Goose Creek Consolidated Independent School District

Robert E. Lee High School

2017-2018 Campus Improvement Plan

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 to inspire students to achieve at their highest level in all their pursuits.

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 1,600 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; 13% African American, 12% Anglo, <1% Asian, and 75% Hispanic. Our gender breakdown is as follows 51% Male and 49% Female. Our socioeconomic status of our campus is currently at 75%.
- 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 Academic Achievement

Student Academic Achievement Summary

- Robert E. Lee High School the last several years has meet the standards as identified by the Texas Education Agency. We have also earned several distinctions during the time when measured against similar high schools in our accountability group. Our student achievement data as of August 2017 states the following 79% passing in Algebra, 88% passing in Biology, 90% passing in US History, 61% passing in ELA I, and 56% passing in ELA II.
- Our ELL students have performed at the following rates 71% passing Algebra I, 61% passing in Biology, 60% passing in US History, 17% passing in ELA I, and 10% passing in ELA II.
- Our African American student population has a higher failure rate, discipline rate, and EOC failure rate above that of other sub groups.
- Need student preparation supporting success on AP tests.
- Teacher working as singleton in AP course planning and review of assessments. Supporting various level of needs while addressing essential standards for core tested areas if applicable.
- Develop targeted instructional support for after-school tutorials by teacher(s) while having access to transportation home for identified students that need additional support within and outside of the school day for re-teach and remediation support.

Student Academic Achievement Strengths

We see tremendous growth in our Algebra I EOC scores. Specifically, we see growth over the last three years in our first time test takers, Hispanic, Economically Disadvantage, ELL, and at-risk sub-populations of our students.

While Biology has not seen the growth over the last three years that Algebra has seen we have maintained a strong passing rate for first time test takers.

Students who are scoring in the advanced ranges in our EOC tests have dramatically increased. Our data shows that in Algebra we have increased from 9% advanced to 19% this past year. Biology shows an increase of 15% to 17% passing advanced status. In US History, we have gone from 20 to 25% passing with advanced scores. English Language Arts I has stayed the same but we have seen modest gains in ELA II.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 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. **Root Cause**: An inconsistent systematic intervention system for struggling students where they also are in need for adult positive interactions such as mentors.

Problem Statement 2: African American performance in ELA I has declined from a high of 64% passing in 2015 to our currently levels of 37% passing.

Our ELL students are also in crisis with current passing levels of 17%. **Root Cause**: An inconsistent systematic intervention system for struggling students who also need mentors. ELL students need specific targeted interventions for language acquisition.

Problem Statement 3: 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 with a current passing level of 10%. **Root Cause**: An inconsistent systematic intervention system for struggling students who also need mentors. ELL students need specific targeted interventions for language acquisition.

School Processes & Programs

School Processes & Programs Summary

Teachers believe that the district scope and sequence documents are well aligned with both instructional and assessment needs. Rigor and Relevance are clearly expressed expectations in district curriculum and assessment documents as well as campus leadership expectations. Campus leaders ensure instruction is appropriate and rigorous. There are district created and administered assessments 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 in Algebra, Biology, US History, and ELA. 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.

In terms of staff recruitment and retention, like any organization we have our challenges and strengths. We are happy to recognize the staff's continued commitment to being recognized as an Apple Distinguished School as well as a T-STEM Designated Academy through TEA.

In terms of our programs we have a three pronged focused.

- PBIS
- PLC
- WICOR/AVID
- Apple Distinguished
- 1 to 1 iPad for students and staff
- T-STEM Designated Academy
- College and Career Preparation

We recognize that we have a need to lower student discipline and increase student attendance through our work with PBIS. We are lacking the funding and flexibility to incentivize rewards for our students in the attendance and academic areas.

We need a more focused effort for ELs in reading labs that target each students current reading level. We need a leveled reading library with professionally trained staff with ongoing training.

Many of our students such as our African American sub-group are lacking a connection with the school. We strive to implement mentoring programs as well as academic programs such as AVID to target the needs of these at-risk youth. Resources to fully furnish our mentoring program with incentives and emotional and social supports where all students can have access to these services is an area of need. We also need additional resources to accommodate the high volume of needs at REL.

School Processes & Programs Strengths

In terms of our programs we have a three pronged focused.

- PBIS
- PLC
- WICOR/AVID
- Apple Distinguished
- 1 to 1 iPad for students and staff
- T-STEM Designated Academy
- College and Career Preparation

Our strengths are centered on making the above list a reality for our students each and every day.

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.

Additional 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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 Source(s) 1: STAAR, TELPAS, Advanced Placement, TSIA, PSAT, and ACT Reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Level III performance on CBAs and benchmarks will be monitored and reviewed with the faculty.	Content Specialists Administrators Academic Dean	Increased Level III performance			
2) Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses.	Campus Administration Counselors Content Specialists	Increased first time passers. Students completing preparation courses.			
3) At risk students will be targeted into remediation.	Counselors Campus Administrators	Targeted intervention through assigned remediation courses.			
4) We will continue to implement an after school tutorial program which targets students who are at risk of failing classes or the EOC exams.	Content Specialists Campus Administration	Reduced failure rates in core tested areas.			
	Problem Statements: Student Academic Achievement 1, 2, 3				
	Funding Sources: Coordination of Local and State Funds - $30,000.00				
5) 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.	ELL Administrator ESL teachers	Increase in TELPAS proficiency			
	Funding Sources: Coordination of Local and State Funds - $400.00				
6) 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.	SPED Administrator	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.			
	Funding Sources: Coordination of Local and State Funds - $300.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 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. **Root Cause 1**: An inconsistent systematic intervention system for struggling students where they also are in need for adult positive interactions such as mentors.
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Problem Statement 3: 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 with a current passing level of 10%. **Root Cause 3**: An inconsistent systematic intervention system for struggling students who also need mentors. ELL students need specific targeted interventions for language acquisition.

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 Source(s) 2: National Clearing House Reports, CTE Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 100% of seniors at Lee High School will complete an online college application	English IV teachers, College & Career Counselors	Online reports of seniors applying to a college, technical school or university.			
2) Continue to increase the percentage of students taking Dual Credit and Advanced Placement classes at Lee High School.	College & Career Counselors, Academic Dean, Campus Administration	Dual Credit/AP course offerings report; Dual credit/AP student enrollment increase in numbers			
3) Increase AP performance to 25% of all student making 3s or higher.	Principal, Academic Dean	AP meetings; clear guidelines for goals and expectations with AP team			
4) All juniors and seniors at Lee High School will take at least one college preparation/entrance exams (ACT, SAT, PSAT, TSIA).	College & Career Counselor, Academic Dean	SAT, PSAT, ACT, TSIA reports			
5) Lee High School will increase the number of students who are served in AVID.	AVID teacher, Academic Dean, Administrator, Campus Administration	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			✖
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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

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

 Evaluation Data Source(s) 1:

 Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) PLC Process implementation and collaboration	Campus Administrators Content Specialists	Improved student performance. Master schedule PLC time in all EOC areas.			
2) PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs.	Content Specialists Campus Administration	PLC time devoted to data talks regarding student achievement.			
	Problem Statements: Perceptions 1				
3) All Lee High School faculty will regularly use WICOR strategies and technology integration in order to increase the rigor of their lessons.	Content Specialists Campus Administrators Academic Dean	Increase in student achievement			
4) Provide professional learning to faculty members throughout the year on WICOR strategies, with a heavy emphasis on the reading-writing connection to learning.	Content Specialists Campus Administrators	Increased writing samples across the campus			
5) Teachers will participate in professional learning on reading and writing strategies, led by a qualified reading/writing specialist and AVID Site Team.	Campus Administrators	Teachers will incorporate writing strategies in their classrooms and produce student samples.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Maintaining ongoing training and implementation of PLC, WICOR/AVID, and PBIS supports. **Root Cause 1**: Teacher turnover and high mobility contribute to inconsistencies and ease of implementation.

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 Source(s) 1: PBIS Reports, Attendance Reports, Failure Reports, and Discipline Reports
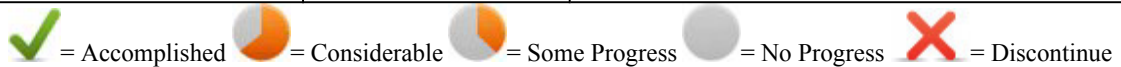
    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Incentivize attendance	Campus Administrators	More students on time to class; fewer students in the halls during the beginning and end of class. Improve ADA			
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.	Counselors Academic Dean Testing Coordinator Campus Administrators	Increase in graduation rate, credit and attendance data, and home visits			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 Source(s) 1: Discipline Reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All teachers and administrators will follow the campus discipline management process and code of conduct.	Principal	Reduced discipline referrals by teacher or grade level.			
2) Teachers and administrators will enforce Gander PRIDE: Prepare for Success Respect for All Integrity Determination Engagement	Principal Administrators	Training at Back to School orientation completed, PBIS lessons completed			
3) Through the use of Gander Bucks for positive incentives, all faculty will implement the elements of the PBIS (Positive Behavioral Intervention & Support) system.	Principal Academic Dean	Reduction in discipline referrals			
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. Senior wall of fame), recognizing teacher accomplishments in faculty meetings, Student Choice awards given to teachers at faculty luncheon, community tailgating events, Lee Walk at feeder pattern schools, spirit decorations, college/career readiness and spirit videos for students and parents, senior graduation walk video at feeder pattern schools, and providing opportunities for wearing spirit apparel.	College & Career Counselor Campus Administrators	Increase in school spirit and morale			
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ◯ = No Progress ✖ = 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 Source(s) 1: Certification data and Teacher Retention Reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs (when applicable) and recruit early from a pool of highly effective teachers in core academic subjects.	Campus Administrators	100% highly effective staff roster			
2) Assure all assignments and re-assignments are filled with highly effective staff	Campus Administrators	100% highly effective staff roster			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Campus Administrators	Increase in teacher retention			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = 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 Source(s) 1: Parent Event Documents, Phone Call Logs, Volunteer Reports, PIE Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend monthly PIE meetings, utilize resources for students.	Campus Administrators	Increase in community partnerships through PIE			
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, and test prep meetings in order to encourage parents to participate in their student's high school education.	College & Career Counselor Campus Administrators	Increase in parental involvement.			
3) Lee High School will continue to communicate to parents using weekly newsletters (Lee Weekly), parent emails, IRIS alerts, website postings, Facebook updates and parent conferences/meetings.	Academic Dean Campus Administrators	Increase in parent communication			
✓ = Accomplished ◓ = Considerable ◓ = Some Progress ◯ = No Progress ✗ = 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 Source(s) 1: Usage Reports, Training Logs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will regularly integrate technology tools into their lessons, with a heavy emphasis on iPads and Promethean boards.	Principal Academic Dean Campus Administrators Content Specialists	Increase in student achievement			
2) We will actively utilize our college/career computer lab, and other labs, to assist with college readiness testing, online application and scholarships.	College & Career Counselor	Increase in student achievement			
3) Use of Tech Lunches to share technology tools useful in the classroom by providing targeted professional learning on i Pads and Promethean boards throughout the school year (at least once a grading period).	Academic Dean	Increase in student achievement			
✔ = Accomplished　 = Considerable　 = Some Progress　 = No Progress　✖ = Discontinue					

Campus Funding Summary

Coordination of Local and State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Payroll costs for tutoring	SCE Funds	$30,000.00
1	1	5	Supplemental instructional materials	Bilingual/ESL Funds	$400.00
1	1	6	Supplemental instructional materials	Special Education Funds	$300.00
				Sub-Total	$30,700.00
				Grand Total	$30,700.00

Addendums

May 15, 2017

Content Specialist Meeting.
K. Bouillion-ELA
A. Higdon-SCI
J. Edmiston-Math
M. Galloway- SS
L. Cushman-LOTE
R. Rocha
B. Aiken
L. Yarbrough
M. Davis
M. Stewart
J. Farnsworth
K. Fox

Department Awards
    Certificates
    Presenter(s)

CNA

Target=why
Explain cna

Create posters for each explanation color stickies per content

Sit and group work on 8 domains w expectation of completion date. Assign contents

Posters. Next plc bring team for additions

Vision ofleadership=graphic of all seeing eye. No 1 collective knows all. Greater than sum of parts. Need faculty.

Agenda

CNA>CIP
All implied needs strengths or future funding must be identified in CIP.
Who are we? (Demographic
How well do we do business? (Perceptions)

How are our students doing? (Student Achievement)
What are our procedures, methods and practices? (Processes and Programs)

1.   Strengths
a.   Campus Strengths on stickies-BIG data
b.   Campus Needs on stickies-prioritize to be included in CNA
c.   Group assemble poster in front of room
2.   Framework
a.   Review large posters add in data provided from previous 8
3.   Gallery Walk Program Evaluations

Notes:
Set time to reconvene to complete
Awards spreadsheet completion
Exemptions