Programs

## School Processes & Programs Summary

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

Currently BHE uses Restorative Practices, Honorable Character, and with an emphasis on TIER I instruction using the FWISD Instructional Framework and Lesson Structure. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at BHE are the Dual-Language program, Special Education, Gift and Talented, Speech, and Dyslexia. The current Dual-Language program model in grades K-5th grade begins with an 80/20 Spanish-to-English allocation model that gradually increases the English instruction each year by 10% until it is a 50/50 program.

Likewise, we have several special education programs and models at BHE. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education self-contained Pre-K and 2 self-contained RISE classrooms where 1st-5th grade students receive more specialized instruction to support their learning needs. Additionally, we provide an inclusion program for students in Pre-K-5th grade in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 27.1% (93) of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the MTSS process and/or parent referrals. When a student is referred for testing. Those individuals identified as having dyslexia are provided Special Education services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 5.8% (20 students) of our students identified as dyslexic.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews nominees testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate. Students identified as GT are participate in a 2 hour enrichment pull-out program once every 2 weeks led by FWISD GT teachers.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least 5 lessons in Lexia Core 5 for Literacy instruction and Dreambox for Math instruction. Each program is adaptive and adjusts based on the individual learning needs of students. All students in grades K-5 participate in online MAP testing at least three times a year.

The three focus areas for professional learning during the 2023-2024 school included: Multi-Tiered Structures and Supports (MTSS), Curriculum/Standards Alignment, and Data-Driven Instruction (DDI). The campus will continue to enhance our proficiency in these 3 areas through continued professional learning and honing of our systems and processes. Teachers at BHE are included in many decision-making processes through the use of Campus Leadership and Instructional Leadership teams . Campus administration provides consistent feedback via classroom walkthroughs based on the FWISD Walkthrough Proration Guide which is also documented in Eduphoria.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, and dedicated student intervention times.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system. Between the Restorative Practices and the PBIS there are few discipline referrals at BHE.

### **School Processes & Programs Strengths**

Burton Hill Elementary offers a quality education that is build on both social-emotional learning and academics. There is a clear vision and mission that drives the instructional practices and programs for the students. The programs focus on students and supporting them in their academic journey. The use of Restorative Practices and PBIS that promotes students being in the classroom to support learning.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The campus does not have a formalized system to support new and struggling teachers. **Root Cause:** The campus has relied solely on administrator feedback and coaching sessions from the Campus Instructional Coach (CIC) to support teachers rather than developing a system.

**Problem Statement 2 (Prioritized):** Exit tickets are not consistently aligned to the standard and at the appropriate level of rigor. **Root Cause:** The campus has not implemented a system to ensure that exit tickets are at an appropriate level of rigor and aligned to the standards.

# Perceptions

## Perceptions Summary

FWISD did not utilize surveys with parents and stakeholders since the 2021-2022 school year. However, staff perceives that data from the previous year's survey still highlights strengths and also reflects opportunities for growth on the campus. That data is reflected below:

The climate and culture survey shows that students feel safe at BHE with students feeling they have supportive relationships and a sense of belonging with survey results showing 88% of the students feel they have a teacher or other adult on campus they can count on when they need help. The greatest increase was with the students sharing that they are engaged in class and excited for the lesson. There was a 13% increase from 2020-21 school year to 66%, which is in the top percentile nationally. The areas of concern based on the student survey is students' Emotional Regulation. The concerns being that students feel they struggle when things go wrong and not being able to stay calm (43%), being unable to get themselves out of a bad mood (44%). However, each of these areas have improved from 2021-22 by 17% and 13% respectively.

The SBDM expressed that BHE is a nurturing environment with positive experiences for the students because of the many different opportunities for students with clubs, dances, events, and teachers who connect with students and their families. PTO and parent volunteers are a strength of the campus as they provide a strong system of support for both teachers and students.

## Perceptions Strengths

All stakeholders see BHE as a student centered campus that is built on relationship that foster a positive school community and culture.

The school administration has a clear vision and mission.

BHE is a campus where families want their children to attend and a place staff want to work.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Many students at BHE struggle to regulate their emotions and maintain self-control as evidenced by the following incidents documented in Branching Minds: Emotional Outbursts-42, Hitting-34, Pushing and Shoving-11 **Root Cause:** The campus has not implemented a system of guidance lessons that includes self-regulation, emotional control, and pro-social behavior skills.

**Problem Statement 2:** Pre-K through 2nd grade students represent a disproportionate number of behavior incidents in comparison to the rest of the school. (167/213). **Root Cause:** The campus has not implemented a system of guidance lessons that includes self-regulation, emotional control, and pro-social behavior skills.

# Priority Problem Statements

**Problem Statement 1:** 20% of our socio-economically disadvantaged students at Burton Hill Elementary are chronically absent.

**Root Cause 1:** The current system does not address the underlying causes and provide appropriate support for each unique situation.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** In grade Kindergarten, 2nd, and 3rd grade, less than 50% of students met their EOY MAP growth goals in Math. (42%, 43%, and 49% respectively. )

**Root Cause 2:** Teachers need more training and support in aligning instruction and ensuring it is at the rigor of the TEKS.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Only 22% of African American students scored MEETS or higher on the 2024 Math STAAR test.

**Root Cause 3:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively).

**Root Cause 4:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Only 30% of 4th grade students scored Meets or above on the 2024 STAAR Math test.

**Root Cause 5:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Exit tickets are not consistently aligned to the standard and at the appropriate level of rigor.

**Root Cause 6:** The campus has not implemented a system to ensure that exit tickets are at an appropriate level of rigor and aligned to the standards.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Many students at BHE struggle to regulate their emotions and maintain self-control as evidenced by the following incidents documented in Branching Minds: Emotional Outbursts-42, Hitting-34, Pushing and Shoving-11

**Root Cause 7:** The campus has not implemented a system of guidance lessons that includes self-regulation, emotional control, and pro-social behavior skills.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)



# Goals

Revised/Approved: February 27, 2024

## Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 89% to 92% by May 2025.

**\*\*Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 76% to 81% by May 2025.**

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) Creative Curriculum instruction for all students by developing opportunities for teachers to engage in the PLC Rubric and lesson internalization through CTMs, walkthroughs, coaching, and feedback.

**Strategy's Expected Result/Impact:** Increase the number of students scoring On Track on Circle Phonological Awareness in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

### Title I:

2.4, 2.5, 2.6





#### - TEA Priorities:

Build a foundation of reading and math

#### - ESF Levers:

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Campus administrators along with the instructional coach will perform at least 2 walkthroughs and 1 coaching conversation with each PreK teachers each semester. The Coaching to Fidelity Checklist for Teachers will be utilized to ensure adherence and alignment to Creative Curriculum.</p> <p><b>Intended Audience:</b> Pre-K teachers and Teacher Assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, Campus Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning and Multilingual Departments</p> <p><b>Delivery Method:</b> None</p>	Formative		Summative	
	Nov	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>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 61% to 66% by May 2025.

**\*\*Increase the percentage of Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 53% to 58% by May 2024.**

**Evaluation Data Sources:** MAP Fluency Data

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten-Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**





2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. <b>Intended Audience:</b> Kindergarten-Grade 3 teachers <b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, Campus Instructional Coach <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Literacy department <b>Delivery Method:</b> Campus PLCs	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide incentives to motivate students to read independently.</p> <p><b>Intended Audience:</b> K-5th grade students</p> <p><b>Provider / Presenter / Person Responsible:</b> Accelerated Reader program</p> <p><b>Date(s) / Timeframe:</b> 08/2024-06/2025</p> <p><b>Funding Sources:</b> Accelerated Reader Program - BASIC (199 PIC 11) - 199-11-6329-XXX-107-11-313-000000 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 53% to 60% by May 2025.

\*Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading in English from 37% to 45% by May 2025.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the utilization of research-based strategies in student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective.</p> <p><b>Funding Sources:</b> Operational Support - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-107-99-313-000000- \$5,700, Supplies - BEA (199 PIC 25) - 199-11-6399-001-107-25-313-000000 - \$300, Operational and Supplies - SPED (199 PIC 23) - \$3,052</p>	Formative		Summative	
	Nov	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>				

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). **Root Cause:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Math from 84% to 89% by May 2025.

\*Increase the percentage of Economically Disadvantaged students who score On Track on Circle Math from 82% to 87% by May 2025.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten-Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach





**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective.	Formative		Summative	
	Nov	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>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** \*Increase the percentage of Kindergarten students who meet RIT Score Norms from 64% to 69% by May 2025.

\*Increase the percentage of Economically Disadvantaged students across all grade levels who meet RIT Score Norms from 46% to 51% by May 2025.

Increase the percentage of students who meet grade level norms on MAP Growth Math testing

**Evaluation Data Sources:** MAP Growth Math- Percent Met RIT Score Norms for Grade Level used in place of TX-KEA which was cancelled for 2023 EOY.

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective.	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Performance Objective 2 Problem Statements:**



## Student Learning

**Problem Statement 1:** Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). **Root Cause:** The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 3:** \*Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 52% to 60% by May 2025.

\*Increase the percentage of African American students ) who Meet or Exceed projected growth on MAP Growth Math from 37% to 45% by May 2025.

**Evaluation Data Sources:** EOY MAP Math Test

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities. assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Math in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction


**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective.</p> <p><b>Funding Sources:</b> Operational Support - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-107-99-313-000000- \$5,700, Supplies - GT (199 PIC 21) - \$907, Supplies/Operational Support - SPED (199 PIC 23) - \$3,052</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 2:** Targeted instructional support offered to students who are not meeting their projected growth measure.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 41% to 50% by May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2, 3, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Teachers will provide after-school tutoring for students not meeting their projected growth measure.</p> <p><b>Intended Audience:</b> K-5th grade At-Risk students</p> <p><b>Provider / Presenter / Person Responsible:</b> Classroom teachers</p> <p><b>Date(s) / Timeframe:</b> 09/2024-05/2025</p> <p><b>Funding Sources:</b> Tutoring - SCE (199 PIC 24) - 199-11-6117-001-107-24-313-000000- - \$2,835, - TITLE I (211) - 211-11-6117-04E-107-30-510-000000-25F10 - \$1,136.20</p>	Formative		Summative	
	Nov	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>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>
<p><b>Problem Statement 2:</b> Only 22% of African American students scored MEETS or higher on the 2024 Math STAAR test. <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>
<p><b>Problem Statement 3:</b> In grade Kindergarten, 2nd, and 3rd grade, less than 50% of students met their EOY MAP growth goals in Math. (42%, 43%, and 49% respectively. ) <b>Root Cause:</b> Teachers need more training an support in aligning instruction and ensuring it is at the rigor of the TEKS.</p>
<p><b>Problem Statement 4:</b> Only 30% of 4th grade students scored Meets or above on the 2024 STAAR Math test. <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 1:** \*Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 60% to 65% by May 2025. Increase the percentage of Special Education students scoring at MEETS or above on STAAR Reading from 42% to 47% by May 2025.

**Evaluation Data Sources:** STAAR Reading Test

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 5: Effective Instruction


**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective.</p> <p><b>Intended Audience:</b> All students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, Campus Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> 08/2024-05/2025</p> <p><b>Funding Sources:</b> All In Learning - TITLE I (211) - 211-11-6396-04E-107-30-510-000000-25F10 - \$3,500, Supplies and Operational - BASIC (199 PIC 11) - 199-11-6399-XXX-107-11-313-000000- - \$6,420</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach





**Title I:**

2.4, 2.5

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Students will receive weekly small targeted small group instruction sometimes including in-class support from a Title I teacher assistant.</p> <p><b>Provider / Presenter / Person Responsible:</b> Classroom teachers and Title I Teacher Assistant</p> <p><b>Date(s) / Timeframe:</b> 08/2024-05/2025</p> <p><b>Funding Sources:</b> Teacher Assistant - TITLE I (211) - 211-11-6129-04E-107-30-510-000000-25F10 - \$26,455</p>	Formative		Summative	
	Nov	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>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 2:** \*Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 51% to 56% by May 2025.

\*Increase the percentage of Economically Disadvantaged students scoring at MEETS or above on STAAR Math from 36% to 41% by May 2025.

**Evaluation Data Sources:** STAAR Math

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Math in English.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PLCs will include at least 3 Data-Driven Instructional meetings per 6 weeks in which teachers examine student work, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective.	Formative		Summative	
	Nov	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>				

**Strategy 2:** Promote student interest in science and math through the incorporation of hands-on activities and experiments related to the STEM field.

**Strategy's Expected Result/Impact:** Increase the percentage of grades 3-5 students scoring MEETS or above on the STAAR Math test.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Coach

**Title I:**

2.5, 2.6, 4.2

**- TEA Priorities:**


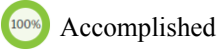
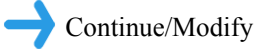

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2, 3, 4

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Host a STEAM Festival that promotes student interest in the STEM fields by incorporating hands-on activities for students to participate in.</p> <p><b>Intended Audience:</b> All students</p> <p><b>Provider / Presenter / Person Responsible:</b> Fort Worth Museum of Science and Histroy</p> <p><b>Date(s) / Timeframe:</b> TBD</p> <p><b>Funding Sources:</b> - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-107-30-510-000000-25F10 - \$1,041</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Less than 50% of Hispanic student in Grade 3 and Grade 4 scored Meets or higher on the 2024 STAAR Reading test. (44% and 43% respectively). <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>
<p><b>Problem Statement 2:</b> Only 22% of African American students scored MEETS or higher on the 2024 Math STAAR test. <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>
<p><b>Problem Statement 3:</b> In grade Kindergarten, 2nd, and 3rd grade, less than 50% of students met their EOY MAP growth goals in Math. (42%, 43%, and 49% respectively. ) <b>Root Cause:</b> Teachers need more training an support in aligning instruction and ensuring it is at the rigor of the TEKS.</p>
<p><b>Problem Statement 4:</b> Only 30% of 4th grade students scored Meets or above on the 2024 STAAR Math test. <b>Root Cause:</b> The current data-tracking system provided an overall examination of growth but did not include specific details on which standards students needed support.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Exit tickets are not consistently aligned to the standard and at the appropriate level of rigor. <b>Root Cause:</b> The campus has not implemented a system to ensure that exit tickets are at an appropriate level of rigor and aligned to the standards.</p>

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** \*Decrease the number and percentage of students who have excessive absences (below 90% attendance) from 15% to 10% by May 2025.

\*Decrease the number and percentage of African American students who are chronically absent (below 90% attendance) from 27% to 22% by May 2025.

**Evaluation Data Sources:** Student attendance data (Focus)

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Reduction in the number of chronically absent students.

**Staff Responsible for Monitoring:** Campus administrators, Data Clerk, Attendance Control Specialist

**Title I:**

2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Conduct monthly home visits and SART meetings to improve student attendance.</p> <p><b>Intended Audience:</b> Chronically absent students</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Assistant Principal, Data Clerk, Attendance Control Specialist</p> <p><b>Date(s) / Timeframe:</b> 08/2024-05/2025</p> <p><b>Collaborating Departments:</b> Parent Partnerships</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> No Progress       Accomplished       Continue/Modify       Discontinue</p>				

**Performance Objective 1 Problem Statements:**



## Demographics

**Problem Statement 2:** 20% of our socio-economically disadvantaged students at Burton Hill Elementary are chronically absent. **Root Cause:** The current system does not address the underlying causes and provide appropriate support for each unique situation.

**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Decrease the number of out of school and in school suspension days for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 4 to 0 by May 2025.

**Strategy 1:** Utilize MTSS Behavioral meetings and family communication to provide early intervention and behavioral supports for our African American students.





**Strategy's Expected Result/Impact:** Reduction from 4 days of out-of-school and in-school suspension to 0 days.

**Staff Responsible for Monitoring:** MTSS team

**Title I:**

4.1

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Meet on a monthly basis to discuss student behavioral concerns. <b>Provider / Presenter / Person Responsible:</b> MTSS Committee <b>Date(s) / Timeframe:</b> August 2024-May 2024 <b>Collaborating Departments:</b> MTSS Department, Psychological Services	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Many students at BHE struggle to regulate their emotions and maintain self-control as evidenced by the following incidents documented in Branching Minds: Emotional Outbursts-42, Hitting-34, Pushing and Shoving-11 <b>Root Cause:</b> The campus has not implemented a system of guidance lessons that includes self-regulation, emotional control, and pro-social behavior skills.</p>

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1		Tutors with degree or certified	211-11-6117-04E-107-30-510-000000-25F10	\$1,136.20
3	1	1	1	All In Learning	Technology for instructional use	211-11-6396-04E-107-30-510-000000-25F10	\$3,500.00
3	1	2	1	Teacher Assistant	Title I Teacher Assistant	211-11-6129-04E-107-30-510-000000-25F10	\$26,455.00
<b>Sub-Total</b>							\$31,091.20
<b>Budgeted Fund Source Amount</b>							\$31,091.20
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1		Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-107-30-510-000000-25F10	\$1,041.00
<b>Sub-Total</b>							\$1,041.00
<b>Budgeted Fund Source Amount</b>							\$1,041.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Accelerated Reader Program	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-107-11-313-000000-	\$3,000.00
3	1	1	1	Supplies and Operational	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-107-11-313-000000-	\$6,420.00
<b>Sub-Total</b>							\$9,420.00
<b>Budgeted Fund Source Amount</b>							\$9,420.00
<b>+/- Difference</b>							\$0.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	Supplies	GENERAL SUPPLIES		\$907.00
<b>Sub-Total</b>							\$907.00
<b>Budgeted Fund Source Amount</b>							\$907.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Operational and Supplies	GENERAL SUPPLIES		\$3,052.00
2	3	1	1	Supplies/Operational Support	GENERAL SUPPLIES		\$3,052.00
<b>Sub-Total</b>							\$6,104.00
<b>Budgeted Fund Source Amount</b>							\$6,104.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	2	1	Tutoring	Tutors with degree or certified	199-11-6117-001-107-24-313-000000-	\$2,835.00
<b>Sub-Total</b>							\$2,835.00
<b>Budgeted Fund Source Amount</b>							\$2,835.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplies	Supplies and materials - instruction	199-11-6399-001-107-25-313-000000	\$300.00
<b>Sub-Total</b>							\$300.00
<b>Budgeted Fund Source Amount</b>							\$300.00
<b>+/- Difference</b>							\$0.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	1	Operational Support	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-107-99-313-000000-	\$5,700.00
2	3	1	1	Operational Support	INSTRCTNL RES/MED SVCS   GENERAL SUPPLIES	199-12-6399-XXX-107-99-313-000000-	\$5,700.00
<b>Sub-Total</b>							\$11,400.00
<b>Budgeted Fund Source Amount</b>							\$11,400.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$63,098.20
<b>Grand Total Spent</b>							\$63,098.20
<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	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024