

Goose Creek Consolidated Independent School District

Robert E. Lee High School

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

Mission Statement

At Lee High School, we prepare each student to become an academically strong, college and career ready, accountable, productive, independent learner for life.

Vision

Our vision is for students to take ownership of their own learning.

Value Statement

Kid by Kid

Skill by Skill

Bell to Bell

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Lee High School is one of three traditional high schools in Goose Creek Consolidated Independent School District. Lee High School serves approximately 1,900 students in grades 9-12. Lee High School is a diverse campus that hosts the GCCISD STEM Academy. We provide a variety of athletics, fine arts, CTE programs, and clubs to meet the needs of our students. Our instructional focus is centered around the instructional strategies of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), collaborative team planning, small groups for at-risk students, and technology integration.
- The student population is as follows; 15% African American, 13% Anglo, <1% Asian, and 71% Hispanic. Our gender breakdown is as follows 53% Male and 47% Female. Our socioeconomic status of our campus is currently at 78%.
- In a recent study produced by Moak and Casey our campus was identified as the most at-risk campus of the entire Goose Creek District. Out of the 26 risk factors where schools are rated, we were identified as having 18 of the 26 risk factors. This rubric evaluates each school on a variety of external and internal forces, such as parent college attained, single parent house hold, number of homeless shelters in attendance zone, mobility, chronic absenteeism, and a host of other factors. We have many challenges that are internal and external factors that we grapple with daily. However, the campus climate is one rich in tradition and the belief in our students and the value of family.

Demographics Strengths

The community in which we live would be considered a blue collar working class. Robert E. Lee High School is the original high school of Baytown with many traditions and a rich legacy of excellence. Much of the community can trace their high school experience to Robert E. Lee High School. In 2013, Robert E. Lee High School was designated by the state of Texas as a historical site. The blue collar work ethic lends itself to a family atmosphere where respect to others is foundational.

Despite these challenges Robert E. Lee High School has a strong school culture that embraces the family dynamic. We embrace our diversity as a strength while statistically boasting the least amount of out of school suspensions and alternative school placements due to student discipline.

Student Learning

Student Learning Summary

- Robert E. Lee High School the last several years has met the standards as identified by the Texas Educational Agency. We have also earned several distinctions during time when measured against similar high schools in our accountability group. Our student achievement data as of June 2019 states the following, 80% passing in Algebra (which is a decline of 8%points from last year), 87% passing in Biology (which is a 4% increase from last year), 90% passing in US History (same as last year), 62% passing in ELA I (which is a 5% increase from last year), and 61% passing in ELA II (4% increase when tracking the 9th grade cohort).
- Our current LEP students have performed at the following rates 72% passing Algebra I (which is down 12% from last year), 67% passing in Biology (which is an 11% increase from last year), 91% passing in US History (which is an increase of 18% from last year) , 25% passing in ELA I (which is an increase of 2% from last year) , and 25% passing in ELA II (which is an increase of 2% tracking the 9th grade cohort).
- ****Data represented is from 2019. 2020 data is unavailable due to COVID-19****

Areas that continue to be a focus due to implications brought on by COVID:

- African American performance in Biology has declined from a high of 93% passing in 2015 to a low of 79% passing this past year. Also our ELL performance in Biology has not significantly increased the last three years and is currently under-performing other sub groups.
- African American performance in ELA 1 has declined from a high of 64% passing in 2015 to our currently levels of 37% passing.
- Our ELL students are also in crisis in ELA 1 with current passing levels of 17%.
- African American performance in ELA II has declined from a high of 50% passing in 2015 to our current levels of 35% passing.
- Our ELL students are also in crisis in ELA II with a current passing level of 10%.
- At Risk performance in Biology has a 10 point gap between at-risk and 1st time testers. There is a 27 point gap between current LEP and 1st time testers. There is a 27 point gap in current LEP performance as compared to 1st time testers.
- At Risk performance in ELA has a 18 point gap between at-risk and 1st time testers. There is a 34 point gap between current LEP and 1st time testers.
- At Risk performance in ELA has a 26 point gap between at-risk and 1st time testers. There is a 38 point gap between current LEP and 1st time testers.

Student Learning Strengths

- We see growth in all areas of Biology English 1 and 66% of our monitored populations in English 2. In US History we had 3 areas increase, 3 stay the same.
- African American student achievement increased in overall passing in 4 of the 5 tested areas. In Algebra they exceeded both Hispanic and White performance. In Biology they achieved 3% higher than Hispanics. In English 1 they out performed Hispanics by 7%.

- Students who are scoring in the advanced ranges in our EOC tests have dramatically increased. We increased our masters level over our 2018-2019 performance in Algebra, Biology, and English 1. Our English 2 masters performance achieved at the same 3 % masters as the year before.
- Data represented is from 2019. 2020 data is unavailable due to COVID-19**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We continue to experience turnover in EOC tested areas. **Root Cause:** Teacher work load, limited/no stipends for specific high need tested areas.

Problem Statement 2 (Prioritized): Maintaining ongoing training and implementation of PLC, WICOR/AVID, and PBIS supports. **Root Cause:** Teacher turnover and high mobility contribute to inconsistencies and ease of implementation.

School Processes & Programs

School Processes & Programs Summary

Teachers believe that the district scope an sequence documents are well aligned with both instructional and assessment needs. Rigor and Relevance are clearly expressed expectations in district curriculum and assessment documents ans well as campus leadership expectations Campus leaders ensure instruction is appropriate and rigorous. There are district created and administered assessment in each core area as well as district benchmarks. There are also campus assessments in many core areas created by content teams. Data and feedback are available immediately by using Eduphoria making it easier for teachers to analyze data and adjust instruction. Planning is done in teams within our PLC framework. We have teams in the core areas of instruction such as Algebra, Biology, US History, and ELA 1&2. Most teachers have participated in some degree of SIOP training and have attempted these strategies in class. The action plan which we have developed for curriculum and instruction will address system safeguards.

School Processes & Programs Strengths

In terms of our programs we have a three pronged focus:

1. WICOR/ AVID
2. PLC
3. PBIS

All programs are supported by:

- Apple Distinguished Campus Initiatives including district 1:1 iPad for students and staff
- T-Stem Designated Academy with strong focus and supports in Math and Science
- College and Career Preparation through College and Career Counselor, AVID, Dual Credit, and Pre-AP+AP courses

Perceptions

Perceptions Summary

Lee High School's three pronged focus integrates our core values of how we support student learning.

- Develop and implement PLC, to impact professional expectations
- Have Positive Behavior Intervention and Support (PBIS), plan in place to support our behavioral expectations
- Instructional expectations to focus and work on WICOR across campus as developed through AVID. Specifically, focused notes school wide.

Additionally, Lee's mission is to have each student College and Career Ready.

Perceptions Strengths

Evidence of student graduation rates, college readiness indicators, and overall success in the classroom consistently demonstrate that implementing a strong PLC framework combined with PBIS supports and an instructional focus on WICOR/AVID strategies best prepare student success.

Priority Problem Statements

Problem Statement 1: We continue to experience turnover in EOC tested areas.

Root Cause 1: Teacher work load, limited/no stipends for specific high need tested areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Maintaining ongoing training and implementation of PLC, WICOR/AVID, and PBIS supports.

Root Cause 2: Teacher turnover and high mobility contribute to inconsistencies and ease of implementation.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Lee High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Through rigorous instruction and timely interventions, we will increase our Level II and Level III percentages.

Evaluation Data Sources: STAAR, TELPAS, Advanced Placement, TSIA, PSAT, and SAT/ACT Reports

Summative Evaluation: None

<p>Strategy 1: Masters Level performance on CBAs and benchmarks will be monitored and reviewed with the faculty. Strategy's Expected Result/Impact: Increased Masters Level performance Staff Responsible for Monitoring: Content Specialists Administrators Academic Dean</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses. Strategy's Expected Result/Impact: Increased first time passers. Students completing preparation courses. Staff Responsible for Monitoring: Campus Administration Counselors Content Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: At risk students will be targeted for specific remediation. Strategy's Expected Result/Impact: Targeted intervention through assigned remediation courses. Staff Responsible for Monitoring: Counselors Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: We will continue our LEP monitoring system with our SI teachers and ESL aides. LEP students will be placed in an ESL Reading class for additional support. Strategy's Expected Result/Impact: Increase in TELPAS proficiency Staff Responsible for Monitoring: ELL Administrator ESL teachers Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





<p>Strategy 5: We will continue our Special Education monitoring system by ensuring that teachers are closely monitoring their responsible students and are regularly using inclusion strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Completed SPED paperwork; completed "failure" ARDs; campus audits for student progress monitoring documents; continual analysis and review of SPED performance on CBAs, benchmarks, and EOC exams.</p> <p>Staff Responsible for Monitoring: SPED Administrator</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: We will continue to provide a structured intervention/enrichment time within the school day to support student academic growth. ("Gander Time")</p> <p>Strategy's Expected Result/Impact: Increase in performance on STAAR test, support growth in formative assessment data, and extend student knowledge.</p> <p>Staff Responsible for Monitoring: Teacher, Content Specialist, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Lee High School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: 100% of seniors at Lee High School will be accepted to a two-year college, technical school, four-year college or military branch of service.

Evaluation Data Sources: National Clearing House Reports, CTE Reports, Apply Texas Completions.

Summative Evaluation: None





Strategy 1: 100% of seniors at Lee High School will complete an online college application Strategy's Expected Result/Impact: Online reports of seniors applying to a college, technical school or university. Staff Responsible for Monitoring: English IV teachers and senior Social Studies teachers, College & Career Counselor, Senior Counselor and AP.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Continue to increase the percentage of students taking Dual Credit and Advanced Placement classes at Lee High School. Strategy's Expected Result/Impact: Dual Credit/AP course offerings report; Dual credit/AP student enrollment increase in numbers Staff Responsible for Monitoring: College & Career Counselors, Academic Dean, Campus Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Increase AP performance to 35% of all student making 3's or higher. Strategy's Expected Result/Impact: AP meetings; clear guidelines for goals and expectations with AP team Staff Responsible for Monitoring: Principal, Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: All juniors and seniors at Lee High School will take at least one college preparation/entrance exams (ACT, SAT, PSAT, TSIA). Strategy's Expected Result/Impact: SAT, PSAT, ACT, TSIA reports Staff Responsible for Monitoring: College & Career Counselor Academic Dean	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Lee High School will increase the number of students who are served in AVID. Strategy's Expected Result/Impact: Percentage of students taking the AVID elective class; percentage of students who are in AVID three or more years (retention); opportunities for AVID site team members to connect or interact with AVID students; ongoing recruitment and connections with JH feeder schools/ AVID programs. Staff Responsible for Monitoring: AVID teacher(s), Academic Dean, Campus Administration	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Lee High School will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Lee HS will continue to implement structures in order to actively monitor classroom instruction and student progress.

Evaluation Data Sources: PLC process implemented to accurately track teacher planning and administrator walk-through. Common Formative Assessment data review.

Summative Evaluation: None





Strategy 1: Effective PLC process implementation and collaboration. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: All Lee High School faculty will regularly incorporate effective research based strategies and technology integration in order to increase the rigor of their lessons. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs. Strategy's Expected Result/Impact: Improved student assessment scores Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Lee High School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Implement structures at Lee High School that will address common graduation obstacles, including student seat time, credit recovery, and testing remediation.

Evaluation Data Sources: PBIS Reports, Attendance Reports, Failure Reports, and Discipline Reports

Summative Evaluation: None





Strategy 1: Incentivize attendance through PBIS Strategy's Expected Result/Impact: More students on time to class; fewer students in the halls during the beginning and end of class. Improve ADA Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Provide a variety of credit recovery opportunities for students at risk of not graduating, including credit recovery, attendance recovery, creative scheduling to meet the needs of at-risk students, and recommendations of the SST Team. Strategy's Expected Result/Impact: Increase in graduation rate, credit and attendance data, and home visits Staff Responsible for Monitoring: SST Counselors Academic Dean Testing Coordinator Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: We will continue to implement a targeted tutorial/intervention program for students who are at risk of failing classes or the EOC exams. Strategy's Expected Result/Impact: Reduced failure rates in EOC tested areas. Staff Responsible for Monitoring: Content Specialists Campus Administration Funding Sources: Payroll costs for tutoring - Coordination of Local and State Funds - SCE Funds - \$15,000	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Lee High School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Lee High School faculty will be proactive and consistent in enforcing a positive, structured campus environment as well as provide a positive campus atmosphere that reinforces high expectations, promotes school spirit and rewards student accomplishments.

Evaluation Data Sources: Discipline Reports

Summative Evaluation: None





<p>Strategy 1: All teachers and administrators will follow the campus discipline management process and code of conduct. Strategy's Expected Result/Impact: Reduced discipline referrals by teacher or grade level. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teachers and administrators will enforce Gander PRIDE: Prepare for Success Respect for All Integrity Determination Engagement Strategy's Expected Result/Impact: Training at Back to School orientation completed, PBIS lessons completed Staff Responsible for Monitoring: Principal Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Through the use of campus incentives in the classroom all faculty will implement the elements of the PBIS (Positive Behavioral Intervention & Support) system. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Principal Academic Dean</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: We will continue to provide campus activities that increase school spirit and pride. Examples include attendance and grade incentives, recognizing student success through display boards (e.g. Ganders Taking Flight), recognizing teacher accomplishments in faculty meetings (MVP trophy and Championship Belt). Strategy's Expected Result/Impact: Increase in school spirit and morale Staff Responsible for Monitoring: College & Career Counselor Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Lee High School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Lee High School will recruit and retain highly effective personnel.

Evaluation Data Sources: Certification data and Teacher Retention Reports

Summative Evaluation: None





Strategy 1: Attend job fairs (when applicable) and recruit early from a pool of highly effective teachers in core academic subjects. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: Increase in teacher retention Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Lee High School will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Lee High School will provide multiple opportunities for parents to participate in their child's educational career.

Evaluation Data Sources: Parent Event Documents, Phone Call Logs, Volunteer Reports, PIE Report

Summative Evaluation: None





Strategy 1: Attend monthly PIE meetings, utilize resources for students. Strategy's Expected Result/Impact: Increase in community partnerships through PIE Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Lee High School will host various activities and events for parents, such as grade level meetings, program meetings (AVID, booster club, STEM), college/career readiness meetings, FAFSA night, Senior Experience, ESL Parent Outreach, Fish Camp and test prep meetings in order to encourage parents to participate in their student's high school education. Strategy's Expected Result/Impact: Increase in parental involvement. Staff Responsible for Monitoring: College & Career Counselor Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Lee High School will continue to communicate to parents using weekly newsletters (Week at a Glance), parent emails, IRIS alerts, website postings, Facebook updates and parent conferences/meetings. Strategy's Expected Result/Impact: Increase in parent communication Staff Responsible for Monitoring: Academic Dean Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Lee High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Instructional technology will be used to increase student interest, motivation and achievement.

Evaluation Data Sources: Usage Reports, Training Logs

Summative Evaluation: None

<p>Strategy 1: Teachers will regularly integrate technology tools into their lessons, with a heavy emphasis on iPads and Promethean boards.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Campus Administrators Content Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: We will actively utilize our college/career computer lab, and other labs, to assist with college readiness testing, online application and scholarships.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: College & Career Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: New Teacher Induction training to ensure all teachers meet Apple Distinguished School Criteria.</p> <p>Strategy's Expected Result/Impact: Meet Apple Distinguished Renewal Criteria</p> <p>Staff Responsible for Monitoring: Principal Librarian</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental instructional materials	Bilingual/ESL Funds	\$400.00
1	1	5	Supplemental instructional materials	Special Education Funds	\$400.00
3	1	3	Payroll costs for tutoring	SCE Funds	\$15,000.00
Sub-Total					\$15,800.00
Grand Total					\$15,800.00