

# MCBEE EL

## Frank & Sue McBee Campus Improvement Plan 2021/2022

*At Frank & Sue McBee we are committed to developing our students' minds and hearts by providing quality education based on the principles of equity, inclusion, and social justice. We believe in the importance of including students' cultural references in all aspects of learning. ALL our students will become independent thinkers and problem solvers.*



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Date Reviewed:

Date Approved:

### **Campus Mission**

At Frank & Sue McBee we are committed to developing our students' minds and hearts by providing quality education based on the principles of equity, inclusion, and social justice, so that they reach their full social, emotional, and academic potential. We believe in the importance of including students' cultural references in all aspects of learning.

ALL our students will become independent thinkers, problem solvers, and social justice leaders.

### **Campus Vision**

ALL our students will become independent thinkers, problem solvers, and social justice leaders.

### **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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

# MCBEE EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. Conditions- #1, #3 (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.2,3,3.3,3.4)	Administrators, CATCH Team	By September 30	(L)Campus BTO	Criteria: Monthly meeting agendas and meeting notes, signing sheet, and outcomes.  10/13/21 - Some Progress 10/13/21 - Some Progress 09/08/21 - Pending 09/08/21 - Pending
2. Implement and follow Crisis Response protocols in the event of a campus crisis event. Convene a Crisis Committee to implement prevention and response strategies. Debrief after critical incidents and help develop a prevention/response plan. (Title I SW Elements: 2.2,2.3,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.3)	Assistant Principal, Campus Safety Committee, Crisis Response Team	October 30		Criteria: Crisis Response Team meeting agendas, meeting calendar for the year, membership, 2021-22 revised EOP.  10/13/21 - On Track 09/11/21 - Pending
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 2.1,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Administrators, CATCH Team, Parent Support Specialist, PTA	Monthly		Criteria: Monthly Families Newsletter (S'more), campus website, PTA meeting agendas, Family Night Flyers.  10/13/21 - Some Progress

# MCBEE EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 2.** (Social and Emotional School Climate) Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies. As a result, the percentage of students who report using self-regulation skills “sometimes” or “a lot of the time” will increase from 69% in SY 20-21 to 75% in SY 21-22 (as measured by the Student Climate Survey item: “It is easy for me to talk about my problems with the adults at my school.”).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement daily Morning Circles/meetings in every classroom with a focus on students well-being and building trusting relationships between teachers and their students. Conditions- #2, #4, #5. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.2,3.3,5.1)	Campus Leadership Team, CATCH Team, Counselor, CST Team, Principal	ongoing		Criteria: Walkthroughs & documented feedback, discipline data, students climate survey.  10/13/21 - On Track 09/06/21 - Pending
2. All teachers teach SEL lessons from Second Step Curriculum on a weekly basis. Conditions- #2, #4. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3) (ESF: 3,3.2,4,5.1)	Administrators, Counselor, SEL Committee, Teachers	Ongoing		Criteria: Evidence of Second Step Lessons incorporated in lesson plans, student work.  10/13/21 - Some Progress
3. Engage your campus community in No Place for Hate activities annually. (Title I SW Elements: 2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.1,3,3.1,3.3,3.4)	Counselor, Parent Support Specialist	4 X per SY		Criteria: Evidence of 4 NPFH activities involving families/community (photos, student products, flyers).  10/13/21 - Some Progress

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**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 3.** (Objective 3- Family Engagement) Participation in the Family Survey for the year 2020 was 17%, and for 30% on 2021. Our goal is to increase family participation in the family survey to 35%. Under the topic Family Engagement, the question about barriers to participating in district and/or school events or activities, 40% (2020) and 38% (2021) of families responded, 'I do not feel welcome at my child's school.' Our goal for the 2022 year is to reduce the percentage on this response to <33%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights. (Title I SW Elements: 2.1,2.2,2.3,2.4,3.1) (Target Group: All,H,AA,AtRisk) (Strategic Priorities: 2,3) (ESF: 3,3.4)	Administrators, Cultural Committee, Parent Support Specialist, PTA	Monthly meetings, ongoing		Criteria: PTA Agendas, sign in sheets, minutes. Parents' S'more-Monthly newsletter, record of monthly Messenger voice & email).  10/13/21 - Some Progress 10/13/21 - No Progress
2. Facilitate two community socials with families, students, campus staff and community members to invite feedback and collaborative planning for improved student academics, family and community engagement, and culture and climate. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.4)	Administrators, Parent Support Specialist, PTA, SEL Committee, Teachers	November 18, February 11		Criteria: Social Committee & PTA planning meeting agendas, flyers, advertisement & promotion artifacts.  10/13/21 - Some Progress
3. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, Parent Support Specialist, Teachers	October 30		Criteria: Evidence of Peace Area in each learning space and in the PSS classroom. PSS parent demonstration class agenda, sign in sheet.  10/13/21 - Some Progress

# MCBEE EL

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) 100% of weekly PLC's deconstruct the TEKS and students mastery of TEKS, analyze campus-level common assessment data (to include SCA's- 2 per grading cycle) and make data informed instructional decisions, such as reteaching, based on individual student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During PLCs, all teachers will deconstruct the standard (into knowledge and skills) and create exemplars. Teachers will identify the gaps and develop plans to reteach during small group guided instruction. Conditions #3, 6. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3)	Administrators, Instructional Coaches, Teachers	Ongoing		Criteria: Calendar, agendas, minutes, lesson plans, walkthroughs, teacher exemplars/student work samples.  10/13/21 - Some Progress 09/19/21 - Pending
2. Students in 3rd-5th grade will track their own progress and set measurable goals with teachers, based on Meets and Masters for Reading and Math. They will also track (weekly) and set measurable goals for math and reading fluency. Conditions #3, 5, 6. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5)	Administrators, Instructional Coaches, Intervention Staff, Students, Teachers	Ongoing		Criteria: Students Data Notebooks  10/13/21 - Some Progress
3. Utilize Driven by Data 2.0 by Bambrick Santoyo to build a culture of data-informed decision making. Staff will be trained and developed to have high expectations where student learning is a priority, instruction can thrive, and scholars can share ownership in their improvement. Conditions #3,6. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5,5.1,5.2,5.3)	Administrators, Teachers	Ongoing	(F)Title 1, Part A - \$800	Criteria: Book Study meeting minutes, student progress.  10/13/21 - Some Progress

# MCBEE EL

**Goal 3.** (Increased Enrollment) Through a recruiting campaign, outreach, and advertisement, we will Increase campus enrollment to 400+, and retain 90% of those students for the SY22-23.

**Objective 1.** (Increased Enrollment) Semester 1: Campus enrollment will increase from 388 to 400 by December 15, 2021 (refer to 21-22 projection). Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. Conditions- #3 (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 2.2.1,3.3.3,3.4)	Administrators, Office Staff	August-Sept.		Criteria: Tracking system (spreadsheet); Increase in enrollment.  10/13/21 - On Track 09/08/21 - Pending 09/08/21 - Pending
2. Post to social media to provide regular communication to campus communities. Conditions- #3 (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3.1,3.3.3,3.4)	Administrators, Campus Leadership Team	Ongoing		Criteria: Daily social media checks to ensure the most updated information has been shared with families and community.  10/13/21 - On Track
3. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. Conditions- #4, #7. (Title I SW Elements: 2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.3.1,3.3.3,3.4,5.1)	Administrators, Campus Committees, Campus Leadership Team, Community School Facilitator, Parent Support Specialist, SEL Committee, Teachers	Ongoing		Criteria: Monthly coffee with the Principal agendas, attendance record, family feedback forms.  10/13/21 - On Track



# MCBEE EL

- Goal 4.** (Exemplary Customer Service) Campus communication strategies are systematically cultivated and reviewed through an equity lens to ensure they are clear and consistent, friendly and welcoming, inclusive of preferred language, informing of available services, and culturally competent.
- Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets to Exceeds Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff , families and community members. Conditions- #7. (Title I SW Elements: 2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.3,3.4)	Administrators	Ongoing	(L)Campus BTO	Criteria: Staff Weekly Newsletter, Families Monthly newsletter (S'More), Monthly Coffee with the Principal, agendas and attendance records. CARES Customer Service Rubric- Exceeds.  10/13/21 - On Track
2. Ensure that phone, voicemail, and email practices are systematically reviewed and actively maintained. Conditions- #7 (Title I SW Elements: 2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3,3.4)	Administrators, Office Staff	Ongoing		Criteria: CARES Customer Service Rubric- Exceeds  10/13/21 - On Track
3. Consistently ensure that signage represent languages spoken by students/ families and that signage is welcoming and inviting. Conditions- #7, #5, #1. (Title I SW Elements: 2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.3,3.4)	Administrators, Office Staff	Ongoing		Criteria: Evidence of posted signage around the school building, and through school's social media venues. 100% implementation.  10/13/21 - On Track

# MCBEE EL

**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 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 9/17		Criteria: Principal Attestation Form 10/05/21 - 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 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/05/21 - 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 9/17		Criteria: Parent/Family School Compact 10/05/21 - 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 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/05/21 - 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 9/17		Criteria: Sample communications in languages other than English 10/05/21 - Completed

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**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) (Strategic Priorities: 3) (ESF: 3,3.4)				
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 9/17		Criteria: Documentation of notice on school letterhead  10/05/21 - No Progress
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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings  10/05/21 - No Progress
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. (Title I SW Elements: 1.1,2.6) (Target Group: H,LEP) (Strategic Priorities: 1,2) (ESF: 2,2.1,5,5.3)	Bilingual Specialist/Instructional Coach	August 30th,2021		Criteria: Evidence of completed training by the teacher who will be filling out and submitting monthly Time & Effort Report.  10/05/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet  10/05/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used &	Principal	Due 9/17		Criteria: CIP/TIP Developers List  10/05/21 - Completed

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**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 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
uploaded with packet.) (Target Group: All)				

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

## MCBEE EL Site Base

Name	Position
Huerta, Alexandra	Assistant Principal
Driver, Mirtha	PK Team Lead
Gonzalez, Miriam	Kinder grade Team Lead
Basanez, Alejandro	1st grade Team Lead
Strickland, Callie	2nd grade Team Lead
Chapa-Garcia, Yalila	3rd grade Team Lead
Esparza, Rosa	4th grade Team Lead
Chaidez, Leobardo	5th grade Team Lead
Sanchez, Irma	Teacher-Intervention
Ritch, Karen	CALT Specialist
Simpson, Desirae	Counselor
Stephens, Heather	Librarian
Drinks, La Kesha	DCSI/Principal Supervisor

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions



## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

### Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

**Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.**

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	79%	38%	100%	87%	100%	63%	100%	74%	<b>61%%</b>	88%%	83%	81%
SY 21-22 Goal	80%	70%	70%	90%	100%	70%	70%	75%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.) Area to focus on CIP is Family Engagement. Our McBee families have not been able to participate in school activities such as volunteer, PTA, in-person Parent Teacher conferences, etc. since the Spring of 2020. We will need to make a plan to re-engage families while at the same time continue to maintain the safety and health of our students and staff.

# SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

## Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	435	21	0	1	0	0	403	0	0	0	0	7	0	0	0	0	227	0	0	0	0
2018-2019	500	18	0	0	0	0	460	0	0	0	0	11	0	0	0	0	250	0	0	0	0
**2019-2020	498	21	0	0	0	0	457	0	0	0	0	11	0	0	0	0	248	0	0	0	0
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	435	208	0	1	0	0	405	0	1	0	0	74	0	0	0	0					
2018-2019	500	250	0	0	0	0	464	0	0	0	0	99	0	0	0	0					
**2019-2020	498	250	0	0	0	0	471	0	0	0	0	106	0	0	0	0					

\*Remote instruction March 13-May 28, 2020, due to COVID 19

**Discipline Data Reflection Questions:** What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? No trends observed based on this data. Our staff has been managing student behavior differently within the last 5 years. As a whole, we utilize SEL practices to keep student behaviors at a minimum. We utilize Trust-Based strategies, morning circles, Peace Areas and other positive behavior strategies to help students name their feelings and practice self-regulation of behaviors. As a result, we have been able to keep students in the classroom instead of having to suspend or remove students from the classroom.

What are the top 3 reasons students get referrals?

- Fighting/physical contact with peer
- Classroom disruption
- Inappropriate use of technology

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

### SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	19	68%	16%	16%	21	76%	19%	5%	-11	48	40%	13%	48%	49	67%	18%	14%	-34
2	38	61%	34%	5%	38	89%	5%	5%	0	18	39%	39%	22%	16	100%	0%	0%	-22
3	53	64%	15%	21%	0	--	--	--		37	51%	35%	14%	0	--	--	--	
4	46	59%	20%	22%	0	--	--	--		3	*	*	*	0	--	--	--	
5	45	60%	16%	24%	0	--	--	--		6	67%	33%	0	0	--	--	--	
All	201	62%	20%	18%	59	85%	10%	5%	-13	112	46%	26%	29%	65	75%	14%	11%	-18

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?

Across Grade- More students scored in the Below Average range at the EOY than at the BOY. Students lost ground towards the end of year.

Across Languages- EB students scored significantly lower than the monolingual students.

### SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K						*	*	*	*
1						2%	4%	4%	4%
2						86%	71%	43%	24%
3						71%	37%	20%	13%
4						10%	28%	35%	62%
5						47%	20%	64%	36%
All						41%	30%	32%	26%

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?

Students made the most progress across grade levels in Listening, and the least in Writing. Second grade made the most progress overall.

# SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

## SY 20-21 STAAR Results ([Reading](#), [Math](#), [Writing](#), and [Science](#)).

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	58	10	24	7	3	2	100	*	*	*	55	100	24	5	2	0	--	--	--	--
Math	04	53	100	40	19	2	1	100	*	*	*	52	100	40	19	2	0	--	--	--	--
Math	05	54	98	43	9	6	0					53	98	43	9	6	0	--	--	--	--
Math	All	165	99	35	12	4	3	100	*	*	*	161	99	35	11	3	0	--	--	--	--
Reading	03	57	100	30	12	4	2	100	*	*	*	54	100	30	11	2	0	0	0	0	0
Reading	04	53	10	57	21	8	1	100	*	*	*	52	100	58	21	8	0	0	0	0	0
Reading	05	53	96	56	15	8	0	--	--	--	--	53	96	55	15	8	0	0	0	0	0
Reading	All	163	99	47	16	6	3	100	*	*	*	159	99	47	16	6	0	0	0	0	0
Writing	04	51	98	27	4	<1	0	--	--	--	--	51	98	27	4	<1	0	0	0	0	0
Science	05	53	96	36	9	2	0	--	--	--	--	53	96	36	9	2	0	--	--	--	--
	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	52	100	21	6	2	42	100	26	5	2	8	100	13	13	<1	13	100	15	<1	<1
Math	04	52	100	40	19	2	44	100	36	69	2	14	100	29	21	<1	14	100	29	14	<1
Math	05	54	98	43	9	6	48	98	44	8	4	10	100	30	<1	<1	10	100	50	10	<1
Math	All	158	99	35	11	3	134	99	35	01	3	32	100	25	13	<1	37	100	30	8	<1
Reading	03	51	100	25	12	2	42	100	31	12	2	8	100	<1	<1	<1	13	100	8	<1	<1
Reading	04	52	100	58	21	8	44	100	50	18	5	14	100	21	7	<1	14	100	43	7	7
Reading	05	53	96	55	15	8	48	98	56	17	8	10	100	20	<1	<1	10	100	10	<1	<1
Reading	All	156	99	46	16	6	134	99	46	16	5	32	100	16	3	<1	37	100	22	3	3
Writing	04	50	98	28	4	<1	44	98	23	2	<1	14	100	<1	<1	<1	13	100	8	<1	<1
Science	05	52	96	37	10	2	48	98	38	10	2	9	100	11	<1	<1	10	100	10	<1	<1

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)? Due to the interruptions in schooling for a year and a half, our students have suffered tremendously academically. All sub-groups were affected by the school closures and hybrid learning. The group affected the most is the SpEd population.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

### Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	1	1	1
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	21	17	40

#### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

End of Year Placement Google Sheets is completed to ensure GT students are clustered. High ability students are placed in all classrooms, including the GT cluster classroom.

How are you communicating with all families about GT and/or advanced learning opportunities?

Letters are sent home for parents to nominate their children; Phone calls during GT Identification process; Counselor's S'more include enrichment opportunities information. AISD Academies are invited to speak to students and parents about their specialized programs and enrichment opportunities.

How do you support a culture that provides advanced learning opportunities to all students?

In order to increase the number of students who apply to the magnet programs, we created an Enrichment Committee with the purpose of mentoring 5th graders through the application process for magnet schools.

<sup>2</sup> Includes African American students who are within the "Two or more races" category.

### GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	<b>R</b>	<b>O</b>	<b>E</b>		<b>E</b>	<b>E</b>	<b>E</b>		<b>E</b>	<b>E</b>	<b>E</b>		<b>E</b>	<b>E</b>	<b>E</b>		<b>E</b>	<b>R</b>	<b>E</b>	

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

### Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.	34	27	23
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
<b>Special Populations reflection:</b>				

### Domain 3 Campus Reports

<b>Growth 50%</b>	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Tota l Met	Total Eligibl e	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	38	0	38	0	0	0	0	0	38	35	8	<25	28	10			
Growth Score	55%		55%						55%	60%			52%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N	N			N		0	5	0%
-----																	
Math #PM Tests	43	0	43	0	0	0	0	0	43	40	9	<25	31	12			
Growth Score	23%		23%						23%	23%			13%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N	N			N		0	5	
Total															0	10	

\*EL Current and Former

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?

Our Hispanic and ECD populations continue to overlap. Our SpEd population struggled the most last year during remote instruction. Our SpEd population has been underperforming compared to all other subgroups.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	392	453	405	424
	Students in enrollment area				
Transfers	Transfers to other AISD schools	2	0	0	0
TELL Survey	General School Climate	93	89	93	98
	Managing Student Conduct	96	92	92	96
	Principal Leadership	98	86	95	98

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

- Gentrification of our neighborhood,
- Lack of affordable housing,
- Transferring to charter schools
- Families do not want to send their 5th graders to Burnet MS

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

- There is a decrease in enrollment due to reasons listed above.

**Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.**

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage		X		
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Signage- Signage directing visitors to designated parking areas are not always clear and neat or easily seen. Visitors should be able to easily know where to go as soon as they arrive at the parking lot.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

### REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service



## SY 21-22 CIP/TIP Comprehensive Needs Assessment - MCBEE ELEMENTARY

### ADDITIONAL Framework Components:

#### Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

#### Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

#### PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



# TITLE I COMPLIANCE PACKET

2021-2022

## Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ 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 documentation 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 documentation of Parent/Family School Compact)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school 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. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. 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. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*  
*No non-certified teachers*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ☒ 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. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)* *No T & E employees.*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

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 in PlanWorks)**

Frank & Sue McBee Elem.  
Campus Name

[Signature]  
Principal's Signature

9/17/21  
Date





**Austin ISD**  
**State, Federal, Private Accountability Office**  
**Campus Improvement Plan (CIP) Developer's List**

Campus Name McBee Elementary Org# 165

**Instructions:** List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Celorio-Reyes,	Yvette	principal
2. Huerta,	Alexandra	assistant principal
3. Sanchez,	Irma	teacher
4. Mirtha	Driver	teacher
5. Gonzalez,	Miriam	teacher
6. Basañez,	Alejandro	teacher
7. Strickland,	Callie	teacher
8. Chapa-García,	Yalila	teacher
9. Esparza,	Rosa	teacher
10. Chaidez,	Leobardo	teacher
Ritch Karen,		Inst. Coach
Simpson Desirae		Counselor
Stephens, Heather		Librarian
Printed name	Yvette Celorio-Reyes	Date
Signature	<i>Yvette Celorio-Reyes</i>	9/17/21

08/10/2021

# Austin ISD Data Tracker - SY 21-22

## INSTRUCTIONS: (Hide when downloading PDF)

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns I, L, and O.

### 2019 or 2021 Results (column F):

Use 2019 results if participation rate in 2021 was lower than 80%.

### 2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

### Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

### Downloading PDF of AISD Data Tracker:

Hide instructions row #1

Click File from tool bar above and select download: PDF document

Campus Name: Frank & Sue McBee Elementary

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	47%	SCA 1	80%	18%	SCA 2	80%	-	SCA 3	80%	-	STAA <sub>D</sub>	90%
	All	All	Reading	Meets	16%	SCA 1	40%	9%	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	45%
	All	All	Reading	Masters	6%	SCA 1	15%	5%	SCA 2	15%	-	SCA 3	15%	-	STAA <sub>D</sub>	25%
	All	All	Math	App.	35%	SCA 1	80%	28%	SCA 2	80%	-	SCA 3	80%	-	STAA <sub>D</sub>	90%
	All	All	Math	Meets	12%	SCA 1	40%	9%	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	45%
	All	All	Math	Masters	4%	SCA 1	15%	15%	SCA 2	15%	-	SCA 3	15%	-	STAA <sub>D</sub>	25%
	All	All	Science	App.	36%	SCA 1	80%	46%	SCA 2	80%	-	SCA 3	80%	-	STAA <sub>D</sub>	85%
	All	All	Science	Meets	9%	SCA 1	40%	16%	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	45%
	All	All	Science	Masters	2%	SCA 1	15%	3%	SCA 2	15%	-	SCA 3	15%	-	STAA <sub>D</sub>	25%
	All	Emer. Bilingual	Reading	Meets	32%	SCA 1	40%	13%	SCA 2	40%	-	SCA 3	40%	-	TELPAS	50%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	40%	*	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	40%
	All	Hispanic	All	Meets	18%	SCA 1	40%	13%	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	45%
	All	Emer. Bilingual	All	Meets	16%	SCA 1	40%	13%	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	40%
	All	Special Education	All	Meets	8%	SCA 1	30%	6%	SCA 2	30%	-	SCA 3	30%	-	STAA <sub>D</sub>	35%
	3rd	All	Reading	Meets	12%	SCA 1	40%	<	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	45%
	3rd	All	Math	Meets	7%	SCA 1	40%	14%	SCA 2	40%	-	SCA 3	40%	-	STAA <sub>D</sub>	45%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
53	80	B	