

Goose Creek Consolidated Independent School District

Robert E. Lee High School

2019-2020 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 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 1,600 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 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).

Student Academic Achievement 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.

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: 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 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 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 4: Maintaining ongoing training and implementation of PLC, WICOR/AVID, and PBIS supports.

Root Cause 4: Teacher turnover and high mobility contribute to inconsistencies and ease of implementation.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: We continue to experience turnover in EOC tested areas.

Root Cause 5: Start times, work load, limited/no stipends for specific high need tested areas.

Problem Statement 5 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) 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
- 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
- Student failure and/or retention rates

- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Revised/Approved: October 07, 2019

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) Masters Level performance on CBAs and benchmarks will be monitored and reviewed with the faculty.	Content Specialists Administrators Academic Dean	Increased Masters Level 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 for specific remediation.	Counselors Campus Administrators	Targeted intervention through assigned remediation courses.			
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.	ELL Administrator ESL teachers	Increase in TELPAS proficiency			
Funding Sources: Coordination of Local and State Funds - 400.00					

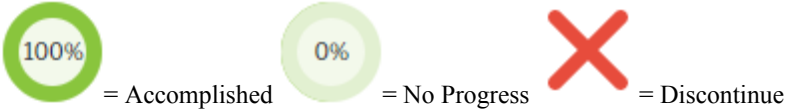
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
5) We will continue our Special Education monitoring system by ensuring that teachers are closely monitoring their responsible students and are regularly using inclusion strategies in the classroom.	SPED 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 - 400.00				

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, Apply Texas Completions.

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 35% 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			
					

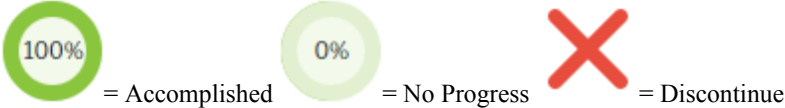
Goal 2: Lee High School will provide a well balanced and appropriate curriculum to all students.

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

Evaluation Data Source(s) 1: PLC process implemented to accurately track teacher planning and administrator walk-through. Common Formative Assessment data review.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Effective PLC process implementation and collaboration.	Campus Administrators	Increased STAAR scores			
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.	Campus Administrators	Improved student performance			
3) PLC teams will utilize student achievement data routinely to monitor progress and curriculum needs.	Campus Administrators	Improved student assessment scores			



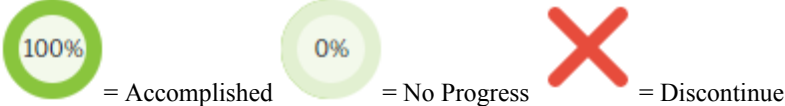
100% = Accomplished
 0% = No Progress
 X = Discontinue

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 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 through PBIS	Campus Administrators	More students on time to class; fewer students in the halls during the beginning and end of class. Improve ADA			
Funding Sources: Local Funds - 5000.00					
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			
3) We will continue to implement a targeted tutorial/intervention program for students who are at risk of failing classes or the EOC exams.	Content Specialists Campus Administration	Reduced failure rates in EOC tested areas.			
Funding Sources: Coordination of Local and State Funds - 30000.00					
					




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 campus incentives in the classroom all faculty will implement the elements of the PBIS (Positive Behavioral Intervention & Support) system.	Principal Academic Dean	Reduction in discipline referrals			
Funding Sources: Local Funds - 5000.00					
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			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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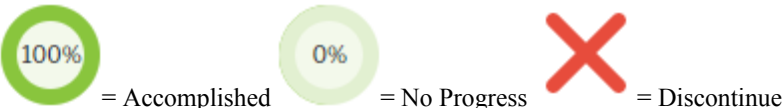
Goal 5: Lee High School will recruit, develop, and retain highly effective personnel.

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			



100% = Accomplished
 0% = No Progress
 X = Discontinue

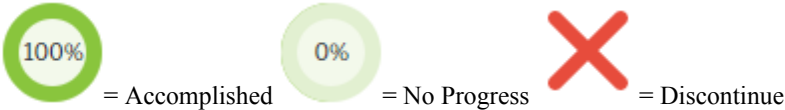
Goal 6: Lee High School will establish and maintain parental and community partnerships in education to enhance student achievement.

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			



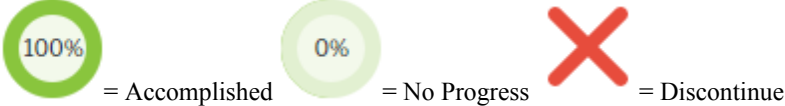
100% = Accomplished 0% = No Progress X = Discontinue

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 iPads and Promethean boards throughout the school year (at least once a grading period).	Academic Dean	Increase in student achievement			
4) New Teacher Induction training to ensure all teachers meet Apple Distinguished School Criteria.	Principal Librarian	Meet Apple Distinguished Renewal Criteria			
					

Plan Notes

Comprehensive Needs Assessment Meetings:

ILT Meetings:

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Joseph Farnsworth	Principal
Classroom Teacher	Brian Walenta	
Administrator	Kim Fox	
Classroom Teacher	Sherry Burr	
District-level Professional	Carling Caldwell	
Parent	Ginger McKay	
Paraprofessional	Jeanna Adams	
Classroom Teacher	M.K. Graves	
Classroom Teacher	B. Hunt	
Business Representative	Hien Cao	Partner In Education Rep.
Classroom Teacher	Chambliss Robert	
Classroom Teacher	A Singh	
Administrator	Owida Dunn	
Classroom Teacher	Katie Ward	
Administrator	Lori Yarbrough	
Classroom Teacher	Robert Poulin	
Classroom Teacher	Lisa Manuel	

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		Campus Funds	\$5,000.00
4	1	3		Campus Funds	\$5,000.00
Sub-Total					\$10,000.00
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	\$30,000.00
Sub-Total					\$30,800.00
Grand Total					\$40,800.00