

# McBee Elementary School

## Campus Improvement Plan

### 2020/2021



**McBEE**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/8/2021

### **Campus Mission**

In partnership with parents and our community Frank & Sue McBee provides a comprehensive educational experience that is high quality, challenging, and inspires all students to make positive contributions to society.

### **Campus Values**

- At McBee we believe that all children have the potential for learning and achieving their own personal best.
- We believe that each child should be respected, accepted as an individual, and treated with consideration.
- We believe each child should be provided the opportunity to find success each day.
- We believe that as educators it is our responsibility to provide a safe, caring, and motivating learning environment.
- All children deserve to be challenged to learn at their highest levels.

### **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.

**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 2020-21 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](http://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 Strengths

Increases, and gaps closed (by grade levels, subjects, student groups, or languages):

Overall state scaled scores in **Closing the Gaps Domain, SY 2019-2020** showed:

The Academic Achievement component indicates that for STAAR Math showed 7 of 7 targets (All Students, Hisp, ECD, ELL, SpEd, Cont Enr, Not Cont Enr) were achieved at or above meets grade level.

In the Part A Academic Growth component, STAAR Reading 5 of 5 targets (All Students, Hisp, ECD, ELL and Cont Enr) were achieved. When combined with Math Academic Growth outcomes, 91% of the targets were met.

The English Language Proficiency (ELP), the TELPAS Progress target was met at 100%.

The Student Success component also showed that 100% of the targets were met, that is 7 out of 7 targets were achieved.

**MAP Growth** data reflects:

3rd Grade Reading BOY - 22% at >61%tile

4th Grade Math BOY - 22% at >61%tile

5th Grade Reading BOY - 25% at >61%tile

### Student Achievement Weaknesses

Decreases or existing gaps (by grade levels, subjects, student groups, or languages):

In **Closing the Gaps Domain, SY 2019-2020**, the following areas for improvement were identified:

In Academic Achievement, the STAAR Performance Reading targets measuring All Student, Cont Enr, and Not Cont Er showed that these

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

were not met. For All Students the target was 44% and Reading at or above Meets Grade Level was 40%; For Cont Enr, the target was 46% and it was not met at 43%; whereas Not Cont Enr's target was 42% and the campus scored a 32%. When Academic Achievement, STAAR Performance targets for Reading were added, this yielded 4 out of 7 components met or an overall 57% of eligible targets met.

For Part A: Student Growth component, STAAR Math, there was one target not met, that was the Cont Enr target. The campus scored a 67% from a 71% target.

## MAP Growth data reflects:

3rd Grade S-Reading – BOY - 55% at <40%tile  
3rd Grade E-Reading – BOY - 61% at <40%tile  
3rd Grade Math – BOY - 60% at <40%tile  
4th Grade Math & Reading - 60% at <40%tile  
5th Grade Reading – BOY - 60% at <40%tile  
5th Grade Math – BOY - 63% at <40%tile

## Student Achievement Needs

### Priority Need: Reading for All Students, Cont Enr, and Not Cont Enr

In the **2019 Closing the Gaps Domain**,

For All Students the target was 44% at or above Meets Grade Level. Campus percent: 40%

For Cont Enr, the target was 46%. Campus percent: 43%.

For Not Cont Enr's target was 42%. Campus percent: 32%.

Our **2020 Beginning of the Year MAP Growth** assessment also reflects the following data by grade level and language, where applicable:

3rd Grade S-Reading – BOY - 55% at <40%tile  
3rd Grade E-Reading – BOY - 61% at <40%tile

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

4th Grade Reading - BOY 60% at <40%tile  
5th Grade Reading – BOY - 60% at <40%tile

Current Map Growth assessment data shows a high academic need in Reading, reflecting 55%-61% across 3rd-5th grades scored Lo to LoAvg overall performance.

### Priority 2: Math, All Students and Cont Enr

In the **2019 Closing the Gaps Domain**,

For Part A: Student Growth component, STAAR Math, there was one target not met, that was the Cont Enr with a target of 71%. Campus score was 67%.

Our **2020 Beginning of the Year MAP Growth** assessment data also reflects the following data by grade level:

3rd Grade Math – BOY - 60% at <40%tile  
4th Grade Math - BOY - 60% at <40%tile  
5th Grade Math – BOY - 63% at <40%tile

Current Map Growth assessment data shows a high academic need in Math, indicating that 60%-63% across 3rd-5th grades scored Lo to LoAvg on overall performance.

## Student Achievement Summary

In summary, **McBee Elementary** has demonstrated a strong foundation in:

In **Closing the Gaps, 2019**, with 100% of targets met in the following areas.

Academic Achievement in STAAR Math met all 7 of 7 targets.  
Part A Academic Growth in STAAR Reading met all 5 of 5 targets.  
English Language Proficiency (ELP) met 1 of 1 target.  
Student Success met all 7 of 7 targets.

**2020 Map Growth** data in Reading also reflected that 22%-25% of students in 3rd-5th scored a 61% or above in the beginning of the year assessment. In addition, Map Growth Math assessment data for 4th grade showed 22% of students scoring a 61% or above.

Areas for improvement are:

In **Closing the Gaps, 2019**, components indicating one or more targets not met included:

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

Academic Achievement in STAAR Reading - 3 of 7 targets were not met. All Students, Cont Enr and Not Cont Er students did not meet targets.  
Part A Academic Growth in STAAR Math - 1 of 6 targets was not met. Cont Enr did not meet target.

As for **2020 Map Growth** beginning of year results in Reading and Math, data shows:

Reading - 55%-61% across 3rd-5th grades scored Lo to LoAvg overall performance

Math - 60%-63% across 3rd-5th grades scored Lo to LoAvg on overall performance.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

Staff (TELL) Survey results  
Student Survey results

### School Culture and Climate Strengths

**2020 TELL Survey** responses indicated strengths in the following main areas:

- General Climate - 93%  
This is 5% higher than the District's percentage for all elementary schools.
- School Leadership - 94%  
This is 4% higher than the District's percentage for all elementary schools.
- Principal Leadership - 95%  
This is 6% higher than the District's percentage for all elementary schools.
- Teacher Leadership - 96%  
This is 6% higher than the District's percentage for all elementary schools.

### School Culture and Climate Weaknesses

**Although the overall percentage in the 2020 TELL Survey** results under Teacher Data Use was 78%, that is 2% higher than the District percentage, there are several areas needing improvement within this component:

- Discuss your department/team's professional development needs and goals - 72%
- Group students across classes based on learning needs - 73%
- Provide support for struggling teachers - 77%
- Set learning goals for groups of students - 75%



# Comprehensive Needs Assessment

## School Culture and Climate Needs

**2020 TELL Survey** data showed opportunities to improve the percent of frequency that our teacher teams do the following.

- Discuss department/team's professional development needs and goals (72%)
- Group students across classes based on learning needs (73%)
- Set learning goals for groups of students (75%)
- Provide support for struggling teachers (77%)

## School Culture and Climate Summary

In 2019, **McBee Elementary**'s staff members (51) responded favorably to questions related to:

### **2020 TELL Survey**

Principal & Teacher Leadership

General School Climate - 93%

School Leadership - 94%

Principal Leadership - 95%

Teacher Leadership - 96%

In contrast, data showed opportunities to improve the percent of frequency that teams did the following:

### **2020 TELL Survey**

Teacher Data Use

Discuss department/team's professional development needs and goals (72%)

Group students across classes based on learning needs (73%)

Set learning goals for groups of students (75%)

Provide support for struggling teachers (77%)

These areas ranged from 72%-77% whereas most Tell Survey areas measured showed 80% and above responses.

## Staff Quality, Recruitment and Retention

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)  
% teacher turnover  
PPfT results for teachers  
Staff (TELL) Survey results

## Staff Quality, Recruitment and Retention Strengths

**2020 TELL Survey** results indicate:

- 90% of the staff agrees or strongly agrees favorably with all questions regarding teacher collaboration, specifically:
  - (1) All staff are willing to go out of their way to help.
  - (2) There is an atmosphere of trust and mutual respect.
- 90% of teachers also said, "I hope to working as a teacher until I retire."
- 37 of 38 teachers also answered that they planned to stay on our campus the following year (before Covid).

## Teacher Turnover Rate:

In non-COVID times, the campus turnover rate has been very low, because staff member choose to remain on campus for many years. More recently, due to health concerns, some staff members have made personal decisions regarding their employment with the District as seen below.

- 2 teachers retired - due to Covid 19.
- 1 teacher resigned - due to Covid 19.
- 1 Instructional Coach transferred due to a promotion to an A.P. position.
- 1 teacher resigned due to family reasons and long commute.

Our turnover rate is 13% (5 out of 37) from last year to this year.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

**2020 TELL Survey** results indicate under Teacher Attachment and Self-Efficacy the following:

- 36% answered agree or strongly agree to the statement, 'Some students are not going to make a lot of progress this year, no matter what I do.'
- 56% answered agree or strongly agree to the statement, 'Factors beyond my control have a greater influence on my students' achievement than I do.'

## Staff Quality, Recruitment and Retention Needs

Although the **2020 TELL Survey** results under Teacher Attachment and Self-Efficacy show low percentages as we hoped, there is an opportunity to improve these areas:

- 36% of respondents answered “agree” or “strongly agree” to the statement, “Some students are not going to make a lot of progress this year, no matter what I do.”
- 56% answered “agree” or “strongly agree” to the statement, “Factors beyond my control have a greater influence on my students' achievement than I do.”

## Staff Quality, Recruitment and Retention Summary

At **McBee Elementary**, staff perceptions of the school environment as related to staff quality, recruitment and retention were positive in the following areas:

**2020 TELL Survey** results indicate:

- 90% of the staff “agrees” or “strongly agrees” favorably with all questions related to teacher collaboration.
- 37 of 38 teachers answered that they planned to stay on our campus the following year (before Covid).

### Teacher Turnover Rate

Our turnover rate is 13% (5 out of 37) from last year to this year due to the following reasons:

- 2 teachers retired - due to Covid 19.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

- 1 teacher resigned - due to Covid 19.
- 1 Instructional Coach transferred due to a promotion to an A.P. position.
- 1 teacher resigned due to family reasons and long commute.

Although the **2020 TELL Survey** results under Teacher Attachment and Self-Efficacy show low percentages as we hoped, there is an opportunity to improve these areas:

- 36% of respondents answered “agree” or “strongly agree” to the statement, “Some students are not going to make a lot of progress this year, no matter what I do.”
- 56% answered “agree” or “strongly agree” to the statement, “Factors beyond my control have a greater influence on my students' achievement than I do.”

## Family and Community Involvement

### Family and Community Involvement Data Sources

District Family Survey results

### Family and Community Involvement Strengths

The **2020 AISD Family Survey** shows the following strengths:

- 100% of parents state that they are treated with courtesy and respect by the Principal.
- 90% of parents state that their involvement in their children's education is welcomed by the administration, the teachers, the office staff, and the school counselor.
- 94% of parents state that their children attend school in a safe learning environment.

### Family and Community Involvement Weaknesses

# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses (Continued)

**2020 AISD Family Survey** data indicates the following areas for improvement:

- Only 17% of parents completed the family survey, from 33% respondents in 2018 and 2019.
- 85% of parents answered that they are treated with courtesy and respect by the office staff. This was a 6% decrease from 91% in 2019.
- 78% of parents answered that they consistently received good customer service from school. This was a 16% decrease from 94% in 2019.
- 82% of parents answered that they felt comfortable contacting their children's school. This was a 13% decrease from 95% in 2019.

## Family and Community Involvement Needs

The **2020 AISD Family Survey** reflects a low participant rate, the lowest in 3 years even though campus enrollment increased at the same time.

- Only 17% of parents completed the family survey, from 33% respondents in 2018 and 2019.

Customer service at school is a priority.

- 78% of parents answered that they consistently received good customer service from school. This was a decrease from 2018 (92%) and 2019 (94%).

The overall parent perception of being treated with courtesy and respect as well as feeling comfortable accessing school are specific indicators of need.

- 85% of parents answered that they were treated with courtesy and respect by the office staff. This was a 6% decrease from 91% in 2019.
- 82% of parents answered that they felt comfortable contacting their children's school. This was a 13% decrease from 95% in 2019.

## Family and Community Involvement Summary

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

The **2020 AISD Family Survey** indicated the following strengths:

- 100% of parents state that they are treated with courtesy and respect by the Principal.
- 90% of parents state that their involvement in their children's education is welcomed by the administration, the teachers, the office staff, and the school counselor.
- 94% of parents state that their children attend school in a safe learning environment.

The **2020 AISD Family Survey** reflects a low participant rate, the lowest in 3 years even though campus enrollment increased at the same time. Only 17% of parents completed the family survey, from 33% respondents in 2018 and 2019.

Customer service at the school is a priority. 78% of parents answered that they consistently received good customer service from school. This was a decrease from 2018 (92%) and 2019 (94%).

Two areas showing a need that if addressed can positively impact customer service are the parent perception of being treated with courtesy and respect (85%) and feeling comfortable accessing school (82%).

# Comprehensive Needs Assessment Data Sources

District Family Survey results  
Staff (TELL) Survey results  
Student Survey results

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$339,303)			



# McBee 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 for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Model social and emotional competence when dealing with students and teachers daily. (Title I SW Elements: 2.2,2.6) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Counselor, Grade Level Lead, Instructional Coaches, Principal	ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Staff Survey- Increase % of favorable responses  10/07/20 - On Track
2. Engage in reflective conversations on McBee's shared vision twice per semester as a staff. (Title I SW Elements: 1.1,2.4,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Principal	ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Staff Survey- Increase % of favorable responses  01/02/21 - On Track
3. Provide professional development on the implementation of social and emotional approach with our students and colleagues. (Title I SW Elements: 2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 1)	Counselor, SEL Committee	ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Staff Survey- Increase % of favorable responses  04/19/21 - Significant Progress 01/02/21 - Some Progress

# McBee 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.** (MAP Growth-Reading & Math-3rd-5th) Reduce the number of students at or below the <40%tile in Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional coaches and Admin with conduct data meetings with grade level teachers, to analyze the BOY data, identify areas of need, and group students for targeted interventions, in both Reading and Math. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: H,AA,ECD,SPED,3rd,4th,5th) (Strategic Priorities: 2,3)	Academic Leadership Team, Administrators, Bilingual Specialist/Instructional Coach, Teachers	BOY and MOY	(F)Title 1, Part A	Criteria: EOY MAP Growth Data  04/19/21 - Completed 01/02/21 - On Track 11/11/20 - Some Progress

# McBee Elementary School

**Goal 3.** (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. -Classroom teachers will identify all students who scored at Meets or above in STAAR (2019) and nominate for GT testing. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,AA,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3)	Academic Leadership Team, Administrative Assistant, Administrative Team, Campus Leadership Team, Grade Level Team	Fall semester	(F)Title 1, Part A, (L)Campus BTO	Criteria: GT identification process. 04/19/21 - Completed 01/02/21 - Significant Progress 11/11/20 - Some Progress
2. GT Committee supports students through the application and project completion process. (Title I SW Elements: 1.1,2.5,2.6,3.1) (Target Group: H,AA,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3)	Academic Leadership Team, Administrative Team, Campus Leadership Team, Coaches, Counselor, ELA Teachers, GT Advocate, Instructional Coaches, Teachers	Fall, Spring	(F)Title 1, Part A, (L)Campus BTO	04/19/21 - Completed 11/11/20 - On Track

# McBee Elementary School

**Goal 4.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Front office staff will greet all visitors in a polite and respectful manner. All office staff will answer phones promptly and respectfully. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All,M,F) (Strategic Priorities: 4)	Administrative Assistant, Administrative Team, Administrators, Bookkeeper, Office Staff, Principal, Registrar	ongoing	(L)Campus BTO	Criteria: Family Survey 2021.  04/19/21 - Some Progress 01/02/21 - On Track 11/11/20 - Some Progress

# McBee Elementary School

**Goal 5.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

## SY 20-21 CIP Developers List

Name	Position
Celorio-Reyes, Yvette	Principal
Lopez, Yolanda	Assistant Principal
White, Julie	5th grade Team Lead
Berry, Sarah	CAC-Secretary-4th grade Team Lead
Chapa-Garcia, Yalila	Co-Chair-3rd grade Team Lead
Strickland, Callie	2nd grade Team Lead
Basanez, Alejandro	1st grade Team Lead
Gonzalez, Miriam	Kinder grade Team Lead
Kajdas, Lauren	Chair-Math Instructional Coach
Drinks, La Kesha	Principal Supervisor



## TITLE I COMPLIANCE PACKET

**2020-2021**

*Principal Confirmation*

**Documents due- October 30, 2020**

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.)*
- ☒ 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 stationary.)*
- ☒ 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.)*
- ☒ 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.)*
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Sample communications in languages other than English must be attached.)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Documentation of notice on school letterhead is attached.)*
- ☒ 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.)*
- ☒ 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 5<sup>th</sup> of the month.)*
- ☒ Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- ☒ Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. *(Alternatively CIP Developers List in PlanWorks may be used.)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

McBee Elementary  
Campus Name

Shett Celvin-Reyes  
Principal's Signature

10/30/2020  
Date

