

# Highland Park Elementary School

## Campus Improvement Plan

### 2020/2021

*Once a Scottie, Always a Scottie.*



**HIGHLAND PARK**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

Katie Pena  
4900 Fairview Dr Austin, TX. 78731  
512-414-2090  
katie.pena@austinisd.org

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DMAC Solutions ®

Page 1 of 21

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## **Campus Mission**

The mission of Highland Park Elementary School is to provide a safe, welcoming, and inclusive environment with learning experiences and structured supports that enable all students to succeed and grow.

Through the respectful partnership of students, staff, parents, and community, students will:  
Become resourceful and develop strategies for problem solving, creativity, and critical thinking.  
Seek experiences to grow as a responsible member of society.  
Recognize and fully participate in every opportunity to learn and grow.  
Develop life-long technology skills and use innovative strategies.  
Communicate clearly and collaborate effectively with peers and adults.  
Demonstrate consistent accountability for learning and behavior.  
Establish high standards and strive to meet them.  
Understand that goals are accomplished through hard work, perseverance, and self-reflection.

## **Campus Values**

Success: the opportunity to succeed  
Citizenship: responsible members of the American society and world community  
Opportunity: the opportunity to learn and grow in a holistic atmosphere  
Technology: a world-class technology system  
Teamwork: a partnership of students, staff, parents, and community  
Innovation: creative ideas to meet the needs of today's students  
Excellence: mastery and achievement beyond basis curriculum  
Solutions: problem solvers to prepare for the future

## **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

## **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Consistent enrollment annually and across grade levels.  
Most families respect and embrace diverse populations and are working on the issue with their children  
Campus has become far more diverse in all areas (except Black POC) in the past ten years  
We are aware and working toward better broadening the perspective of our privileged children  
Our student count remains consistent and represents an attentiveness of staff.

### Demographics Weaknesses

We need to somehow recruit and prepare ourselves to better serve teachers and students of Black POC - that has been an unofficial goal for years, but I don't know how we recruit without pulling strong teachers and families from other schools or coming off as self-appointed "saviors"  
Our community is quite homogenous—we have great divides, which requires special attention to very different groups to serve both equitably. This lack of diversity provides a special opportunity for our teachers and staff to educate our students about world experiences outside of their own.

### Demographics Needs

There has been structured work (like facilitated book groups) to examine implicit biases and racism in our Highland Park community (parents, staff, faculty). What next?  
Form a committee with these identified groups come together to voice their concerns/desires/struggles and see how they might support one another. For example, a child with a reading disorder or speech impediment might benefit from meeting with a GT student who might benefit in learning patience and empathy.

### Demographics Summary

Strong and supportive school community. Community is mostly homogeneous. Staff retention is high and people are generally happy to work at HP. We are doing work to understand implicit bias, equity, race, identify, and privilege. We need more POC in leadership and professional roles. People with privilege need to take action steps to support our most marginalized students, families, and staff.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

State Domain 1- Academic Scaled Score of 92 (A).

3rd grade- reading approaches for all students= 93%, EcD approaches= 71%; math approaches all students= 92%

4th grade- needs improvement in all areas.

5th grade- reading all approaches at 99%, meets at 80%, and masters at 59%, hispanic approaches at 99%, meets at 63%, EcD approaches at 99%; math approaches all at 96%, meets at 81%, masters at 58%, hispanic at 88%, meets at 63%, masters at 38%, EcD approaches at 83%, meets at 58%.

5th grade- all strengths!

### Student Achievement Weaknesses

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): State Domain 2, Part A: Student Growth Scaled Score from a 86 to a 79.

State Domain 2, Part B: Relative Performance Scaled Score from a 81 to a 70.

State Domain 3: Closing the Gaps Scaled Score from a 100 to 82.

3rd grade- reading EcD meets= 43%, math meets for hispanic at 39%, Meets EcD= 14%

4th grade- reading approaches for all students= 88%, meets= 66%, hispanic= approaches at 79%, meets at 29% and masters at 7%; math all approaches at 84%, meets at 62%, reading EcD meets at 33%, math= hispanic meets at 7% and EcD meets at 33%, writing= all students approaches at 87, Hispanic meets at 14%, EcD meets at 33%

### Student Achievement Needs

Close the achievement gap between between white students and Hispanic and EcoDis students.

### Student Achievement Summary

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): State Domain 1- Academic Scaled Score of 92 (A).

3rd grade- reading approaches for all students= 93%, EcD approaches= 71%; math approaches all students= 92%

4th grade- needs improvement in all areas.

5th grade- reading all approaches at 99%, meets at 80%, and masters at 59%, hispanic approaches at 99%, meets at 63%, EcD approaches at 99%; math approaches all at 96%, meets at 81%, masters at 58%, hispanic at 88%, meets at 63%, masters at 38%, EcD approaches at 83%, meets at 58%.

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): State Domain 2, Part A: Student Growth Scaled Score from a 86 to a 79.

State Domain 2, Part B: Relative Performance Scaled Score from a 81 to a 70.

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

State Domain 3: Closing the Gaps Scaled Score from a 100 to 82.

3rd grade- reading EcD meets= 43%, math meets for hispanic at 39%, Meets EcD= 14%

4th grade- reading approaches for all students= 88%, meets= 66%, hispanic= approaches at 79%, meets at 29% and masters at 7%; math all approaches at 84%, meets at 62%, reading EcD meets at 33%, math= hispanic meets at 7% and EcD meets at 33%, writing= all students approaches at 87, Hispanic meets at 14%, EcD meets at 33%

5th grade- all strengths!

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Low mobility of families and staff.  
High marks on all district surveys (parent/student/staff).  
Admin team knowing every kids' name is amazing and contributes to their connection to HP.  
Very connected and caring staff.  
Joyful place to learn and teach.

### School Culture and Climate Weaknesses

Continue to make a culture and climate a priority.

### School Culture and Climate Needs

A way to welcome and connect new families and connect them to one another and families who've been at HP. Standard events each year for connecting parents at grade levels. The community circles could be a good starting point.  
Provide student, staff, and caregiver survey data.

Expand Kinder Welcoming Committee to encompass new students

### School Culture and Climate Summary

Highland Park has a joyful and connected culture and climate. We need to continue our focus on community and connected to our new and most marginalized groups.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

High retention of highly-qualified teachers and staff. Most effective and caring staff that are student-centered and professional. Staff culture of continuous improvement and growth. Posted positions are sought after and get more than average applicants. Admin are actively seeking more staff diversity when hiring.

## **Staff Quality, Recruitment and Retention Weaknesses**

Lack of a black person in a professional role.  
Increase diversity of staff.

## **Staff Quality, Recruitment and Retention Needs**

More staff diversity and black person in a professional role.

## **Staff Quality, Recruitment and Retention Summary**

Highland Park has highly effective staff that are retained. We need to increase staff diversity.

# Curriculum, Instruction and Assessment

## **Curriculum, Instruction and Assessment Strengths**

Teaching teams where teachers are focusing on the area they enjoy/are stronger at teaching.  
Art of teaching is alive and well at HP!  
Consistent use of creative teaching strategies across all classes and subjects.  
Use of assessments to drive instruction and support student needs.

## **Curriculum, Instruction and Assessment Weaknesses**

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

More support on student organization and time management.  
More alignment across grades.  
Differentiation for student levels and needs.

## Curriculum, Instruction and Assessment Needs

Use of social justice standards and antiracist education across all grade levels.

## Curriculum, Instruction and Assessment Summary

Highland Park has a strong curriculum, instruction, assessment, and feedback cycle that is student-centered. We are learning how to center social justice and antiracist work.

# Family and Community Involvement

## Family and Community Involvement Strengths

We have a very engaged and supportive school community.  
Families genuinely feel grateful to participate in school activities and show appreciation for teachers and staff.

## Family and Community Involvement Weaknesses

The same small group of parents do the lion's share of the volunteer work. New families aren't engaged in a way that speaks just to them beyond kinder orientation.

## Family and Community Involvement Needs

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

Getting engagement with new families in an online setting. How can we make them feel like they are a part of HP when they've never really "been" here.  
A systematic approach to welcoming new families at the beginning of the year and contact who reaches out to welcome new families throughout the year. Someone who is focused on connecting with and developing relationships at grade levels (organizing parent happy hours, volunteering surveys, recruiting for PTA committee openings).  
Any opportunities to engage in community service.

## Family and Community Involvement Summary

Highland Park has an active and engaged school community that partners to support students. We are working on ways to connect with our new and most marginalized families.

## School Context and Organization

### School Context and Organization Strengths

Consistent communication plan from admin.  
Use of an online communication system.  
Creation of master schedules and calendars.  
Supportive and collaborative relationship between school and community.  
Thoughtful, continual communication.

### School Context and Organization Weaknesses

Messages sent that aren't relevant to specific families, which creates communication fatigue.  
Would like more refined messages from the district that are not as long to read through.

### School Context and Organization Needs

Look to the margins and find ways to communicate and engage with all families.

# Comprehensive Needs Assessment

## School Context and Organization Needs (Continued)

Ask the most marginalized groups how they want to connect and support our school.

## School Context and Organization Summary

Highland Park is highly organized and have effective systems for management and communication. Many families are connected, but we need to work to engage with our most marginalized groups.

## Technology

### Technology Strengths

Student devices for every child. Hot spots for all students/families that need them. Teacher knowledge of AISD learning platforms. Upper grade students seem pretty in-tune with how to do things online, credit to Technology teaching.

### Technology Weaknesses

Upper grade typing skills lacking proper preparation for middle school assignments.

### Technology Needs

A stronger focus on proper typing habits not just turning tech lab time. More exposure to coding during Math.

### Technology Summary

Highland Park has the tech devices for all students and staff. Students are taught effective technology and digital citizenship skills. Student typing skills need more development.

# Highland Park Elementary School

**Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule weekly meetings with instruction leadership team to review data and plan. (Target Group: All,H,AA,ECD) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Leadership Team	End of September		Criteria: calendar 03/30/21 - Completed 01/26/21 - Significant Progress
2. Create data sheets for all students per grade level to progress monitor and track progress. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Leadership Team, Teachers	Ongoing Sept Weekly		Criteria: Google data sheets 06/09/21 - Completed (S) 03/30/21 - Significant Progress 01/26/21 - Some Progress
3. Collaborate with teachers to plan best interventions to support individual growth. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Leadership Team, Teachers	Weekly at meetings		Criteria: Google data sheets 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress
4. Document the interventions and track if successful or not. (Target Group: All,H,AA,ECD) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Leadership Team, Teachers	Weekly at meetings		Criteria: Google data sheets 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress

# Highland Park Elementary School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 2.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus calendar entries of PLC meetings and data meetings for the school year. (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Admin	August 2020		Criteria: calendar, meeting minutes 01/26/21 - Completed (S)
2. Faculty meeting agenda with specific data activity to analyze and come up with the root causes of low performance. (Target Group: All,H,AA,ECD) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.4)	Admin	September 2020		Criteria: agenda, root cause activity sheets, google sheets 03/30/21 - Completed 01/26/21 - Some Progress
3. Teachers and staff making personal commitments to address the root causes of the low performance areas. (Target Group: All,H,AA,ECD) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Staff, Teachers	October 2020		Criteria: google form and final spreadsheet 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Significant Progress
4. Creating and using data sheet to track metrics focused on our main priorities. (Target Group: All,H,AA,ECD) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Leadership Team, Teachers	October 2019 and ongoing		Criteria: google data sheet 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress

# Highland Park Elementary School

**Goal 2.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

**Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule monthly PLC meetings with each team focused on 4 essential questions of learning. (Target Group: All) (ESF: 1,1.1,1.2,5,5.1,5.2,5.3,5.4)	Admin	end of each month		Criteria: calendar, agenda, google sheet.  03/30/21 - Completed 01/26/21 - Some Progress
2. Facilitate, at least, one PLC meeting a month focused on a common learning objective aligned to data area of need. (Target Group: All) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3)	Admin, Teachers	end of each month		Criteria: Google sheet documentation and TEKS charts  06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress 01/26/21 - Pending
3. Develop and administer common assessments for grades 3-5 in reading and math, and writing for 4th. (Target Group: All,H,AA,ECD,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Admin, Teachers	EoMon after teaching TEKS		Criteria: Copies of the common assessment and grades or data.  06/09/21 - Completed (S) 03/30/21 - Significant Progress 01/26/21 - Some Progress

# Highland Park Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers share their lesson and assessment plans for the specific learning objective during PLC meetings. (Target Group: All) (ESF: 1,1.1,1.2,4,4.1,5,5.1)	Teachers	end of each month		Criteria: PLC minutes, lesson plans, assessment copies  06/09/21 - Completed 03/30/21 - On Track 01/26/21 - Some Progress

# Highland Park Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Data tracking of MAP and weekly assessment data by admin and discussed monthly at PLC meeting. (Target Group: H,AA,ECD,SPED,504) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Administrative Team, Campus Leadership Team, PLCs - Grade-level	August 2020-May 2020		Criteria: MAP data and weekly assessment data  06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress
2. Implementation of daily CLI strategies into core content lessons both in-person and online. (Target Group: All) (ESF: 1,1.1,1.2)	CLI Team, Teachers	August 2020-May 2020		Criteria: Lesson plans and observations  06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - On Track
3. Implementation of inclusion co-teaching model to support student access to grade-level content and supports for specific goals. Meeting collaboration during PLC meeting between general ed and sped to support student growth. (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.4)	Administrative Team, General Ed and Sped Teachers	August 2020-May 2021		Criteria: Sped progress reports, PLC meetings, MAP data  06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - On Track
4. Implement at least one PBL or STEM/STEAM experience per grade level and for Scottie Problem Solvers enrichment group. (ESF: 1,1.2)	Administrative Team, Grade Level Team, GT Advocate	August 2020-May 2021		Criteria: PBL grade in 5th grade, lesson plans, pics of projects.  03/30/21 - Completed 01/26/21 - On Track

# Highland Park Elementary School

**Goal 3.** (Effective Instruction (ESF Level 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 3.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule PLC meetings for the school year. (Target Group: All) (ESF: 1,1.1,1.2)	Admin	8/20/2020		Criteria: Calendar 01/26/21 - Completed (S)
2. Create google sheet to document the specific learning objective for the PLC 4 essential questions. (Target Group: All) (ESF: 1,1.1,1.2,3,3.3,5,5.2)	Admin, Teachers	Sept 2020		Criteria: Google sheet 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress

# Highland Park Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 4.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create data sheets with demographics to track progress and interventions. (Target Group: All,H,AA,ECD)	Leadership Team, Teachers	End of September		Criteria: Google sheets 03/30/21 - Completed (S) 01/26/21 - Some Progress
2. Use intervention staff to target student groups and specific TEKS. (Target Group: H,AA,ECD)	Intervention Staff, Teachers	Intvn Sched by end of Aug		Criteria: Google sheets 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress
3. Create new intervention groups based on student needs for STAAR prep. (Target Group: All,H,AA,ECD,SPED,504)	Intervention Staff, Teachers	Ongoing into 2/14/20		Criteria: Google sheets 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress

# Highland Park Elementary School

**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. SEL Seed Campus Goal- HP, as a school that is majority White and located in Central West Austin, will increase the number of annual opportunities from 1 to 5 for staff, families and students to discuss identity, race and privilege by hosting community circles and offering resources for both staff and families to practice. The outcome will be for the HP Community to increase their awareness of bias and to acknowledge their privilege and state specific steps or actions they commit to take as a result of the discussions. (Target Group: All)</p>		<p>August 2020- May 2021</p>		<p>Criteria: The outcome will be for the HP Community to increase their awareness of bias and to acknowledge their privilege and state specific steps or actions they commit to take as a result of the discussions. Google form pre and post surveys.</p> <p>06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - Some Progress</p>

# Highland Park Elementary School

**Goal 5.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

**Objective 1.** (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Committee will nominate students from underserved communities. (Target Group: H,AA,ECD)		Sept 2020- Nov 2020		Criteria: The list of identified GT and TE students with their demographic information.  01/26/21 - Completed (S) 11/01/20 - Some Progress

# Highland Park Elementary School

**Goal 6.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly cabinet meetings to review sped and 504 timelines. (Target Group: SPED,Dys,504) (ESF: 1,1.1,1.2)		Aug 2020- May 2021		Criteria: EOY Compliance reports 06/09/21 - Completed (S) 03/30/21 - On Track 01/26/21 - On Track 11/01/20 - Some Progress

# SY 20-21 CIP Developers List

Name	Position
Pena, Katie	Principal
Cowan, Taylor	Assistant Principal
Land, Cari	Counselor
Bulluck, Sammie	Kinder Teacher
Brunello, Jennifer	1st Grade Teacher
Collins, Felicia	2nd Grade Teacher
Neary, Jill	3rd Grade Teacher
Richards, Mitchell	4th Grade Teacher
Ryan, Tonja	5th Grade Teacher
Lazarine, Lee	5th Grade Teacher
Snell, Tamra	Librarian
Anderson, Stella	Classified Staff
Reimer, Shannan	Parent
Press, Emily	Parent
Hendrix, Matt	Parent
Flesher, Jacqueline	Parent
Miller, Jessica	Parent
Calderon-Larson, April	Parent
Neufeld, Jessica	Parent
Stout, Marianne	Parent
Brewer, Christy	Parent
Elsass, Gil	Business Rep
Fitzpatrick, Lindsay	Community Rep