Goose Creek Consolidated Independent School District

Robert E. Lee High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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

Needs Assessment Overview

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, and 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: 14% African-American, 13% Anglo, <1% Asian, 73% Hispanic, 51% male and 49% female with a socioeconomic status of 75%.

The staff population is 18% African-American, 63% Anglo, 3% Asian, 13% Hispanic, 3% 2 or more races, 40% male and 60% female.

The overall mobility rate for the campus is approximately 21%, with a drop-out rate of 2%. The average daily attendance rate for students is 93%. The average daily attendance rate for staff is 93%.

Demographics

Demographics Summary

We are a comprehensive high school located in Baytown, TX. We have approximately 1600 students from grades 9-12. Our student population is 73% Hispanic, 14% African American, and 13% White. Our student population qualifies at a rate of 75% free/reduced meals. We also have approximately 52% of our student population categorized as "At-risk".

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 very rich legacy of excellence. Much of the community can trace their high school experience to Robert E. Lee High School. In 2013, REL HS 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.

Demographics Needs

Over the last decade the student demographics have shifted dramatically. Many of our staff members who have taught at REL HS for many years have witnessed these changes. Currently, our staff demographics do not mirror the student demographics. This can be a potential barrier although the staff that have remained do not see this as a deficit. Much of our attendance zone is a lower income part of town. The parents/guardians of our students work a tremendous amount to support their families. We need to do a better job at reaching out to our parents to bring them up into the school as more active participants. We are striving for more diversity within our staff.

Student Achievement

Student Achievement Summary

- Robert E. Lee HS, the last several years has MET the Standard as defined by the Texas Education Agency. We have also earned several distinctions during that time when measured against other similar high schools in our accountability group. Our student achievement data as of August 2016 states the following:
  - 70% passing in Math/54% passing in Reading/81% passing in Science/86% passing in Social Studies
  - Our ELL students have performed at the following rates: 53% passing in math/25% passing in reading/57% passing in science

Student Achievement Strengths

- Our ELL students in science are outperforming the other two high schools in the district. Our special education students are outperforming the other two high schools in reading.
- According to our 5 and 6 year graduation rates we are at or above the district average. We have consistently done a better job at keeping potential drop outs and helping them progress towards graduation.
- When we are measured against our comparison groups we have received a math distinction and a science distinction.

Student Achievement Needs

- According to the metrics for Index 1 LEE HS is rated third from the bottom in the district. We are the lowest of the three high schools.
- According to the metrics for Index 2 LEE HS is rated second from the bottom compared to the district. All three high schools were at the bottom.
- Our four year graduation rate according to the class of 2015 longitudinal summary has us listed at a 91.4% graduation rate but when adjusted for the foundational graduation plan is measured at 83.3%.

School Culture and Climate

School Culture and Climate Summary

Overall it is a very positive campus. The staff that are here choose to stay at Lee because of the family atmosphere. There is a strong desire to follow the legacy of "Once a Gander Always a Gander". Several years ago when the campus was labeled academically unacceptable the students and staff rallied together to improve student achievement. The students point out that the care they feel from the staff is a huge element year after year.

School Culture and Climate Strengths

- Caring Environment
- Family oriented
- Welcoming front office
- Teachers and Staff will go the extra mile for students

School Culture and Climate Needs

- Lack of parent involvement
- Improve our image across Baytown, poor perception outside of Lee attendance zone.
- More frequent student recognition
- More staff recognition
- Improve student attendance, excessive tardies and absenteeism

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Like any organization we have our pros and cons. We are happy to recognize the staff's continued commitment to being recognized as an Apple Distinguished School and learning how to make technology an increasing part of our instructional roles and using it to engage our students to improve their retention of the materials taught.
- We historically have a low turnover rate at REL, most moves are due to promotions and advancements in the careers of the staff that work with us.
- One of the areas that needs to be addressed the most is mentoring our new teachers and helping them to learn the ways of REL.

Staff Quality, Recruitment, and Retention Strengths

- The Staff at REL are a committed staff that are willing to work hard for their students and fill in the gaps where the students need extra assistance, whether personal or educational, the staff or REL is there for our students. We are a technology rich group of adults that are striving to find ways to assist our students to learn and to prosper in the digital world. We work hard to maintain the high standard of success and pride that is required for the Gander Family.
- As a Gander Family our motto is "Once a Gander, always a Gander" so we find that many Ganders want to return to the campus to inspire students that the were once part of. We take pride when we are able to hire a former student. Most of our turn over comes from promotions and other advancements, most of our Gander staff like to be here and do not have plans to leave.

Staff Quality, Recruitment, and Retention Needs

- An area that we need to strengthen is our mentor program. Many of our new teachers are spread around the campus and often find that their mentor is not in the same area. Therefore they do not get the one-on-one assistance that they really need. We have plans to schedule New Gander meetings throughout the year to help those teachers stay on course, get the assistance that they need, have a forum to ask questions and to feel the support that a new teacher requires.
- Another area that we will continue to make improvements in is our technology integration. We are always finding new ways to improve our efficiency using technology tools that are here for us. This demonstrates our commitment to continue our reputation as an Apple Distinguished School.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers believe that the district's 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 and through 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 teams. Data and feedback are available immediately due to the use of Eduphoria, making it easy for teachers to analyze data and adjust instruction. Planning is done in teams whenever possible, and certainly at tested levels. There was wide variation in the degree to which teachers expect students to develop goals, the types of goals encouraged, and the monitoring of achievement of those goals. Most teachers have participated in at least some degree of sheltered instruction training and attempt to use the strategies learned with those students. The action plan which we have developed for curriculum and instruction will address system safeguards.

Curriculum, Instruction, and Assessment Strengths

As strengths, teachers mentioned curriculum documents that are clear and well-aligned with instructional needs. The use of WICOR by many teachers was identified as an area that has helped build rigor campus-wide. Teachers have appreciated having the ability to create and score assessments on campus with Eduphoria and the ease with which they can access and analyze that data. The iPad initiative has provided numerous opportunities for engagement, increasing relevance, and organizational skills. In many areas, the use and analysis of regular team-created assessments was beneficial. The greatest strength mentioned by teachers was the dedication and flexibility of our staff and the support for programs and interventions in all areas of student need.

Curriculum, Instruction, and Assessment Needs

Many teachers mentioned that there were a lot fewer administrative walk-throughs this year and felt we need to increase those walk-throughs in an effort to monitor instruction as well as to improve student behavior. Teachers felt that clear expectations regarding planning and assessment were needed and expressed concern that those expectations would be very challenging to achieve with the loss of PLC time. The need identified most frequently was to ensure that the data we are collecting is being put to use in driving instruction - many teachers expressed frustration that we seem to be bogging ourselves down with constant testing and accumulation of data, but that the data does not seem to be having a consistent and real impact on planning or instruction.

Family and Community Involvement

Family and Community Involvement Summary

At REL our Alumni are proud to be Ganders and come back to campus for events on a regular basis. Our students that currently attend REL are glad to be here and love the campus. Our goal is to increase parent involvement and awareness in their students' education. We want to have a more involved population that we can work to involve in everything we do we strive for a welcoming environment, whether it be open house and football games, or just being available for parent meetings and knowing what your student is doing at school each day.

Family and Community Involvement Strengths

- The community surrounding REL is proud to be part of the Gander Family. We have alumni that come to us and brag about their times at Lee High School and love to tell stories about those times. Additionally, we have pockets of involved families of current students, the same parents attend open house that came to the freshman parent meeting. These families also come to the football games, carnival, and other school-wide events.
- We host a Lee Walk each year to involve the elementary age students and know that they are Ganders too and will be at REL in the future. We planned a Senior Walk in May 2016 to walk our Gander graduates through the halls of the area elementary schools so that they can see what a graduate is and where we hope they will be in a few short years. We also host a REL Facebook page that has over 1000 likes and we have more and more parents, students, and alumni commenting and viewing our Gander activities each week.
- This year we were excited to see the largest turn out for Fish Camp in the past years with approximately 200 incoming freshman.

Family and Community Involvement Needs

We need to find ways to get more families involved here on the campus. Our turn out for open house has historically been low, parent meetings have been previously hosted with only 10-12 parents in the audience. We want to find ways to express to our families that we want them here and want them to know what is happening at REL each day.

School Context and Organization

School Context and Organization Summary

The current situation at REL is that we are working with a blue collar campus, with a high percentage of low SES students in conjunction with a caring, dedicated, veteran staff. We have a three pronged focus; to develop and implement PLCs to impact our professional expectations; have a Positive Behavior Intervention and Support (PBIS) plan in place to support our behavioral expectations; in addition to an instructional expectation to focus and work on reading and writing through the use of WICOR strategies, as developed through AVID.

School Context and Organization Strengths

The campus's PLC framework has been established with level leaders, norms, and PLC time built into the master schedule. Each administrator has been assigned to oversee each department to insure that PLC conversations are focused and productive. The Instructional Leadership Team has determined that the core content, EOC test subjects will complete two Common Formative Assessments each month and will place them in Eduphoria for analysis, during the designated PLC times each day. The primary purpose is to help focus on student achievement and maintain high expectations and performance levels.

School Context and Organization Needs

What we need is the ability to focus our PLC expectations to ALL content areas and allow all teachers to have an impact and in carrying the weight of the reading and writing needs of our student population. The core content teachers work hard and the rest of the campus is quickly learning how to have a positive influence on the writing initiatives of the campus.

Technology

Technology Summary

- Lori Roberts & AP Digital Learning have assisted in this area with:
    - Clear standards are needed for computer maintenance
    - Specialized training will be needed per department
    - Continue staff development on campus with teacher leaders
    - Set small PLCs
    - Student led technical support before, during and after lunch, held in the commons.

Technology Strengths

Recognized as an Apple Distinguished School for 2015-2017 teachers are eager to implement. This year the REL ILT members want to continue to focus the master schedule towards small group instruction. That is proven to be effective with at-risk students, provided we can remain staffed as we are. Additionally, the staff is committed to continuing the use of WICOR strategies to increase student engagement and retention of knowledge. At the same time these strategies increase reading and writing practice time that benefits our student across all disciplines. Additionally, we provide after-school tutorials for students each day with a bus to take them home in the afternoons. We are adopting an AVID model of Peer-Tutoring to assist during the tutorial times and hopefully increase student participation and achievement.

Technology Needs

We are proud to be able to announce that we have been selected as an Apple Distinguished School for 2015-2017 and we will become a model for other schools to observe what we do at REL and how we integrate technology into our everyday instruction. At the same time we know that we have to continue this climb to keep our designation and to continue to be an example to others.

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

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 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
- 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
- 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 Involvement Rate

Support Systems and Other Data

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

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 performance to the following: Algebra I-83% (increase in 5 pts.); Biology-98% (increase in 4 pts.); Reading/Writing I-65% (increase in 7 pts.); Reading/Writing II-60% (increase in 7 pts.); and US History 95% (increase in 3 pts.)

Summative Evaluation: Student Assessment Data as measured on the STAAR, Advanced Placement, TSIA, PSAT, ACT, and any other data that would be applicable.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 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, Academic Dean, Principal	Walkthroughs; training agendas; increase in student scores; student samples of reading and writing assignments; department meetings			
2) We will continue to implement an after school tutorial program which targets students who are at risk of failing classes or the EOC exams.	Academic Dean, English Specialist	Tutorial logs; sign in sheets; increase in EOC scores.			
3) Schedule students in need of retaking and passing their EOC exams into remediation EOC Preparation courses.	Administrators, Counselors, Content Specialists	Walkthroughs and monitoring of interventions; formative assessment data			
4) Teachers will participate in professional learning on reading and writing strategies, led by a qualified reading/writing specialist and AVID Site Team.	Administrators	Training agendas, walk-throughs, department meetings, implementation of learned strategies			
5) We will continue to implement a targeted writing initiative for at risk students, which includes a Reading I class for at risk freshmen, ongoing collaboration between English and Social Studies teachers (WRISS: Writing and Reading in Social Studies), and a school-wide writing lab.	English I teachers, Academic Dean, Administrators, AVID Coordinator	Continual walkthroughs; lesson plans; sign in sheets for the writing lab			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✖ = 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.

Summative Evaluation: We monitor our students longitudinally through national clearing house data. CTE monitors graduating seniors for job placement and technical schools.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Dual Credit/AP course offerings report; Dual credit/AP student enrollment numbers			
3) Increase AP performance in 2016-2017 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 students, especially juniors and seniors, will utilize the College/Career center to complete a comprehensive individualized post secondary plan.	College & Career Counselor, Academic Dean	Reports for Naviance; agendas; lesson plans and advisory lessons			
5) 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			
6) Lee High School will increase the number of students who are served in AVID.	AVID teacher, Academic Dean, Administrator	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 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 3: Lee High School will increase the percentage of students meeting Level III (advanced performance) to the following: English I-5% (from 2.3%); English II-5% (from 1%); Algebra I-6% (from 2.9%); Biology-12% (from 7%); US History-13% (from 8%).

Summative Evaluation: STAAR level III student data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, 504 At-Risk Coordinator	Sign in sheets and agendas from meetings; content specialist meetings with Level III performance on agenda			
2) All Lee High School faculty will regularly use WICOR strategies and technology integration in order to increase the rigor of their lessons.	Content Specialists, Administrators, Academic Dean, 504 At-Risk Coordinator	Agendas, sign in sheets for professional learning, consistent training opportunities for all faculty members in WICOR and technology strategies-training will occur throughout the year in faculty meetings and departments			
3) Provide Pre-AP/AP Summer workshop for students.	AP teachers, Administrators				
✔ = Accomplished ◗ = Considerable ◖ = Some Progress ● = No Progress ✖ = 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 4: Lee High School will increase the number of System Safeguards that are met by closely monitoring targeted student groups.

Summative Evaluation: STAAR, CBA, TELPAS, and Benchmark assessments. We will also look at common formative assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) At risk students will be targeted into remediation classes with specific teachers to address their specific needs using Read 180 and Intervention By Design resources.	Counselors, teachers, administrators	Lessons, meeting agendas, sign in sheets, test scores			
2) 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 Administrators, ESL teachers	TELPAS scores, observations of SIOP strategies, responsible student checklist completed			
3) We will continue our Special Education monitoring system by ensuring that teachers are closely monitoring their responsible students and are regularly using co-teach 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.			
✔ = 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.

Summative Evaluation: PLC process implemented to accurately track teacher planning, and administrator walk-throughs. We will also implement common formative assessments in all EOC tested areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walkthrough program requiring five observations each week.	Principal, Academic Dean	Charts from walkthrough data; presentations to faculty regarding walkthroughs			
2) All teachers will follow the GCCISD grading policy. A grade monitoring system will be implemented to ensure that all teachers are entering the correct amount of grades in a timely manner.	Principal, Academic Dean, Data Processor	Grading period reports indicating few/none instances of neglect (fewer than 5% of teachers out of compliance)			
3) Counselors and teachers will help increase the passing rates by monitoring failing grades and student absences. Counselors will meet with struggling students individually and coordinate an action plan for student success.	Counselor, Assistant Principal	Reduction in the number of students failing one or more classes; increase in the passing and attendance rates; counselor portfolios			
4) EOC tested areas will evaluate common assessment data in level meetings at least once a grading period; teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps and future goals.	Academic Dean, Content Specialists, Administrators	Student group scores; increase in identified strategies or focus; increase in scores; meaningful action plans based on data			
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Goal 2: Lee High School will provide a well balanced and appropriate curriculum to all students.

Performance Objective 2: Subject level teams will collaborate on a regular basis to ensure they are effectively planning their lessons.

Summative Evaluation: Master scheduled has allotted for PLC time in all EOC areas. PLC planning tools will be collected as well as Content Unit Plans.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Level leaders will create and follow a planning schedule with their teams.	Academic Dean, Content Specialists, Administrators	Lesson plans; planning calendars; planning reflections			
2) Teachers will collaboratively plan, implement and reflect on lessons which have been designed by their team.	Academic Dean	Completed and submitted weekly lesson plans; walkthroughs and monitoring of team lessons			
3) EOC courses will have a PLC teaming period built into the master schedule.	Academic Dean, Administrators	Master Schedule			
4) All subjects will be scheduled for common conferences to facilitate planning & collaboration.	Academic Dean, Administrators	Master Schedule			
✔ = 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 3: We will continue to implement structures that ensure the GCCISD curriculum is being effectively taught at Lee High School.

Summative Evaluation: Administrators will monitor weekly PLC planning meetings, walk-through data, lesson plans, and content unit plans accounted for.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) All teachers will display daily content and language objectives in their classrooms, which align to the GCCISD curriculum. Teachers will be highly encouraged to use an essential question to guide their daily lessons.	Administrators	Walkthrough data; lesson plans			
2) All teachers will provide lesson plans at the beginning of each week, which align to the District's curriculum guides.	Principal, Academic Dean, Administrators	Implementation of lesson plans; alignment of lessons to District curriculum			
3) All teachers will regularly implement instructional strategies that increase student engagement and rigor in their classrooms. We will continue to use the WICOR framework to lead this initiative.	AVID site team, Administrators	walkthroughs, training agendas, sign in sheets			
✓ = Accomplished ◓ = Considerable ◒ = Some Progress ○ = No Progress ✗ = 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.

Summative Evaluation: PBIS has been implemented to reduce tardies and discipline data will be evaluated routinely, along with failure rates, conference summaries.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Consistently implement our system for tardy students: sweeps will occur at each grade level office, teachers will be assigned to sweep students during the 1st five minutes of conference, and a strict policy of no passes during the first and last 10 minutes of class time will be enforced.	Administrator	Fewer sweeps; more students on time to class; fewer students in the halls during the beginning and end of class			
2) Provide a variety of credit recovery opportunities for students at risk of not graduating, including Odyssey class, attendance recovery, creative scheduling to meet the needs of at risk students, and recommendations of the SST Team.	Counselors, Academic Dean, Testing Coordinator	Graduation rate; credit and attendance data; home visits; conferences			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = 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 2: Continue to implement a process at Lee High School that improves the ability of faculty to monitor student progress, credits, and state testing performance.

Summative Evaluation: PLC process of collaboratively planning and looking at student data from Eduphoria through common assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) All core teachers will use Eduphoria Aware in order to understand their student's historical performance on state assessments and be able to monitor academic progress throughout the year.	Academic Dean, Administrators	Department meeting minutes; Eduphoria Aware training; completed requirements in data room			
2) An individualized intervention plan will be created for all students at risk of dropping out or not graduating from Lee High School by the SST Team.	Counselors, Administrators, Testing Coordinator	Documented home visits; documented action plans			
✔ = 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.

Summative Evaluation: PBIS implementation will lower the number of discipline referrals. We will monitor every 6 weeks to evaluate trends.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) All teachers and administrators will follow the campus discipline management process and code of conduct.	Principal, Administrators	Discipline referrals by teacher or grade level; discipline policy; Student code of conduct			
2) All faculty members will be highly visible throughout the year for morning duty, passing periods, sweep duty, and after school duty.	Prinicpal, Administrators	Training agenda; sweep policy; duty roster			
3) All faculty will be cognizant of the campus and district emergency crisis plans.	Principal, Administrators	Training agenda; sign in sheet; completion of drills and training			
4) All faculty will implement the elements of the PBIS (Positive Behavioral Intervention & Support) system.	Principal, Academic Dean, Administrators	Through the use of Gander Bucks for positive incentives			
	Funding Sources: Coordination of Local, State, and Federal Funds				
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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

Performance Objective 2: Lee High School will provide a positive campus atmosphere that reinforces high expectations, promotes school spirit and rewards student accomplishments.

Summative Evaluation: Implement PBIS and the ILT developing campus wide student recognition

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 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, Administrators	Announcements, flyers, sign in sheets, timeline of events			
2) All teachers and administrators will consistently enforce Gander PRIDE: Prepare for Success Respect for All Integrity Determination Engagement	Principal, Administrators	Training at Back to School orientation ; advisory lessons to students			
✔ = Accomplished 　◔ = Considerable 　◔ = Some Progress 　◯ = No Progress 　✗ = Discontinue					

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

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

Summative Evaluation: Certification data and teacher turn over rates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs (when applicable) and recruit early from a pool of highly qualified teachers in core academic subjects.	Administrators	Job fair report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff	Administrators	Master Schedule NCLB Audit			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Administrators	Minutes			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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

Performance Objective 2: Lee High School will ensure that 100% of our teachers receive high-quality professional development each year.

Summative Evaluation: District wide academies focused on instructional best practices teachers were required to attend. We also have PLC days every 6 weeks.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Assess the staff development needs of those teachers not meeting HQ standards	Principal	Staff development needs assessment			
2) Develop staff development growth plans (part of HQ intervention plan) for all non-HQ teachers.	Principal	Written HQ Intervention Plan completed for each non-HQ teacher			
3) Conduct mid-year review of teacher staff development hours.	Principal	Staff development report			
✓ = Accomplished ◔ = Considerable ◑ = Some Progress ● = No Progress ✗ = Discontinue					

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

Performance Objective 3: Lee High School will attract and maintain qualified teachers.

Summative Evaluation: Will attend job fairs and work at retaining teachers and we will monitor turn over rates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Select only HQ teachers from the applicant pool.	Principal	HQ Audit Report			
2) Implement a HQ Teacher Intervention Plan for all non-HQ teachers	Principal	Intervention plan submitted to personnel within 6 weeks of hire			
3) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Principal	Submission of campus staffing assignments			
4) Terminate teachers who have not met NCLB requirement by the time required to become highly qualified.	Principal	HQ roster			
5) Encourage all teachers to become ESL, SI, & GT certified.	Principal	Campus ESL and GT certification roster			
✔ = 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.

Summative Evaluation: Sign in sheets at parent events, open house, phone calls, and weekly newsletters.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Grade level offices will routinely ensure the accuracy of student records and contact information.	Administrators	Completed record checks; corrected student records			
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, Administrators, CTE Specialists	Completion and attendance of the following: College night, Career night, Grade level meetings, College Readiness seminars			
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, Website Manager, Administrators	Completed newsletters, IRIS calls, updated website			
✔ = 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 2: Lee High School will continue to build a "family culture" with our stakeholders through faculty collaboration, family communication, and community partnerships.

Summative Evaluation: Lee Walk, Tailgate activities prior to games, and evaluate our annual PIE report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Parent and student meetings will be conducted throughout the year to inform stakeholders about academic strengths, areas of concern, parental support, and student expectations.	Principal, Academic Dean, Counselors, Administrators	Sign in sheets, agendas, presentations			
2) Lee High School and ExxonMobil will actively partner together to serve and support our students/faculty.	Principal, PIE Coordinator	Agendas, budget expenditures, annual PIE report			
3) In order to promote campus-wide community and support, we will strongly encourage faculty members to participate in the following: athletic events, parent/student meetings, faculty fellowships and graduation. Start a Lee Walk to promote community involvement. Involve feeder pattern.	Principal, Academic Dean, Administrators	Sign in sheets, agendas, calendar of events			
✔ = 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.

Summative Evaluation: % of students who have been issued iPads. Learning lunches focused on technology in the classroom. Completed application for Apple Distinguished School.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Administrators, Content Specialists	Lesson plans with integrated technology			
2) We will actively utilize our college/career computer lab, and other labs, to assist with college readiness testing, online application and scholarships, and Naviance activities.	College & Career Specialists	Agendas, sign in sheets, evaluations			
3) Use of Tech Lunches to share technology tools useful in the classroom.	Academic Dean	rosters of attendance in Eduphoria			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					
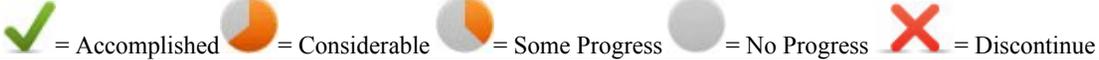
Goal 7: Lee High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 2: We will provide professional development on instructional technology throughout the school year.

Summative Evaluation: PLC Agendas, learning lunch sign in sheets.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) We will provide targeted professional learning on i Pads and Promethean boards throughout the school year (at least once a grading period).	Academic Dean, Administrators	Sign in sheets, agendas			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Joseph Farnsworth	Principal
Administrator	Meg Galloway	Teacher
Administrator	Cap Roder	Academic Dean
Classroom Teacher	Kurt Bouillion	Teacher
Classroom Teacher	Jeanette Edmiston	Teacher
Classroom Teacher	Allison Higdon	Teacher
Classroom Teacher	Trent Manual	Teacher
Non-classroom Professional	Carla Miller	Secretary
Parent	Nancy Hockless	Parent