

Cook Elementary School

Campus Improvement Plan

2020/2021

"Leading, Teaching, Learning, and Caring"



COOK
ELEMENTARY SCHOOL
AUSTIN Independent School District

Priscilla Sanchez Emamian
1511 Cripple Creek Dr. Austin, TX. 78758
512-414-2510
priscilla.sanchezemamian@austinisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 17

Date Approved:

7/12/2021

Campus Mission

The mission of Katherine A. Cook Elementary School: Through quality teaching, parent involvement, and community support, provide ALL students the opportunity and access to be productive and responsible members of society!

Campus Vision

Kathrine A. Cook Elementary is a family oriented campus that fosters community engagement and values students' cultures and backgrounds.

Campus Values

Cook students will surpass state and local standards of academic achievement.

Cook students will demonstrate responsible citizenship, reflective of a positive school climate.

Community and parental involvement will increase at Cook Elementary School.

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.

SY 20-21 CIP Developers List

Name	Position
Tabor, April	Assistant Principal
Ruiz, Janette	Counselor
Romero, Claire	Instructional Coach
Rodriguez, Rodrigo	Bilingual Instructional
Greenleaf, Samantha	ESL Reading Specialist
Falloon, Erika	Teacher
Drinks, La Kesha	DCSI/ Principal Supervisor
Lopez, Analli	Community Member

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

Cook Elementary earned an overall "B" in relative performance, as the academic progress was greater than other schools with similar demographics.

Student Achievement Weaknesses

- 32% of English Learners at Advanced High or made one year of Composite Progress on TELPAS as compared to the district required score of 36% or greater.
- Students in 3-5th were overall 2% points away from being at the target growth point for Hispanic students in math.

Student Achievement Needs

- The student growth target needs to increase by 2% to meet the standard score in Math for Hispanic Students tested.
- Additional need for professional learning and time for collaboration between Special Ed and General Ed staff
- Implementation of systems to set and monitor individual student goals and track progress with students.

Student Achievement Summary

Kathrine A. Cook earned an overall "B" rating for Academic Performance, as it outperformed schools with similar demographics. Cook will focus on monitoring the progress of our different student groups and also the progress of individual students.

2020-21 Campus and Targeted Improvement Plan Checklist: Cook (161)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
2019 State Accountability Ratings							
State Overall Scaled Score	TEA	81	81	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	76	76	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	62	62	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	85	85	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	71	73	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	78	78	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	50	33	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	58	57	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	57	54	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	48	55	No Data	57	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	50	55	No Data	57	
	White	STAAR	*	*	No Data	N/A	
	Asian	STAAR	-	-	No Data	N/A	
	Two or More Races	STAAR	*	*	No Data	N/A	
	Special Education	STAAR	25	13	No Data	17	
	Economically Disadvantaged	STAAR	51	55	No Data	57	
	English Learners	STAAR	50	60	No Data	62	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	49	60	No Data	62	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	53	62	No Data	63	
	White	STAAR	*	*	No Data	N/A	
	Asian	STAAR	-	-	No Data	N/A	
	Two or More Races	STAAR	*	*	No Data	N/A	
	Special Education	STAAR	<1	13	No Data	17	
	Economically Disadvantaged	STAAR	51	60	No Data	62	
	English Learners	STAAR	54	67	No Data	68	
Domain 3 Reading Academic Achievement targets missed	STAAR	none	none	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	
Domain 3 Math Academic Achievement targets missed	STAAR	none	none	No Data	none		

2020-21 Campus and Targeted Improvement Plan Checklist: Cook (161)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	All, Hisp, ECD, EL	All	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	All, Hisp, ECD, EL	All, Hisp, EL	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	52	32	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	61	83	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	6.7	11.4	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	5.8	5.8	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	79	0	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	9	7	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

2020-21 Campus and Targeted Improvement Plan Checklist: Cook (161)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	97	97	73
Principal Leadership (% favorable responses)*	TELL	92	96	74
There is an atmosphere of mutual trust and respect.	TELL	70	87	68
The faculty and leadership have a shared vision.	TELL	82	92	66
Overall, my school is a good place to work and learn.	TELL	80	93	74
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	91
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	88
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	78
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	79
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	63
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	74
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	84
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	92
I feel safe at my school.	Student Climate Survey	94	82	0
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	85	72	0
Managing Student Conduct subscale (% favorable responses)*	TELL	85	82	61
Students at this school follow rules of conduct.	TELL	78	64	36
Attendance rate (all students, grades 1-12)	PEIMS	95.8%	95.5%	As of 3/12/20: 94.7%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =4%, Cardio =27%, Curl Ups =49%, Push Ups =37%, Sit & Reach =11%, Trunk Lift =22%	BMI =2%, Cardio =-38%, Curl Ups =12%, Push Ups =5%, Sit & Reach =28%, Trunk Lift =27%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Focus Groups/Interviews
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

100% of students felt that "My teachers know what I am good at."

School Culture and Climate Weaknesses

"62% of students felt "It is easy for me to talk about my problems with the adults at my school."
"32% of staff felt that students at this school followed school rules"
"70% of staff felt that our school was a good place to work and learn"

School Culture and Climate Needs

Based on student feedback, students are needing to build positive relationships with adults on campus. Ongoing Professional Learning in Restorative Practices will be provided for staff.

School Culture and Climate Summary

In comparing the areas of strength and weaknesses our students are showing that teachers know them well, but do not feel they have a staff member on campus to open up to and discuss problems. Improving the Culture and Climate of Cook Elementary will be a major priority for the 20-21 school year.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

50% of the teaching staff at Cook Elementary have over 6 years of experience as a classroom teacher, and an average 9 years with Austin ISD.

Staff Quality, Recruitment and Retention Weaknesses

- 10 out of 53 staff members feel that they would like to continue on campus due to the Professional Growth Opportunities.
- 63% of staff felt that the campus often discusses the needs and goals of individual teachers, departments, and teams.
- 70% of staff felt that the campus provided support for struggling teachers.

Staff Quality, Recruitment and Retention Needs

Teachers are seeking growth opportunities to support them in the ever changing learning environment.

Staff Quality, Recruitment and Retention Summary

Comparing the strengths and weaknesses of this area, it is evident that our school has teachers that have experience and knowledge with teaching and in the district. In order to level up the quality of teaching professional learning will need to be provided in desired areas.

Family and Community Involvement

Family and Community Involvement Data Sources

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

District Family Survey results

Family and Community Involvement Strengths

100% of the parents that provided feedback on our Parent Tell Survey indicated that they felt respected by the teachers at Cook.

Family and Community Involvement Weaknesses

69% of parents indicated that they are unable to attend school events due to the events being held during school hours.

Family and Community Involvement Needs

Parents indicated on the Family Survey that they are interested in learning more about academics and social emotional learning.

Family and Community Involvement Summary

Based on parent feedback it is evident that parents would like additional information and/or training to coincide with the teaching and learning happening at school, both in academics and social emotional learning. In addition parents would like the information to be shared during times in which they can attend, as the times that are often offered are during work hours.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$368,847)			

Cook Elementary School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. As a campus we will revisit our mission and vision statements to align with campus goals and desired outcomes. We will look at our current pandemic and demographics to ensure our community receives what they need to be successful. (Target Group: All)	Administrative Team, Administrators, Instructional Team, Office Staff, Parent Support Specialist, Teacher Assistants, Teachers	Fall 2020	(L)Campus BTO	Criteria: Frequent check in with staff and community members 04/27/21 - On Track 12/18/20 - Some Progress

Cook Elementary School

- Goal 1.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. As a campus we will revisit the systems and procedures taken when faced with challenging behaviors. The campus will reflect as a whole various behaviors that interfere with learning, discuss the root cause and use TBRI strategies to develop proper response and intervention strategies. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team, CIS, CST Team, Restorative Committee, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee, Teachers	Fall Semester	(F)Title 1, Part A, (L)Campus BTO	Criteria: -student and staff survey in the Spring Semester -walkthrough documentation -referrals and suspension data -eCST documentation 04/27/21 - Completed 12/18/20 - Significant Progress
2. Restorative and SEL Committees will partner to guide teachers and staff in developing systems of leveled behaviors and interventions/responses. Committee will evaluate Student and Teacher TELL Survey to determine areas of need and facilitate conversations. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team, Administrators, Bilingual Specialist/Instructional Coach, CIS, Instructional Leadership Team, Teachers	Fall 2020-Spring 2021	(F)Title 1, Part A, (L)Campus BTO	Criteria: -student and staff survey in the Spring Semester -walkthrough documentation -referrals and suspension data -eCST documentation 04/27/21 - On Track 12/18/20 - On Track
3. 100% of the classrooms will conduct daily morning meetings. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team, SEL Campus Coordinator, SEL Committee, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO, (O)Other	Criteria: -student and staff survey in the Spring Semester -walkthrough documentation -referrals and suspension data -eCST documentation 04/27/21 - Completed 12/18/20 - On Track

Cook Elementary School

Goal 2. (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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of the teachers will set individual student targets towards teacher set goals and monitor progress for each grade level objectives. Student progress will be communicated to parents monthly. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Instructional Team, Students, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: -Common Assessments -District Benchmarks -End of the year assessments 04/27/21 - Some Progress 11/11/20 - Pending
2. Campus instructional leaders review disaggregated data to track and monitor the progress of all students in grades PK-5th. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Administrators, CST Team	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: - Weekly Assessments - 9 Weeks Report Cards - Campus Support Team(CST) meetings with teachers 04/27/21 - On Track

Cook Elementary School

Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 04/27/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 04/27/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 04/27/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 04/27/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 04/27/21 - Completed

Cook Elementary School

Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				04/27/21 - On Track
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 04/27/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 04/27/21 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 04/27/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 04/27/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 04/27/21 - Completed