

Pickle Elementary School

Campus Improvement Plan

2020/2021

Includes Zone Innovation Plan and Targeted Utilization Plan



PICKLE
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

4/6/2021

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)

Campus Mission

A stellar environment promoting safety, empathy, and collaboration which leads to academic discipline and success.

Campus Vision

Campus Values

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 Data Sources

MOY disaggregated by grade, subj., & stud. grp.
Short Cycle Assessments disaggregated by stud. grp
Staff (TELL) Survey results
TELPAS disaggregated by grade & prof. lvl.

Demographics Strengths

Family engagement is well integrated with Pickle's overall mission, and leadership and staff intentionally and strategically engage families as partners in student learning. There is a clear campus-wide instructional focus on the five pillars of literacy; the instructional vision drives decision making, ensuring all staff are working to build strong literacy across all grade levels-well integrated within the Dual Language framework.. In support of and alignment with the instructional focus, the campus has a structured and coordinated approach to teacher development that includes consistent and frequent professional development, observation and feedback, and coaching supports for teachers.

Demographics Weaknesses

While the campus is prioritizing quality literacy instruction, classroom observations reveal a mixed application of grade-level appropriate and rigorous tasks and activities for students. Common planning times are described by teachers as valuable and there is a desire for more time to collaborate; yet it is unclear if there are clearly defined systems and protocols to ensure staff are maximizing their collaborative time. While leadership prioritizes staff retention, significant staff turnover and difficulty obtaining highly-effective candidates have increased the talent challenges at Pickle Elementary. There are limited staff to support special populations of students, increasing teachers' concerns about fully and appropriately meeting all students' learning needs. BLENDED Learning has proven to be a challenge for all teachers as we integrated back to campus (in person) instruction.

Demographics Needs

Definition of Dual Language Program as well as Education for all stakeholders will need to be planned and executed through staff meetings and parent meetings and other community gatherings.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

MOY disaggregated by grade, subj., & stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

Overall 76

Student Achievement 71

School Progress 79

Closing the Gap 70

Rating C

Academic Achievement 60% of Goals were met
Academic Achievement 60% of Goals were met
Growth 60% of Goals were met
Student Success 63%of goals were met

Student Achievement Weaknesses

English Language Proficient Target- Not Met

Growth Target for Hispanic students was not met

Comprehensive Needs Assessment

Technology

Technology Strengths

Virtual Learning has improved and enhanced our staff and students' skills in platforms such as BLEND and SEESAW. In addition our teachers are practicing Blended learning all across the campus with great skill. Parents have become more familiar and participated in zoom meetings and accessed BLEND and SeeSaw activities.

Technology Weaknesses

Technical difficulties have tested staff and parents alike; however, teacher and district support has provided much needed solutions.

Technology Needs

Our campus infrastructure requires much needed update in order to capture better wireless signal.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$379,590)			

Pickle Elementary School

Goal 1. Zone Innovations

Objective 1. During the 20-21 SY, we will deepen and strengthen math instruction by A) increasing staff capacity for purposeful and applicable math instructional practices K-5, B) implementing a school-wide structured math block (including a 15-minute fluency block), and C) creating exploratory math-related after-school math clubs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Adjust our math block to include a numerical fluency component as well as time for guided math groups. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Leadership Team	November 2020		Criteria: At the end of every nine weeks teacher will analyze student achievement using common assessment data 01/10/21 - Some Progress 01/06/21 - Some Progress
2. Create a numerical fluency scope and sequence per grade level to ensure all students have access to instructional activities meant to elicit higher number sense and flexibility (Title I SW Elements: 1.1,2.5,3.2) (Target Group: All) (Strategic Priorities: 4)	Teachers	December 2020 - ongoing	(F)Title 1, Part A	Criteria: Student achieving will improve math computations skills in order to facilitate problem solving process. 01/10/21 - No Progress 01/06/21 - No Progress
3. Develop a professional development session to learn about the new math block and the initiatives within the allotted math time. (Title I SW Elements: 2.2,2.5,3.2) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, EC Coordinator, Teachers	October - ongoing	(L)Campus BTO - \$0	Criteria: Teachers will be able to implement strategies in their lessons. 01/10/21 - Some Progress 01/06/21 - Some Progress
4. Create a schedule of Math Talks with the purpose of inviting professionals who use Math as part of their work (Construction Worker, Civil Engineer, Nurse, etc.) (Title I SW Elements: 2.1,2.5,3.1) (Target Group: All) (Strategic Priorities: 4)	Leadership Team, Principal, PTA, SEL Campus Coordinator, SEL Committee, Social Worker/Social Services Specialist	May 2021		Criteria: Organize a school wide event to promote career choices as part as building a culture of career readiness for all students. 01/10/21 - No Progress 01/06/21 - No Progress
5. Create a regular schedule for data analysis (monthly half days) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, Instructional Specialists/Coaches, Instructional Team, Teachers	Every 9 wks	(L)Campus BTO - \$300	Criteria: Create a culture of a data driven campus. 01/10/21 - Significant Progress 01/06/21 - Significant Progress
6. Develop and implement a detailed math expectations guide for every grade level with every component of the block explained in	Academic Leadership Team, Administrative Team, Administrators, Teachers	October - ongoing		Criteria: Teachers will submit weekly lessons plans in the school blend course. Administrators will

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>detail. In addition, teachers will submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (Lever 5.1, Bullet 1) EVIDENCE: math expectations guide, lesson plans (that include above key elements of need) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)</p>				<p>conduct frequent random checks and feedback. 01/10/21 - Significant Progress 01/06/21 - Significant Progress</p>
<p>7. Develop and deliver PD session on abstract problem solving. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2)</p>	<p>District Departments, Math Committee</p>	<p>January 2021</p>		<p>Criteria: Classroom Implementation as evidenced by walk-through forms. 01/10/21 - Some Progress 01/06/21 - Some Progress</p>
<p>8. Create formative assessments which incorporate student choice and require student communication/collaboration (performance oriented) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Principal, Teachers</p>	<p>Every two weeks</p>		<p>Criteria: Teachers will keep a testing calendar. The analysis will illustrate student progress. 01/10/21 - On Track 01/06/21 - On Track</p>
<p>9. Develop a schedule in which grade level teachers conduct math trainings for parents (occurring at the start of units - every 9 weeks) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3,4)</p>	<p>Math Committee, Principal, Teachers</p>	<p>January - ongoing</p>	<p>(L)Campus BTO - \$100</p>	<p>Criteria: Family participation as evidence as sign-in sheets will be collected. 01/10/21 - No Progress 01/06/21 - No Progress</p>
<p>10. We will review lesson plans frequently for alignment to our math expectations guide,</p>	<p>Administrative Team, Instructional</p>	<p>Weekly</p>		<p>Criteria: Lesson plan feedback and spreadsheet created by</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
state standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Lever 5.1, Bullet 2) EVIDENCE: compiled lesson plan feedback (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Specialists/Coaches, Instructional Team			Principal to mark random checks. 01/10/21 - On Track 01/06/21 - On Track

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Goal 1. Zone Innovations

Objective 2. During the 20-21 SY, we will develop a school-wide approach to student SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. As a part of ongoing Professional Development, staff will continually revisit and refine the campus mission, vision, and values, to ensure a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. This will include SEL Professional Development to practice new SEL strategies, and reflect on how personal, social and emotional growth can impact the ways we interact with colleagues, staff members, and our students' families. (Lever 3.1, Bullets 1 and 3) EVIDENCE: PD agendas (including the Try It), Exit tickets (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)</p>	Counselor, Principal, SEL Campus Coordinator, SEL Committee	August - ongoing		<p>Criteria: Teachers will be able to complete SEL portion of the Pickle Village report.</p> <p>01/10/21 - On Track 01/06/21 - On Track</p>
<p>2. Professional Development options to approach classroom implementation of lessons (Mindful Education, Culturally Responsive Teaching and the Brain, Courageous Conversations) (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 1,4)</p>	Principal, SEL Campus Coordinator	August - ongoing	(F)Title 1, Part A - \$200	<p>Criteria: Sing-in sheets for professional development and book study. Implementation of strategies in the classroom. Social circles will reflect the strategies learned in the book study.</p> <p>01/10/21 - Some Progress 01/06/21 - Some Progress</p>
<p>3. Raise student safety through safe classroom routines - interactive group led training on the following: 1) creating an emotionally safe classroom, 2) establishing reliable practices, routines, and expectations, and 3) making connections - circle / check-in practices, developing relationships. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)</p>	Administrators, SEL Committee, Teachers	August - ongoing		<p>Criteria: Students will be able to better monitor their monitor and communicate their emotions. They will be able to build relationships with their peers and staff.</p> <p>01/10/21 - On Track 01/06/21 - Completed</p>
<p>4. Received from Counselor - Weekly SEL Focus lesson on Monday Announcements - (teachers have available the curriculum)</p>	Counselor, Principal	October - ongoing		<p>Criteria: Teacher lesson plans will reflect the whole child.</p>

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consistent as needed individual support / scheduled classroom guidance (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1)				01/06/21 - On Track
5. Provide after-school SEL sessions for families to model social circles during Principal's Coffee. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	CIS, Parent Support Specialist, Principal, SEL Campus Coordinator	October - bi-monthly		Criteria: Improve understanding and educate families about the benefits of social circles and SEL practices in the school. 01/06/21 - Some Progress
6. Incorporate Restorative Practices Associate, SEL Specialist, CIS Social Worker, MTSS associate, and campus team into the "SEL" team. This team will give direction and feedback on the carried out activities throughout the the school year. We will create a community framework for how SEL looks like at Pickle. This will incorporate the learning which has occurred through the year into a cohesive plan which will guide our approach to SEL in subsequent years. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	CIS, Principal, SEL Campus Coordinator, SEL Committee	August - ongoing		Criteria: Increase the number of students receiving wraparound services through CIS and other supports. 01/06/21 - On Track
7. Provide TBRI training to all for new staff through the MTSS department (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, MTSS	October - ongoing		Criteria: Teachers will be able to implement strategies learned through PD. 01/06/21 - Some Progress
8. Integrate AVID policies and practices with SEL campus-wide improvement steps to ensure attention to high-expectations, shared ownership for student success, and college and career readiness. (Lever 3.3, bullet 2) EVIDENCE: student binders, student note-taking forms, student goal-setting and reflections (Title I SW Elements: 1.1,2.5,2.6)	Administrative Team, AVID Coordinator, AVID Team, SEL Campus Coordinator, SEL Committee	October - ongoing		Criteria: Student note-taking forms, student goal-setting and reflections will be collected in the AVID binder. 01/10/21 - Some Progress 01/06/21 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 2,3,4)				

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Goal 1. Zone Innovations

Objective 3. During the 20-21 SY, we will create the Pickle Village to intentionally connect students to adults and staff to families and engage all in student learning and success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every parent will receive a periodic (B/M/E) communication indicating the progress their child is making based on the following: MAP, reading fluency if applicable, math metrics, and SEL. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	October, February, May		Criteria: Collection of Pickle Village reports signed by parents. 01/10/21 - Some Progress 01/06/21 - Some Progress
2. Develop a schedule for learning/collaboration opportunities with parents and community members throughout the year. Focus on SEL, School Improvement, Communication, Safety, etc. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Principal	July - Monthly		Criteria: Sign-in sheets from parent meeting with Principal and any other school event. 09/18/20 - On Track
3. Improve communication between parents and our school by utilizing the following resources: Remind, School Messenger, Monthly Student Progress Reports, Newsletters, phone calls, and school marquee. Ensure timely notification of school-wide events is communicated in advance in most prevalent languages. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Principal	July- ongoing		Criteria: Increase parental participation in Zoom and in-person participation. As well as positive feedback from parent through Remind. 01/06/21 - On Track
4. Create a volunteer opportunity list which includes the following: small group reading in classroom, buddy reading, cafeteria monitoring, front office parent greeter, teacher helper, special events volunteer, etc. This will provide parents with a diverse range of volunteering opportunities so they may choose the activity which interests them the most. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Administrators, Parent Support Specialist, Parents, Principal, PTA	November - ongoing		Criteria: Improve relationships with parents and the community. 01/06/21 - No Progress
5. Partner with the Virginia L. Brown Recreation Center, the Austin Public Library, and Austin Public Health clinic to provide	Administrative Team, Administrators, CAC Members, Campus Committees, Campus	January		Criteria: Increase community involvement and participation in after school activities to deepen

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
community and parent engagement opportunities such as : Community Dinner, Father/Daughter Dance, Book Reading Sessions, Spring Festival, African American History Month program, etc. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Safety Committee, CIS, Leadership Team, Parent Support Specialist, Teachers			connections and relationships. 01/06/21 - No Progress

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Goal 2. (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	10/30/2020		Criteria: Principal Attestation Form 11/04/20 - 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	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/04/20 - 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	10/30/2020		Criteria: Parent/Family School Compact 11/04/20 - 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, 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	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/16/20 - 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	10/30/2020		Criteria: Sample communications in languages other than English 11/04/20 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
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	10/30/2020		Criteria: Documentation of notice on school letterhead 11/04/20 - 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.) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 11/19/20 - 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	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/04/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/04/20 - 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	10/30/2020		Criteria: CIP Developers List 11/04/20 - Completed

Expenditures

Resource	Source	Strategy	Amount
Campus BTO	Local	1.1.3, 1.1.5, 1.1.9	\$400
Title 1, Part A	Federal	1.1.2, 1.2.2	\$200
2 Resource(s)			Total: \$600

SY 20-21 CIP Developers List

Name	Position
Waters, Rosa	Principal
Williams, Tonya	Assistant Principal
Ortiz, Petra	4th Grade Teacher
Roberts, Tina	2nd Grade Teacher
Sigler, Anita	Librarian
Vallejo, Maricruz	Special Education Teacher
Monarca, Araceli	Parent
Bush, Emily	Executive Director of Innovation Zone