

Lee Elementary School

Campus Improvement Plan

2020/2021



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Campus Mission

The teachers, staff and families of Russell Lee Elementary School work collaboratively to foster strong social-emotional learning in an arts rich, academically focused environment that results in exceptional educational opportunities for all students.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

High achievement on state assessments, AISD benchmarks and short cycle assessments. Students consistently perform well academically across all subject areas and grade levels. A strong focus on reading instruction has resulted in positive student literacy results and allowed for earlier interventions for students in need. We have achieved an overall grade of A from TEA in Student Achievement with Reading STAAR scores of 72% Meets and 54% Masters - a 4% increase from the previous year.

Student Achievement Weaknesses

Achievement gaps continue to exist between subgroups on state and district assessments. While efforts have been made to address these gaps at all grade levels, the current COVID 19 pandemic has served to exacerbate many of the existing issues facing our students and families. We saw significant gains in Meets (23%) and Masters (20%) scores for African American Students in the area of Reading STAAR. However, an achievement gap still exists and we saw a drop in Meets (10%) and Masters (9%) with Hispanic Students.

Student Achievement Needs

A continuation of efforts to address any and all achievement gaps is required to build on progress made in previous years. Additionally, a newly developed strategic approach is needed to address both historical achievement gaps as well as those created and/or exacerbated by the current pandemic. We will also continue to focus on growth and mastery of IEP goals for students served through Special Education. Reading STAAR scores in that area have been 28% Masters (6% increase) and 16% Masters (3% decrease).

Student Achievement Summary

We will need to draw on the strong academic focus that has served a high number of our students in the past while also looking at innovative ways to address disparities in the performance of different subgroups on state assessments, benchmarks and short cycle assessments. Our efforts in this area will be especially important in a year that is proving to be difficult for all students in terms of academic achievement. School-wide innovations will be necessary as well as a very deliberate analysis of achievement gaps and the evolving ways they will need to be addressed for positive student outcomes.

Texas Education Agency
2019 Accountability Ratings Overall Summary
LEE EL (227901121) - AUSTIN ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		92	A
STAAR Performance	69	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 17.8%)	69	81	B
Closing the Gaps	86	81	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The teachers and staff of Russell Lee Elementary School are a close-knit community of student-centered educators. Typical years include a wide variety of unique educational experiences designed to foster social-emotional learning and an appreciation of different cultures. Our staff and community are collaborating closely to adapt to the current challenges associated with the COVID-19 pandemic. We are able to draw on many of our previously established areas of strength and work together to assist with the evolving needs of our students, staff and families. We established a community food bank early in the pandemic and have worked closely with AISD to meet all technology related needs of our families. The majority of our students are receiving online instruction and our teachers have done an outstanding job of innovating and adapting their practice to meet the varied needs of our students and families.

School Culture and Climate Weaknesses

Each year we look at additional ways to collaborate on the development of our campus vision. Last year we spent considerable time working on a shared vocabulary and a set of campus-wide student expectations. This year the refinement of our shared vision was already going to be an area of focus based upon survey results and the adoption and implementation of new instructional programming at our school. Typically those important collaborative conversations take place as part of our initial week of professional development, but the necessary time and focus were especially challenging given the current effects of the pandemic on campus operations and the need to prepare for online learning.

School Culture and Climate Needs

Within the context of the COVID 19 pandemic, the fostering of a positive school climate and revised vision for learning are more important than ever. Our Leadership Team has worked to offer and promote positive growth opportunities while attempting to maintain a healthy work/life balance for all. This has been especially challenging as the needs of our school community have evolved through the course of this year. Time will need to be designated for deliberate conversations around our school's vision and the ways it can be adapted for online learning while continuing to draw on strengths that already exist within our school community.

School Culture and Climate Summary

This year we will continue to collaborate very closely with our teachers and staff to draw on our strong SEL backgrounds in an effort to not only promote a healthy balance for our students, but also the adults within our school community. We will analyze ways to maximize involvement of all teachers in self care activities, team building opportunities and analysis of our own needs to foster healthy outcomes for all members of our community. Many years have been spent building strong foundations in areas like social-emotional learning, growth mindset and the development of exceptional educational opportunities for our school community. This year we will need to draw on all of that collective work and continue to adapt to meet the needs of our students and families.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)

% teacher turnover

PPFT results for teachers

Staff Quality, Recruitment and Retention Strengths

Russell Lee Elementary School benefits from an incredibly talented group of teachers and staff who approach their work with a student centered mindset. Teacher and staff retention has been a longterm area of strength along with strong levels of teacher experience and a robust hiring process for new teacher talent.

Staff Quality, Recruitment and Retention Weaknesses

We continue to seek out innovative educators to address all student needs on our campus. Ongoing efforts to recruit highly qualified teachers who reflect the make up of our school and district will continue to be a priority.

Staff Quality, Recruitment and Retention Needs

This year we have added teachers at a number of grade levels and subject areas and are working closely with the district to provide the appropriate professional development necessary to welcome them to our school and district. AISD has added a significant number of new information systems and assessment systems this year in addition to our new reliance on BLEND for online education purposes.

Staff Quality, Recruitment and Retention Summary

We are collaborating with district leadership to provide targeted professional development for newly recruited staff members as well as established teachers at our school. This year we are working to achieve a balance between online education resources for our staff and the professional development priorities that we have historically been focusing on as a campus. We will continue to work with AISD and other organizations to offer highly effective professional learning while recognizing the profound need for self care and a strong work/life balance for all educators.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
longitudinal in/out transfers
SEL Implementation Survey results
Staff (TELL) Survey results
Student Survey results

Family and Community Involvement Strengths

Russell Lee Elementary School benefits from a very involved campus community with historically high climate and culture ratings from our teachers and staff. On our most recent Family Survey, the "I am treated with courtesy and respect" question garnered responses for all categories that were 98% or better from 245 respondents. The same was true for the "My involvement in my child's education is welcomed" category as well as a 96% positive Customer Service response. In the area of opportunities offered at our school, all categories were 91% or greater, as were the categories for how students felt about our School Climate. Our local community supports our school received a 99% positive rating.

Family and Community Involvement Weaknesses

Each year we look at additional ways to involve more members of our community in campus organizations and important activities. The importance of this work has never been higher than during the current pandemic, which has adversely impacted families in a number of ways. Our most recent Family Survey results indicated that barriers existed that impacted their participation in district and/or school events or activities. The primary reason given was "Events are held during my work hours" at 58%, followed by "Lack of child care" at 35%. While it is an improvement of 7 percentage points, our Family Survey results indicated that only 78% of our families positively responded to "I am satisfied with the quality of the food services at my child's school". We will continue to work with AISD Food Services and our cafeteria manager on the quality of meal offerings at our school.

Family and Community Involvement Needs

Within the high level of community involvement there will be families and caregivers who are not able to participate due to a number of factors, including the current structure and schedule of meetings and other activities. We continue to analyze ways to maximize inclusion and involvement of all families. This year, these efforts will also focus on technology access for all families as we move the majority of campus activities online. We will continue to assess technology needs for all families.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Russell Lee Elementary fosters a very involved school community with a high participation rate in our Russell Lee Elementary PTA and other campus organizations. Ongoing collaboration with multiple campus and community stakeholders lead to positive student outcomes and will remain an area of focus, especially in light of the realities our families are facing as a result of the current pandemic. We will continue our strong level of collaboration with our school community with a renewed prioritization on including all stakeholders in campus based organizations and activities.

Lee Elementary School

Goal 1. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data Driven Instruction - Adaptation and implementation of data-driven instruction for both online only and in-person learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly collaborative Grade Level Meetings - including Special Education Team members and Intervention Team to review student/family needs and develop comprehensive action plans (Target Group: All,ECD,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2.2,3.3.1,3.2,3.3,4.4.1,5.5.1,5.2,5.3,5.4)	Intervention Staff, Leadership Team, Reading Specialist, Special Education Staff, Teaching Staff, Team Leaders	Monthly	(L)Campus BTO	Criteria: Agendas, Data Action Plans, Student Progress 12/22/20 - Significant Progress
2. Data Days - Campus instructional leaders will review disaggregated data with grade level teams to track and monitor the progress of all students, including prioritized student groups, and develop evidence-based intervention plans. (Target Group: All,H,AA,ECD,LEP,AtRisk,Dys,504) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.2.1,3.3.1,3.2,3.3,4.4.1,5.5.1,5.2,5.3,5.4)	Academic Leadership Team, Assistant Principal, Grade Level Team, Principal, Reading Specialist, Special Education Staff	Middle of school year		Criteria: Benchmark results, STAAR results, MAP Growth results 12/22/20 - Some Progress
3. Teacher Development and Collaboration - Teacher teams have protected time built into the master schedule to meet regularly for in-depth conversations about student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and accelerated learning needs. (Target Group: All,ECD,LEP,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.2.1,2.2,3.3.1,3.2,5.5.1,5.2,5.3,5.4)	Administrators, Grade Level Team, Teachers, Team Leaders	Ongoing	(L)Campus BTO	Criteria: Ongoing meetings and subsequent student outcomes. 12/22/20 - Significant Progress

Lee Elementary School

Goal 1. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.4) RTI for students with learning gaps - Analysis of Response to Intervention and student learning outcomes with a focus on achievement levels across student subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia Intervention Programs Training: Increase number of staff members trained to provide intervention programming to students identified with dyslexia (Target Group: SPED,Dys,504) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.2.1,2.2.3,3.1,3.2,3.3,4.4.1,5.5.1,5.2,5.3,5.4)	Academic Leadership Team, Reading Specialist, Special Education Staff, Specialist Staff	End of school year	(L)Campus BTO	Criteria: Agendas, Data Action Plans and end of year analysis 12/22/20 - Significant Progress
2. Analysis of MAP Growth and Benchmark Test performance of all students with special focus on subgroups and addressing achievement gaps. (Target Group: All,H,AA,ECD,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.1,2.2,3.3,4.4.1,5.5.1,5.2,5.3,5.4)	Academic Leadership Team, Instructional Specialists/Coaches, Reading Specialist, Special Education Staff, Teachers, Team Leaders	Ongoing with end of year	(L)Campus BTO	Criteria: Map Growth and Benchmark Testing results across grade levels 12/22/20 - Some Progress
3. Campus staff will engage in coordinated (PLC and Grade Level Team Meetings) and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. (Target Group: All,H,AA,ECD,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 1,1.2,2.2.1,2.2.3,3.1,3.2,3.3,3.4,4.4.1,5.5.1,5.2,5.3,5.4)	Academic Leadership Team, General Ed and Sped Teachers, Grade Level Team, Principal, Reading Specialist, Special Education Staff	Ongoing/End of year audit	(L)Campus BTO	Criteria: End of year analysis 12/22/20 - Significant Progress

Lee Elementary School

Goal 2. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. Energy Conservation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will work with our CAC subcommittee, PTA and Campus Green Team to implement strategies to reduce energy usage (kBtu/ft20) within our school. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,3,3.1,3.4)	Campus Committees, Green Committee, Principal, PTA	End of school year	(L)Campus BTO, (O)Other	Criteria: AISD Energy Management web page 12/22/20 - Some Progress

Lee Elementary School

Goal 2. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 2. Outdoor Learning Opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will work with our CAC subcommittee, PTA, and Campus Green Team to create and improve outdoor learning spaces at our school. (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1) (ESF: 3.1,3.3,3.4,5.2)	CAC Members, Campus Committees, Principal, PTA	Ongoing	(L)Campus BTO, (O)Other	Criteria: End of year audit of outdoor learning spaces 11/13/20 - Significant Progress (S)

Lee Elementary School

Goal 2. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 3. Water Conservation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will work with our CAC subcommittee PTA and Campus Green Team to implement strategies to reduce water usage (gallons per student) within our school. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,3,3.1,3.2,3.4)	CAC Members, Green Committee, Principal, PTA	End of school year	(L)Campus BTO, (O)Other	Criteria: AISD Energy Management web page 12/22/20 - Some Progress

Lee Elementary School

Goal 3. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Supporting Special Populations - Active monitoring of compliance for 504 and Special Education student requirements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor growth and mastery of IEP goals through the use of Frontline. (Target Group: SPED) (Strategic Priorities: 2,3) (ESF: 1.2,2.2,3.3,5,5.3,5.4)	Administrators, Special Education Staff, SpEd Department Chair	Every Nine Weeks	(L)Campus BTO	Criteria: Frontline IEP goals and objectives 12/22/20 - Some Progress

Lee Elementary School

Goal 4. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our goal is to increase our parent, caregivers, and staff offerings that specifically focuses on cultural proficiency and inclusion, which would be an increase from one that was offered last year. This will be supported by our SEL Specialist and Steering committee throughout the year. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3,3.1,3.3,3.4,4,4.1)	Leadership Team, PTA, SEL Campus Coordinator, SEL Committee	End of school year	(L)Campus BTO, (O)Other	Criteria: Ongoing assessment and end of year audit of offerings 12/21/20 - Significant Progress
2. Facilitate grade level beginning of year caregiver gatherings for adults to come together and build community virtually before school starting. All gatherings held in early September 2020. (Target Group: All) (ESF: 3.1,3.3,3.4)	Leadership Team, SEL Campus Coordinator, SEL Committee	Beginning of school year		Criteria: Surveys and mid year audit of outcomes 12/21/20 - Completed

Lee Elementary School

Goal 4. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize 3 signature SEL practices (Welcoming Ritual, Engaging Practices, and Optimistic Closure) for all campus activities (Professional Learning, CAC meetings, Staff Meetings, caregiver opportunities) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.2,3.3,3.4)	Assistant Principal, Counselor, Leadership Team, Principal, SEL Campus Coordinator, SEL Committee	Ongoing		Criteria: Ongoing with end of year analysis 12/21/20 - On Track
2. Create a New to Lee staff cohort, led by a classroom teacher, to provide space for collaboration amongst the newest staff members in our community. (Target Group: K,1st,2nd,3rd,4th) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.2.1,2.2.3,3.1,3.2,4.1,5.2,5.3)		Ongoing	(L)Campus BTO	Criteria: Ongoing with end of year analysis 12/21/20 - On Track

Lee Elementary School

Goal 4. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create school-wide master schedule for both virtual and in-person learners to engage in Morning Meeting each day with their assigned homeroom teacher (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.2,3.3,5.2,5.3,5.4)	Administrators, Leadership Team	Beginning of year		Criteria: Ongoing analysis of master schedule and necessary adaptations 12/22/20 - On Track
2. Professional Learning at the beginning of the year for adapting established Morning Meeting practices for virtual / blended classrooms (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.2,3.3,5.1,5.2)	Leadership Team	Beginning of year	(L)Campus BTO, (O)Other	Criteria: Surveys and ongoing analysis 12/22/20 - Completed
3. Engage with all staff (classroom teachers, support personnel) in reopening procedures that include trauma-informed practices for responding to new health and safety protocols (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2.2.1,3.3.1,3.2,3.3,3.4,5.2)	Leadership Team, Teachers	Beginning of year		Criteria: Ongoing with end of year analysis 12/22/20 - On Track
4. New to Lee lunches held for all new students to generate additional relationships in the school community. (Target Group: All) (ESF: 1,1.1,1.2,3.3.1,3.3,3.4)		Ongoing based on enrollment		Criteria: Ongoing analysis based upon enrollment 12/22/20 - On Track

Lee Elementary School

Goal 4. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 4. (SEL Critical Practice 4) Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in SEL Seed model campus cohort which requires data driven goal setting. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,3,3.1,3.3,3.4,5,5.1,5.2,5.3,5.4)	Leadership Team, SEL Campus Coordinator, SEL Committee	Ongoing	(L)Campus BTO, (O)Other	Criteria: Ongoing with end of year analysis and yearly evaluation by AISD SEL Department 12/22/20 - Some Progress
2. Discuss student climate survey data with whole staff to target areas for improvement and growth with the school community (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,5,5.1,5.2,5.3,5.4)	Assistant Principal, Counselor, Leadership Team, Principal	End of school year		Criteria: End of year analysis of Student Survey responses 12/22/20 - Some Progress

SY 20-21 CIP Developers List

Name	Position
Gilbert, Leah	School Counselor
Sileo, Caitlin	Assistant Principal
Hewlett, John	Principal
D'Erasmio, Christopher	Teacher
Hoyt, Lisa	CAC Co-chair