

Frenship Independent School District
Reese Education Center
2019-2020 Campus Improvement Plan



Mission Statement

Reese Education Center is committed to deliver quality individualized academic programs that add lifelong value to the students and community. Our campus promotes personal commitment to optimize student potential.

Vision

At Reese Education Center, through dedicated action and quality collaboration of staff and administration, students will engage in rigorous individualized academic programs that add lifelong value to the students and community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Reese Education Center will create a thriving environment where learners maximize their potential and emerge from the classroom as empowered, equipped, and diverse leaders who engage and collaborate to positively impact communities.	13
Goal 2: Reese Education Center will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as; school safety, security, student health, attendance, discipline, and related issues.	22
Goal 3: Reese Education Center will optimize parent and community engagement partnerships through timely communication, participation opportunities and partnerships designed to enhance whole child learning and participation.	27
Comprehensive Support Strategies	28
2019-2020 Site Based Decision Making Team	30
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dropout rate - 2.6%

Attendance rate - 87.1%

Current SPED - 9%

Current 504 - 22%

SPED Drop out rate for 2017-2018 - 13.3%

5yr longitudinal graduation rate - 96.8%

Teacher experience - 100% of staff have more than 5 years experience

Student Teacher ratio - 7.4

83.3% At-Risk students

Demographics Strengths

5yr longitudinal graduation rate - 96.8%

Teacher experience - 100% of staff have more than 5 years experience

Student Teacher ratio - 7.4

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate is below 90% **Root Cause:** Lack of parental support, student priorities, motivation

Problem Statement 2: Dropout rate has increased **Root Cause:** Lack of parental support, student priorities, motivation

Student Academic Achievement

Student Academic Achievement Summary

EOC Results

Biology - 67% approaches, 19.5% meets or above

U.S. History - 97% approaches, 53% meets, 24% masters

English I - 41% approaches, 15% meets or above

English II - 33% approaches, 17% meets or above

Algebra I - 67% approaches, 8% meets or above

Out of 76 graduates, 5% passed all portions of the TSI, 24% passed only ELA, and 5% passed only math

Out of 76 graduates, 0% of students enlisted with the U.S. Armed Forces

Student Academic Achievement Strengths

U.S. History- 97% approaches or above on state assessment

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English I/II had 16% passing rate for meets or above. Passing standard is 44%. **Root Cause:** Low student lexile levels, writing ability is low

Problem Statement 2: Algebra I testers had 8% passing rate at meets standard. Passing standard is 46%. **Root Cause:** Students behind grade levels in math

Problem Statement 3: Student subgroups need to be monitored to ensure classroom grades and testing scores are on track to demonstrate success for each person. Particularly students who are labeled as at-risk, LEP/ESL, 504, SPED or fall into demographic subgroup populations that have been shown to need additional assistance to access of the curriculum. Additional tutorial, personnel units to meet the needs of the student **Root Cause:** time to provide additional tutorials and additional staff

Problem Statement 4: Only 5% of 76 graduates passed all portions of TSI. **Root Cause:** lack of test preparation

School Processes & Programs

School Processes & Programs Summary

100% of staff have more than 5 years of experience.

Student to Teacher ratio - 7.8

SPED/504 - 31.6% of campus population with one special education teacher.

On the We Survey, 74% felt that the the school administration clearly communicates the goals of the school to the staff.

On the We Survey, 83% of staff felt supported to grow professionally. 10% increase from 2016.

On the We Survey, 74% of staff felt that time was available to collaborate with other teachers. 17% decrease from 2016.

School Processes & Programs Strengths

Staff with more experience are better equipped to meet the needs of our At-Risk population.

Small student to teacher ratio allows teacher to provide more individualized instruction to struggling students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: On the We Survey, staff identified lack of time to collaborate. **Root Cause:** not a priority and scheduling

Perceptions

Perceptions Summary

On the We Survey, 96% of staff believe that this school does not give up on difficult students.

On the We Survey, 78% of staff believe that they are expected to use a variety of instructional strategies. 13% decrease from 2016.

On the We Survey, 70% of staff believe that they are expected to have students pass the EOC state assessment their number one priority. 25% increase from 2016.

On the We Survey, 52% of staff believe struggling and disengaged learners receive support necessary to be successful. 12% decrease from 2016.

Perceptions Strengths

On the We Survey, 96% of staff believe that this school does not give up on difficult students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff believes that passing a state assessment is a top priority. **Root Cause:** increased focus on accountability in domain 3

Problem Statement 2: Focus on getting credits instead of learning **Root Cause:** increased focus on graduation rate

Priority Problem Statements

Problem Statement 1: Student subgroups need to be monitored to ensure classroom grades and testing scores are on track to demonstrate success for each person. Particularly students who are labeled as at-risk, LEP/ESL, 504, SPED or fall into demographic subgroup populations that have been shown to need additional assistance to access of the curriculum. Additional tutorial, personnel units to meet the needs of the student

Root Cause 1: time to provide additional tutorials and additional staff

Problem Statement 1 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
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless 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
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: May 08, 2015

Goal 1: Reese Education Center will create a thriving environment where learners maximize their potential and emerge from the classroom as empowered, equipped, and diverse leaders who engage and collaborate to positively impact communities.






Performance Objective 1: We will create and implement challenging and engaging classroom instruction that supports high level of learning for at-risk students.

Evaluation Data Source(s) 1: student completion of courses attempted and EOC scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 1) Incorporate FISD Graduate Profile in all content planning and delivery of instruction		Principal, Counselor, Teachers	Senior student portfolios include elements of FISD Graduate Profile and meet CCMR criteria Senior project consisting of criteria from CCMR standards			
Comprehensive Support Strategy 2) Staff will participate in weekly PLC meetings and district scheduled professional development targeted in best teaching practices aligned to the Tigers Framework and ensuring classroom learning environments integrate collaboration, communication, curiosity, and working within the context in each of the students academic experiences.		Principal, Teachers	State Assessment scores will increase. Graduation Rates will increase. Core Subject Lesson Binders with unit/benchmark assessments			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00, 211 - Title 1, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>Comprehensive Support Strategy</p> <p>3) Provide differentiated interventions for all subject areas with each individual student by monitoring student progress in APEX by tracking student work with Weekly Assignment Goal forms in each class and Progress Reports each grading period ensuring that students complete APEX course work in a timely manner.</p>		Principal, Classroom Teachers, ART (At Risk Team) Interventionist	Increase % of students achieving Meets standard on EOC's, Increase Graduation Rates Improve student success through ART mtgs. and Progress Reports			
<p>Comprehensive Support Strategy</p> <p>4) Maintain a blended learning environment for all students utilizing computer based instruction and effective teaching strategies in a non-traditional academic approach.</p>		Principal, Classroom teachers	Student achievement and academic growth, EOC curriculum/lesson plan binder			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00, 211 - Title 1, Part A - 0.00						
<p>Comprehensive Support Strategy</p> <p>5) Provide intervention and review classes to assist in End-of- Course test preparation classes and RTI time for students in all subjects based on student needs through the ART (At Risk Team) process and/or state and campus assessment data. ART process will be scheduled quarterly or as needed.</p>		Principal, Classroom teachers, English and math interventionist	ART process, Campus/State Assessments, Student schedules, Intervention logs, Individual Student Intervention session notes			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00						
<p>6) Provide training opportunities for teachers and paraprofessionals in researched-based strategies that work with students with disabilities and at-risk students.</p>		Principal, Counselor, Teachers, Behavior Coaches, Community In Schools Interventionist	Increase attendance rate Decrease drop out rate Decrease discipline referrals Increase student achievement			
Funding Sources: 211 - Title 1, Part A - 0.00						
<p>Comprehensive Support Strategy</p> <p>7) Teachers and paraprofessionals will attend professional development training related to T-Tess goals, Tigers Framework, and instructional best practices.</p>		Administration, Leadership Team, Teachers	Increase in student achievement.			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 8) Scheduled time, materials and supplies will be provided to enhance staff PLC sessions focused on "data digs" from unit assessments and benchmark test to create targeted instruction plans based on student achievement goals.		Principal, Teachers	Increase in % of Students Achieving Meet Standards in Domain 3, Data wall of student EOC achievement, Course curriculum binders with unit/benchmark assessments			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00, 211 - Title 1, Part A - 0.00					
9) Recruit, hire, and retain Highly Qualified teachers and paraprofessionals.		Principal	100 % of staff will be Highly Qualified			
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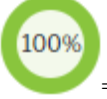


Goal 1: Reese Education Center will create a thriving environment where learners maximize their potential and emerge from the classroom as empowered, equipped, and diverse leaders who engage and collaborate to positively impact communities.

Performance Objective 2: We will create schedules to utilize staff and technology to increase student achievement in RTI, EOC's, TSI, PSAT, and SAT

Evaluation Data Source(s) 2: Campus master schedule/ EOC scores/TSI,PSAT,SAT scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 1) Schedule library time, "family" time, EOC review time, and RTI intervention times for teachers to work with small group of students based on individual student needs.		Principal, Classroom Teachers	Increase % of students achieving Meets Standards in EOC's, Increase Attendance Rate, Decrease Drop-Out rate			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
Comprehensive Support Strategy 2) Incorporate into master schedule time for individual online tutorials utilizing Imagine Math, Achieve 3000, and APEX Texas Tutorials and TSI/PSAT/SAT APEX Tutorials that will target specific EOC objectives and strategies, assist with reading/math interventions, promote reading practice, and prepare students for TSI/PSAT/SAT test.		Administrators, Classroom Teachers, College Prep Teachers	Increase % of students achieving Meets standard on EOC's, Increase % of students passing TSI, Improve student scores in PSAT/SAT			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
TEA Priorities Improve low-performing schools 3) Schedule professional learning opportunities for teachers and administration through collaborative targeted workshops, on-sight visits to other successful DAEP facilities, the best practices for working with student populations at Reese.	2.4, 2.6	Principal	Professional develop records will indicate the caliber of training and the nature to show training to improve the DAEP with best practice standards.			
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - School Improvement Focus and Priority School - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 4) Schedule weekly PLC time, monthly staff meetings, and quarterly ART (At Risk Team) meetings with instructional staff to collaborate and review student achievement data to drive targeted instruction and increase student performance , plan for transitioning of students from year to year, and make decisions about extended school year.		Principal, Counselor, Classroom Teachers	EOC scores will improve, Data wall, Improve staff communication			
5) Provide monthly ART (At Risk Team) meetings with staff to review GT, EcoDis, Homeless, Homwbound, Migrant, Foster, ESL, 504, and SpEd students' instructional needs and accommodations, including TBSI restraint training as necessary.		Principal Teachers Counselor Sp Ed Teacher	Increase Student Achievement			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:







Student Academic Achievement
Problem Statement 3: Student subgroups need to be monitored to ensure classroom grades and testing scores are on track to demonstrate success for each person. Particularly students who are labeled as at-risk, LEP/ESL, 504, SPED or fall into demographic subgroup populations that have been shown to need additional assistance to access of the curriculum. Additional tutorial, personnel units to meet the needs of the student Root Cause 3: time to provide additional tutorials and additional staff






Goal 1: Reese Education Center will create a thriving environment where learners maximize their potential and emerge from the classroom as empowered, equipped, and diverse leaders who engage and collaborate to positively impact communities.

Performance Objective 3: We will facilitate various student activities that guide students toward their CCMR goals.

Evaluation Data Source(s) 3: TSI scores will improve, Senior project, senior checklists

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Continue to utilize computer based instruction APEX and college prep course curriculum to provide required courses for graduation and CCMR requirements.		Principal	Student graduation rates will increase.			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00						
2) Leadership team will attend professional development conference to gain resources to increase College and Career readiness skills for working with an At-Risk population.		Principal	Leadership team will create and implement campus activities to increase college and career awareness with students.			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00						
3) Trained staff members will provide instruction for TSI and college prep courses in reading, English and math.		Principal Leadership Team Classroom Teachers	Increase student achievement scores in TSI, PSAT, SAT, and successful completion of College Prep Course in Math/Reading			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00						
4) Schedule regular opportunities for CCMR activities in TSI, PSAT, SAT testing, senior interviews, and College Prep courses for any student approaching graduation requirements.		Principal, Counselor, College Prep Teachers	Increase # of students taking TSI, PSAT/SAT test, Increase student TSI, PSAT/SAT scores			
5) Staff will collaborate to enhance senior project activity to reflect CCMR criteria.		Principal, English teachers	Improve senior portfolio, Increase graduation rate			
6) Utilize a senior student checklist to make sure that students are completing all graduation and CCMR requirements.		Principal, English Teachers, Counselor	Senior checklist, Increase # of students completing graduation and CCMR requirements			

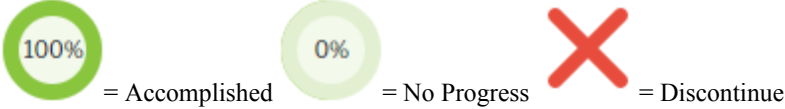
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 7) Implement homeroom "family" class time with a mentoring teacher per "family" to meet individual student needs by providing time for tutorials in TSI, PSAT/SAT, reading time with Achieve 3000/library, and maintain student progress in APEX courses.		Principal Counselor Teachers	Increase student achievement in APEX, Increase student test scores, Improve teacher/student relationships			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Reese Education Center will create a thriving environment where learners maximize their potential and emerge from the classroom as empowered, equipped, and diverse leaders who engage and collaborate to positively impact communities.

Performance Objective 4: We will utilize the position of Math Interventionist to develop and maintain an individualized program specifically designed for students in math curriculum to see an increase in Algebra I passing rate from 8% to 46% of students reaching meets standard.

Evaluation Data Source(s) 4: Algebra I EOC scores.

Summative Evaluation 4:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 1) Improve student performance through specific math intervention identification by using universal screener in math (Imagine Math) and ART referral processes. Structured math intervention for students with performing math skills will be provided by the math interventionist position.		Principal Math Interventionist Classroom Teachers	Continued improvement of Algebra I EOC scores. Improve student achievement in math courses			
	Funding Sources: 211 - Title 1, Part A - 0.00					
2) Provide opportunities for the Math interventionist to work individually and in small groups with students to address their academic gaps through the use of additional resources and supplies.		Principal Math Interventionist	Individual students self-assessment goals will be met.			
Comprehensive Support Strategy 3) Establish student specific intervention via APEX, Imagine Math, and the APEX Texas Tutorials for state assessed students. We will use a universal screener such as Imagine Math as a benchmark tool to assess student math ability level.		Principal Math Interventionist Classroom teachers	Increase % of students in Alg I EOC achieve Meets standards, Increase student achievement in math APEX courses Increase graduation rates			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
						

Goal 1: Reese Education Center will create a thriving environment where learners maximize their potential and emerge from the classroom as empowered, equipped, and diverse leaders who engage and collaborate to positively impact communities.

Performance Objective 5: We will utilize the position of English interventionist to develop an individualized program specifically design for students in English curriculum to see an increase in English I/II passing rate from 15% to 45% of students reaching meets standard.

Evaluation Data Source(s) 5: English I/II EOC Results,
TAPR Report

Summative Evaluation 5:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy 1) Improve student performance through specific reading and writing intervention identification, referral processes, and structured intervention with utilization of the English interventionist position. Students will utilize Achieve 3000 on a weekly basis to improve reading skills as an intervention tool. Achieve 3000 will be used as a universal screener to assess student reading levels of students.		Principal English Interventionist Classroom Teachers	Student lexile levels will increase. Increase % of students in English I/II EOC scores to Meets standard			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
2) Provide opportunities for the English interventionist to work individually and in small groups with students to address their academic gaps through the use of additional resources and supplies such as Achieve 3000 and library books.		English Teachers Administration	Student passing rate for writing portion of English I/II EOC will increase.			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
3) Establish student specific intervention via APEX, Achieve 3000, and the APEX Texas Tutorials for struggling students and dyslexia treatment program for students identified with dyslexia. A universal screener such as Achieve 3000 will be used to assess student reading ability level.		Principal English Interventionist English Teachers	Increase % of students in English I and II EOC to achieve Meets standards, Increase student achievement in English APEX courses Increase graduation rates			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Reese Education Center will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as; school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 1: Reese campus will implement and follow campus safety plans and procedures as established in accordance with required laws to ensure student safety during the 2019-2020 year with 100% fidelity.

Evaluation Data Source(s) 1: Campus safety plans and laws will be followed to ensure safety of students and staff.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Develop a campus emergency operations plan to include a documented campus process for all safety plan and procedures.		Principal, Campus Emergency Response Team	EOP written			
2) Provide professional development for all staff on policy and procedures of the emergency operations plan.		Principal Campus Leadership Team	Campus meeting agendas, sign in sheets			
3) Provide monthly emergency drills on campus.		Principal	Staff and students will gain experience on safety procedures			
4) Develop wellness policy and plan for campus.		Teacher Counselor Teachers	Improve attendance			
 = Accomplished  = No Progress  = Discontinue						





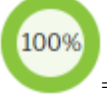


Goal 2: Reese Education Center will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as; school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 2: Reese staff will implement intervention systems in regards to student socio-emotional needs.

Evaluation Data Source(s) 2: decreases in discipline referrals and improvement in student performance

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Promote student awareness of mental health issues such as bullying, suicide, sexual harassment, dating violence, physical and verbal abuse, conflict resolution, abuse and neglect through counseling opportunities, Community in Schools resources, and scheduled student group meetings or assemblies.		Principal, Counselor, Community in Schools Interventionist	Mental health concerns will be addressed by trained personnel			
2) Provide drug free education and awareness program to increase student awareness by providing individual counseling opportunities, small group sessions, and campus assemblies.		Principal, Counselor, Behavior staff	Completion of Drug Awareness program, referral logs			
3) Utilize Community in Schools personnel to partnership with local agencies for pregnancy related services, drug related issues, and other student needs.		Principal, Counselor, Community in Schools Interventionist	Weekly student interventions addressed by trained personnel			
4) Maintain partnership with Communities in Schools to provide a full time social interventionist in order to serve students and their families in areas of need such as anger management, violence prevention and interventions.		Principal, Counselor, Community in Schools Social interventionist	Community in Schools Interventionist is assigned and actively involved in student/parent engagement, regular six weeks meeting agenda, sign in documentation			
Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00						
5) Collaborate with Community in Schools in connecting students and their families with local resources and related services to meet student needs.		Principal, Counselor, Community in Schools Social interventionist	Community in Schools Interventionist is assigned and actively involved in student/parent engagement Regular six weeks meetings held			
Funding Sources: 211 - Title 1, Part A - 0.00						










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
6) Train and implement restorative discipline to address socio-emotional needs of students.		Principal, Counselor, Campus Leadership Team	discipline referrals decrease			
7) Create a master schedule that provides time for staff to mentor a small group of students "families" each day.		Principal	attendance rate will increase and discipline referrals will decrease			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Reese Education Center will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as; school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 3: Our campus will create a positive rewards system to increase student attendance, decrease drop-out rate, and improve discipline.

Evaluation Data Source(s) 3: Discipline referrals, attendance and drop-out rate

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Staff will use Restorative Discipline and create a campus discipline system that provides conflict resolutions for students that will create a school climate that encourages students to follow campus rules, maintain attendance, and not drop out of school.		Principal	Discipline referrals will decrease, Attendance will increase, Drop out rate will decrease			
2) Administrators will implement ABC (Attendance, Behavior, Credits) program to provide positive incentive for students to maintain attendance, follow class/campus rules, and work in class.		Principal, Counselor	Increased attendance rate Reduce Discipline Referrals			
3) Adhere to 90% attendance rule by allowing students to use community service activities to improve attendance percentage.		Principal, Counselor	Students will maintain 90% attendance, community service logs			
4) Schedule Six Weeks Celebration Assemblies for students to recognize 90% or above attendance and students earning 2 or more credits during grading period.		Principal, Counselor	Increase attendance, Increase student achievement, Increase graduation rates			
5) Campus will follow a discipline management policy and procedure that includes student expectations (such as dress code, cell phones, music rules) and provides consequences such as PRIDE program .		Principal Teachers				
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Reese Education Center will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as; school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 4: We will create a campus culture that focuses on high student expectations within a positive and supportive campus climate.

Evaluation Data Source(s) 4: Surveys for students, staff, and parents

Summative Evaluation 4:

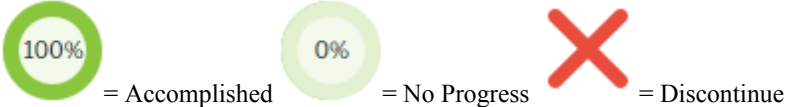
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Monthly staff meetings, student "town hall" meetings and parent events to involve all stake holders to have input on campus activities and prevent student from dropping out of school.		Administration Teachers	Improved communication between staff, students, and parents. Decrease student drop-outs			
2) Leadership team meetings to schedule six student fun days		Administration Leadership Team	positive school climate among students			
3) Create a library space for students to collaborate, research, and read		Principal	positive learning environment and climate for students			
4) Create a positive learning environment through motivation posters for high student expectations in the hallways and media center		Administration	high student expectations, positive learning environment for students			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Reese Education Center will optimize parent and community engagement partnerships through timely communication, participation opportunities and partnerships designed to enhance whole child learning and participation.

Performance Objective 1: Parents will be provided opportunities throughout the school year to build parent and student relationships that supports student success.

Evaluation Data Source(s) 1: Parent sign- in sheets and newsletters

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide meetings for parents and students focusing on specific topics targeting End of Course exams, graduation plans, college and career readiness, financial aid, and other topics for student success.		Principal, Counselor, Community in Schools Social Interventionist	Increase in attendance at parent meetings.			
	Funding Sources: 211 - Title 1, Part A - 0.00					
2) Promote collaboration with parents by providing a Fall and Spring "Meet the Teacher" nights and parent/teacher conferences to enhance participation at school and increase parent involvement		Principal, Counselor, Classroom Teachers	Attendance rate, graduation, drop-out rate improved			
	Funding Sources: 211 - Title 1, Part A - 0.00					
3) Provide additional technology such as campus web page, Twitter, Facebook, newsletter, and School Messenger to increase parent student and community awareness in regards to student progress, campus announcements, and community programs available to students and families		Principal, Campus Communicator	Improved communication, improved relationships with parents, APEX progress reports			
	Funding Sources: 199 - PIC 24,26,28,30 - General Fund: SCE - 0.00					
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Incorporate FISD Graduate Profile in all content planning and delivery of instruction
1	1	2	Staff will participate in weekly PLC meetings and district scheduled professional development targeted in best teaching practices aligned to the Tigers Framework and ensuring classroom learning environments integrate collaboration, communication, curiosity, and working within the context in each of the students academic experiences.
1	1	3	Provide differentiated interventions for all subject areas with each individual student by monitoring student progress in APEX by tracking student work with Weekly Assignment Goal forms in each class and Progress Reports each grading period ensuring that students complete APEX course work in a timely manner.
1	1	4	Maintain a blended learning environment for all students utilizing computer based instruction and effective teaching strategies in a non-traditional academic approach.
1	1	5	Provide intervention and review classes to assist in End-of- Course test preparation classes and RTI time for students in all subjects based on student needs through the ART (At Risk Team) process and/or state and campus assessment data. ART process will be scheduled quarterly or as needed.
1	1	7	Teachers and paraprofessionals will attend professional development training related to T-Tess goals, Tigers Framework, and instructional best practices.
1	1	8	Scheduled time, materials and supplies will be provided to enhance staff PLC sessions focused on "data digs" from unit assessments and benchmark test to create targeted instruction plans based on student achievement goals.
1	2	1	Schedule library time, "family" time, EOC review time, and RTI intervention times for teachers to work with small group of students based on individual student needs.
1	2	2	Incorporate into master schedule time for individual online tutorials utilizing Imagine Math, Achieve 3000, and APEX Texas Tutorials and TSI/PSAT/SAT APEX Tutorials that will target specific EOC objectives and strategies, assist with reading/math interventions, promote reading practice, and prepare students for TSI/PSAT/SAT test.
1	2	4	Schedule weekly PLC time, monthly staff meetings, and quarterly ART (At Risk Team) meetings with instructional staff to collaborate and review student achievement data to drive targeted instruction and increase student performance , plan for transitioning of students from year to year, and make decisions about extended school year.
1	3	7	Implement homeroom "family" class time with a mentoring teacher per "family" to meet individual student needs by providing time for tutorials in TSI, PSAT/SAT, reading time with Achieve 3000/library, and maintain student progress in APEX courses.

Goal	Objective	Strategy	Description
1	4	1	Improve student performance through specific math intervention identification by using universal screener in math (Imagine Math) and ART referral processes. Structured math intervention for students with performing math skills will be provided by the math interventionist position.
1	4	3	Establish student specific intervention via APEX, Imagine Math, and the APEX Texas Tutorials for state assessed students. We will use a universal screener such as Imagine Math as a benchmark tool to assess student math ability level.
1	5	1	Improve student performance through specific reading and writing intervention identification, referral processes, and structured intervention with utilization of the English interventionist position. Students will utilize Achieve 3000 on a weekly basis to improve reading skills as an intervention tool. Achieve 3000 will be used as a universal screener to assess student reading levels of students.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Stephanie Spear	Principal
Administrator	Elizabeth Rogers	Counselor
Classroom Teacher	Le'Ann McGarity	Math Interventionist
Classroom Teacher	Sabrina Weller	English Interventionist
Classroom Teacher	Paul Read	Classroom Teacher
Classroom Teacher	Tara Seymour	Classroom Teacher
Paraprofessional	Darrell Phillips	DAEP

Campus Funding Summary

199 - PIC 24,26,28,30 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	2	4			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00

211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	4	1			\$0.00
2	2	5			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
211 - School Improvement Focus and Priority School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00