

Cypress-Fairbanks Independent School District

Owens Elementary School

2023-2024

Mission Statement

Owens Elementary School will foster scholars who achieve at their highest level through engaging instruction, high expectations, and a community of trust and respect.

Vision

We will provide great first instruction to all of our students.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Owens is a campus in Houston, Texas. Owens opened its doors in 1983. Owens is projected to serve 776 students in grades Pre-K-5 during the 2023-2024 school year, which is a decrease from the previous year of 784.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Owen's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- TAPR Report Data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Assessment Data

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 12, 2023 and again on September 13, 2023. to develop and finalize the CNA. The meetings were held in the library at Owens at 7:45 am.

At the first meeting on May 12, 2023, Principal Amy Frank The meeting started with Amy Frank, our school principal, sharing how our Title 1 funds, are being used to pay for Math ESSER and Math and reading interventionist, 4 paraprofessionals' salaries, storyteller visits, book for Christmas, before and after school tutoring, paper, ink and we also for ½ the list of school supplies for students cutting the price for the parents to ½. current. We hired a primary interventionist to help with Kinder and 1st-grade students, there is a high percentage of SPED students because of COVID-19, and adding a Reading Interventionist will help them get on level. Amy Frank talked about this being our third year receiving ESSER funds. Nurse Angela Garcia, shared that this year she had a total of 4800 clinic visits including medications. This year

we provided vision exams and helped students get a certificate for free glasses. Math and Science Instructional Specialist, Kimberly Benigno shared our Math Checkpoint data, 2nd and 3rd grades are on top of their cluster. Online testing has been an additional challenge for students. Mrs. Benigno also talked about how Science testing has its challenges but teachers have become creative to help students show their strategies. Both of our Behavior Interventionists, Mrs. Treviño and Mrs. Ojo shared with the CPOC members our referral numbers and explained the different levels. May Madness was created as our end-of-year behavior incentive. We started Fun Friday to collect money and a total of 150 prizes were purchased, May Madness has positively improved behavior. Counselors talked about the STEAM program, 16 girls were invited to participate in the program and were awarded for best presentation. The program explains how math and science are used in the real world. Our science garden produced 340 lbs of vegetables this year. Jim Swanke our gardener is retiring at the end of this school year, Stephanie Baker has been hired for next year and will keep the science garden.

At the second meeting on September 13, the CPOC Agenda items • Welcome • Purpose of CPOC and introductions • STAAR Results • Current Enrollment • Focus this year: Support • Title 1 Budget • Attendance Awareness The meeting started with Dr. Amy Frank explaining the purpose of CPOC (Campus Performance Objectives Committee). It is a legal requirement that we meet 4 times a year, to talk about our plan, data, and money. Owens gets federal money, and we need to have a plan for spending money. Members of the CPOC Committee were introduced. Our Science and Math Instructional Specialist, Kimberly Benigno shared our STAAR Results. The state changed the STAAR test last year, we are compared to about 25 different schools across the state that look like us. We look at our district school data and based on their results, it helps us understand if we are on the right track. Our grades results went down due to this being the first year of students taking the test on a computer. Comparing our numbers from district data, we are above our cluster, and now that teachers understand tests and students understand the tools, we expect to be better this year. Our enrollment numbers are over-projection. We are projected to have 776 students, but we are at 793 and it is not evenly sprinkled. We are 50 students over in kindergarten, and the max is 22 per class, we have put in support where needed but we now need to find 2 kindergarten teachers. There is a teacher shortage, we want to keep our people here, and we are working hard to support our staff and students. Behavior Coach, Laura Treviño explained our PBIS rewards new platform for positive behavior in school. It is completely digital, students, staff, and parents can have immediate access to student's discipline data. It was a significant purchase, financially, but we think is a good positive reinforcement tool. Title 1 is a federally funded program designed to reinforce the basic and advanced skills of students who are struggling in school. Title 1 is part of the No Child Left Behind Act passed by Congress in 2002. A school is selected as a Title I school based on the number of families within its boundaries who are eligible for free or reduced-price meals. Our Title 1 budget is primarily used on salaries, we can have a grade-level paraprofessional, reading interventionist, garden program, PBIS reward, and purchase a lot of school supplies for students. Since COVID attendance has been down, and that equals millions of dollars for the district. Every single day of attendance means how much money the district gets to use, low attendance impacts a lot. We are pushing the attendance awareness publicity program from the district. We created a dashboard that shows our percentage per grade level to make students aware.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically Reading: Our AA population is performing below the district and cluster levels. Through the root cause analysis process, we identified Reading: Lessons need to be engaging and teachers need to use motivational strategies.

Our second identified priority problem is in the area of student achievement, specifically Math: AA students' performances are lower than other student groups. Through the root cause analysis process, we identified Math: The math curriculum builds year to year and students have many different gaps in Math concepts, therefore it is hard for teachers to individualize instruction

Our third identified priority problem is in the area of staff attendance. Specifically, teachers' and paras' absence rate is higher than student attendance rate. Through the root cause analysis process, we identified Staff has overextended themselves due to the additional expectations and requirements in the classroom, feeling the need to take mental health days.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

- 5th grade reading 29% Masters
- 3rd grade Math - Masters was significantly above others in our cluster
- 4th grade Math - Masters was significantly above the others in our cluster
- 5th grade Math - Masters was significantly above the others in our cluster
- 4th grade Reading SpEd Meets and Masters above others in our cluster and district

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: AA students' performances are lower than other student groups **Root Cause:** RLA: Teachers have to prepare for many different levels of instruction to meet the needs of all students

Problem Statement 2: Math: AA students' performances are lower than other student groups **Root Cause:** Math: The math curriculum builds year to year and students have many different gaps in Math concepts, therefore it is hard for teachers to individualize instruction

Problem Statement 3: Science: AA students' performances are lower than other student groups **Root Cause:** Science: Students have many different gaps in Science concepts; therefore, it is hard for teachers to individualize instruction to fill the gaps.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- School-wide teams that compete throughout the year in academics, behavior, and culture
- PBIS rewards system to recognize desired behaviors
- Student and Staff recognition/celebration days
- Stable staff, with few turnovers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have a high mobility rate **Root Cause:** We need to create opportunities for all students to know the expectations and be able to connect positively with the school culture

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- according to the EPS there was a significant increase in opportunities are available to provide input and to discuss concerns with campus administrators
- according to the EPS there was a significant increase in staff feeling appreciated

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and paras' absence rate is higher than student attendance **Root Cause:** Teacher/Paraprofessional Attendance: Staff has overextended themselves due the additional expectations and requirements in the classroom, feeling the need to take mental health days.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- we have counselor parent book studies
- multi-cultural night, field trip chaperones, school volunteers
- able to provide gifts and food for students during the holiday with community support

Problem Statements Identifying Parent and Community Engagement Needs


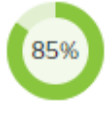





Problem Statement 1: Most of our parents work and are not available to be engaged with the school **Root Cause:** We need to provide different opportunities for parent engagement at various times and electronically







Goals







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will implement meaningful, skill-based, small group reading instruction that is data-driven. We will provide planning opportunities for teachers to further develop their capacity to implement effective reading instruction. We will utilize .5 reading interventionists and paraeducators to help struggling readers using Title 1 funds. Teachers will provide before and after-school tutoring.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP, and IS</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will provide training to improve teacher capacity in math content, use of manipulatives, academic vocabulary, goal setting, differentiation, purposeful small group teaching, and data-driven planning to support students' academic growth. Teachers will provide before and after-school tutoring.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP, and IS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Provide professional development to improve student growth in vertically aligned critical reading skills and academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CPI target table.</p> <p>Staff Responsible for Monitoring: Principal, AP and IS</p>	Formative		
	Nov	Feb	May
			













Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Small group and individualized instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP, and IS.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: PBIS Rewards, large group tutoring, mentors, SNAPP Buddies, PALS, grade-level field trips class meetings, and College Week activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Counselors and BI.</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At Risk: Deepen understanding of and address specific academic needs of the ED, AA, and EL student groups in an effort to address the needs of all students, particularly at-risk. students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. With Title I support, Adam will implement the following measures:</p> <ol style="list-style-type: none"> 1. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. 2. Salaries - .5 reading interventionist and instructional paraprofessionals will assist with meeting our students' goals in all content areas. 3. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension, assisting in meeting instructional targets and goals. 4. Classroom library books- We will develop stronger readers by purchasing classroom library books. 5 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 6. Contract Services - (Garden) In the garden, students are provided with relevant, hands-on learning opportunities in the garden to support our science curriculum. 7. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute. 8. PBIS Supplies - Students will earn incentives using their PBIS rewards app. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 9. Extended Day pay - Staff members will be paid for training, tutoring, and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 10. Parent Involvement - We will increase parent involvement throughout the year with events like Scavenger Hunt Night, music programs, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. 11. School supplies/workroom supplies- We will provide some school supplies for each student. <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.







Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: All teachers will provide before of after school tutoring. Strategy's Expected Result/Impact: Students who are in before or after school tutoring will improve their academic performance incrementally by 10% from tailored remediation provided by their teacher. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with classroom teachers to support students in class and also pull out for extra remediation. Strategy's Expected Result/Impact: All of the students that the Math Interventionists will have incremental growth that equals at least 10% throughout the year. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Marcia Kish will come in and train our teachers on using MAP data that is student and skill-specific and to guide our small group use both in the classroom and in before and after school tutoring. Strategy's Expected Result/Impact: Meet or exceed targets on attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.









Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded.</p> <p>Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Owens.</p> <p>Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team</p>	Formative		
	Nov	Feb	May
	 20%	 35%	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals.</p> <ul style="list-style-type: none"> - PBIS Rewards - Morning check-ins - Class meetings - Behavior contracts <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: AP and BI</p>	Formative		
	Nov	Feb	May
	 50%	 55%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Campus Secretary Principal</p>	Formative		
	Nov	Feb	May
			
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

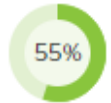





Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

- Vertical planning
- Ruby Payne Framework staff development
- book studies

Evaluation Data Sources: Classroom implementation of professional learning

Walk-throughs








Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD.</p> <p>Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps.</p> <p>Staff Responsible for Monitoring: ISs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will be invited to participate in multiple events throughout the year in person or virtually; such as Open House, Scavenger Hunt Night, Field Day, Multicultural Night, choir performances, and chaperoning field trips. All students will receive a book to take home and read with their families during the holiday break.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal IS APs Counselors Teachers</p>	Formative		
	Nov	Feb	May
			
<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>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Amy Frank	Principal
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4

Addendums

