

Fort Bend CBAS

James Reese Career & Technical Center

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We have increased enrollment for 2023-2024. Demographics are uploaded into the addendums

Socio-economic breakdown:

Not disadvantaged: 41.4%

Free Lunch - 51.1%

Reduced Lunch: 7.3%

Other Disadvantaged: .23%

The grade level breakdown:

10th - 30.1%

11th - 37.3%

12th - 32.6%

Student Demographic:

White - 10.4%

Black, Not Hispanic: 17.3%

Hispanic: 34.4%

American Indian or Pacific Islander: .15%

Multiple Categories Reported: 4.4%

Special Populations:

SPED: 14.4%

LEP: 10.3%

504: 8.3%

Gifted: 2.6%

Homeless: .84%

We have a staff of 37 teachers (27 program teachers and 10 core teachers). The program teachers are from industry.

Our students are enrolled at their home campus. Campus enrollment is maintained on a spreadsheet and any reports need are manually created using processing lists and Excel.

The PLCs grouped by programs and/or core area.

Demographics Strengths

James Reese CTC is gaining interest by students across the district. We had 1600 applications for new to Reese in the 2022-2023 school year.

After the fall drop date, we have 1166 students attending Reese.

We have growth in all programs due to a bell schedule change

Problem Statements Identifying Demographics Needs

Problem Statement 1: Access to student data and reports is challenging and maintained manually. **Root Cause:** Students are enrolled Skyward under their home campuses and data must be pulled through processing lists and desegregated by a limited JRCTC staff.

Student Learning

Student Learning Summary

The IBC results are located in the addendums. Improvement on IBC performance can be made in most programs.

Student Learning Strengths

Student performance in Culinary and Arts and A/V is a strength. The number of students earning their TX license in Cosmetology increased from 3 to 11 in 2022-2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our programs have growth areas regarding certification exams. **Root Cause:** The FBISD CTE Curriculum is not completely aligned with the certification exam competencies.

School Processes & Programs

School Processes & Programs Summary

In order to increase enrollment, we had to revise the master schedule to accommodate a 3rd program block (2 periods) in most programs. We have to work with all 12 high school bell schedules with both traditional and block schedules. We extended the PM block for traditional schools and provide lunch for all PM students. Our teachers have had an extended break between the AM and PM cohorts which has been reduced due to the extended PM cohort. The teacher bell schedule is in the addendums.

Our core teachers are no longer considered CTE, therefore we will provide professional learning for them exclusively during district PD days.

There was not a PBIS plan in place when administration changed in 2021-2022. The PBIS committee has worked to create and implement a comprehensive PBIS plan. The EOY BOQ indicated staff know and understand the discipline process and flow chart, however indicated the need for a reward program for both students and staff.

School Processes & Programs Strengths

We have been able to significantly increase the number of students attending JRCTC in 2023-2024. The schedule is working well with our students and getting them back to the home campus in time to catch the bus at the end of the day.

Our discipline is low and teachers are following the behavior flow chart which reduces the discipline referrals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus does not have a comprehensive reward program in our PBIS plan **Root Cause:** The students are not with us all day and we do not have a mascot time. The master schedule is tight with a 3 minute passing period, therefore the rewards would take away instructional time.

Perceptions

Perceptions Summary

Perception data is very limited for JRCTC. The students and parents get surveys for their home campuses, so our students/parents have to take the surveys twice which can be challenging to get data and the samples are much smaller than most campuses.

The student engagement survey was completed by 309 students which approximately 50% of our students in 2022-2023.

The survey indicated most students were engaged during their time at JRCTC.

Perceptions Strengths

The student engagement survey indicated the students were engaged in their classes at JRCTC and felt the work it meaningful. Overall the data was very positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students indicated they were unable to attend tutorials or they were not scheduled. **Root Cause:** The AM students are at their home campus at the end of the day and cannot get back to JRCTC for tutorials and the PM students have to get on a bus back to their home campus in order to get home. We have a small number of students who drive and can come back to school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 1: 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: By June 2024, James Reese Career and Technical Center will empower students to take responsibility for and ownership of their learning and behavior by providing strong Tier 1 instruction targeting student ownership protocols including goal setting and revision, thereby increasing students' success and readiness for post-secondary career opportunities as evidenced through the indicators of success.</p> <p>Indicators of Success: Formative Evidence:</p> <ul style="list-style-type: none"> * Observation: By Jan 2024, show a positive trend of at least 10% growth on goal setting & revision indicators on the campus walk-through tool. (Reviewed October, December, February, June) * Feedback: By Jan 2024, show a positive trend of at least 10% in the data for students' reporting goal setting & revision on campus generated student survey using baseline data from October. (Reviewed October, December, February, June) * Observation: By Jan 2024, show a positive trend with teachers planning goal setting & revision activities in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool. (Reviewed October, December, February, June) * Observation: By December 2023, we will build capacity in 50% of our teachers by providing professional development around the GT students and how to support their academic needs. <p>Summative Evidence:</p> <ul style="list-style-type: none"> * Observation: By June 2024 show at least 20% growth on goal setting & revision indicators on the campus walk-through tool. * Feedback: By June 2024, show at least 20% in the data for students' reporting goal setting & revision on campus generated student survey using baseline data from October. * Observation: By June 2024, show teachers planning goal setting & revision activities in Professional Learning Communities as evidenced by a 30% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool. * Observation: By June 2024, we will be build capacity in 100% of our teachers by providing professional development around the GT students and how to support their academic needs. <p>Staff Responsible: Dr. Julia Erdie & Ms. Elizabeth Canchola</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Teacher Lesson Plans include goal setting and feedback

Intended Audience: Staff and students

Provider / Presenter / Person Responsible: Teachers, Dr. Julia Erdie, and Ms. Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Schoology upload

Staff Responsible: Dr. Julia Erdie, and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 2: Staff professional learning - Clarity, Feedback, Goal Setting and PBL

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Teacher leaders, Dr. Julia Erdie and Ms. Elizabeth Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Campus PD sessions

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Canchola

TEA Priorities:

Connect high school to career and college

Strategy 3: Lesson Plans follow CTE instructional model (similar to 5E) and includes student ownership of learning indicators

Intended Audience: Teachers

Provider / Presenter / Person Responsible: CTE Department Program Managers (for support) and Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: CTE Department

Delivery Method: Campus PD and Schoology Upload

Staff Responsible: Teachers, Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 4: PLCs work in Clarity, Feedback, Goal Setting

Intended Audience: PLCs (teachers)

Provider / Presenter / Person Responsible: PLC members, Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Face to Face PLC meetings

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 5: Increase CTE teacher understanding the needs of GT students through ongoing professional development and communication.

Intended Audience: Teachers with GT students

Provider / Presenter / Person Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola, and teachers with GT students

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Face to Face meetings

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 6: Create and implement a plan for student tutorials

Intended Audience: Teachers & Students

Provider / Presenter / Person Responsible: Dr. Julia Erdie, Ms. Elizabeth Guerra-Canchola and campus leadership team

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Face to Face meetings

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 2: 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: By June 2025, James Reese Career and Technical Center will prepare students for post-secondary success, including college, career or military by providing strong Tier 1 instruction with designed data driven learning experiences aligned with industry certification standards, thereby increasing students' success and readiness for post-secondary career opportunities as evidenced through the indicators of success.</p> <p>Indicators of Success: Formative Evidence:</p> <ul style="list-style-type: none"> * Observation: By June 2024 show a positive trend of at least 10% growth the Learning Framework Classroom Clarity specifically section CC6 - Students can articulate what they are learning, why they are learning it and what success looks like on the campus generated walk-through tool. (Reviewed October, December, February, June) * Observation: By June 2024 show a positive trend of at least 10% improvement of alignment between TEKS, curriculum, and industry certification standards in the classroom learning experiences using the campus generated walk-through tool. (Reviewed October, December, February, June) * Feedback: By June 2024, establish a baseline and show 10% improvement of students' understanding the connection between classroom learning experiences and industry certification exams on campus generated student survey. (Reviewed October, December, February, June) * Observation: By June 2024, establish a baseline and show 10% improvement of alignment of TEKS, curriculum and industry exam standards in Professional Learning Communities (evidenced by PLC agendas and minutes). (Reviewed October, December, February, June) <p>Summative Evidence:</p> <ul style="list-style-type: none"> * Observation: By June 2025 show at least 20% growth the Learning Framework Classroom Clarity specifically section CC6 - Students can articulate what they are learning, why they are learning it and what success looks like on the campus generated walk-through tool. * Observation: By June 2025 show at least 20% improvement of alignment between TEKS, curriculum, and industry certification standards in the classroom learning experiences using the campus generated walk-through tool. * Feedback: By June 2025, show 10% improvement of students' understanding the connection between classroom learning experiences and industry certification exams on campus generated student survey. * Observation: By June 2025, show 20% improvement of alignment of TEKS, curriculum and industry exam standards in Professional Learning Communities (evidenced by PLC agendas and minutes). <p>Staff Responsible: Dr. Julia Erdie, Mrs. Elizabeth Guerra-Canchola and teachers through PLC work</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		

Strategy 1: Teacher Lesson Plans include the lessons with connection to the industry certification exams

Intended Audience: Teachers and Students

Provider / Presenter / Person Responsible: Teachers, Dr. Erdie and Mrs. Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: CTE Department

Delivery Method: Schoology upload

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 2: Staff professional learning - Data Analysis - connections to industry certification exams and curriculum taught to assure alignment

Intended Audience: Teachers

Provider / Presenter / Person Responsible: CTE Department Program Managers (as support), Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: CTE Department

Delivery Method: Campus Professional Learning & PLC conversations

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 3: In PLC teacher evaluate and adjust the alignment of curriculum and industry exam standards.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Teachers, Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023-2024

Collaborating Departments: CTE Department

Delivery Method: PLC Meetings

Staff Responsible: Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Strategy 4: CTE teachers have an opportunity to participate in a personal growth opportunity within their program area once every 3 years. Funding is provided by FBISD CTE Department

Intended Audience: CTE Program Teachers

Provider / Presenter / Person Responsible: CTE Department

Date(s) / Timeframe: 2023-2024

Collaborating Departments: CTE Department

Delivery Method: N/A

Staff Responsible: Teachers, Dr. Julia Erdie and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Connect high school to career and college

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 3: 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?





Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 1: 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 2: 7.2 To what degree does the school cultivate a positive culture and supportive climate?

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: By June 2024, James Reese Career and Technical Center will cultivate a positive culture and supportive climate by implementing a comprehensive PBIS plan which defines behavior expectations while fostering a sense of belonging for students and staff as evidenced through the indicators of success.</p> <p>Indicators of Success: Formative Evidence:</p> <ul style="list-style-type: none"> * Observation: By January 2024, show a positive trend with teachers discussing and incorporating learner dispositions in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool. (Reviewed October, December, February, June) * Observation: By January 2024, show a positive trend with teachers incorporating learner dispositions in unit plans and daily lesson plans within their as evidenced by a 20% growth in PLC agenda and minutes, unit and daily lesson plans, and the campus generated PLC walkthrough tool. (Reviewed October, December, February, June) * Observation: By January 2024, our PBIS committee will add rewards to the comprehensive PBIS plan as evidence by PBIS committee agendas, minutes and campus created staff and student survey. (Reviewed October, December, February, June) <p>Summative Evidence:</p> <ul style="list-style-type: none"> * Observation: By June 2024, show teachers discussing and incorporating learner dispositions in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool. * Observation: By June 2024, show teachers incorporating learner dispositions in unit plans and daily lesson plans within their as evidenced by a 20% growth in PLC agenda and minutes, unit and daily lesson plans, and the campus generated PLC walkthrough tool. * Observation: By June 2024, our PBIS a comprehensive PBIS plan will include additional rewards and fully implemented by all staff members. <p>Staff Responsible: PBIS Committee, Dr. Julia Erdie and Mrs. Elizabeth Guerra-Canchola</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: At least 1 culture/team building activity for staff members each quarter organized by administration and the Climate and Culture Committee

Intended Audience: Staff

Provider / Presenter / Person Responsible: Climate and Culture Committee & Campus Administration

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Face to Face meetings

Staff Responsible: Climate and Culture Committee members, Dr. Julia Erdie & Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Monthly PBIS meeting agendas include committee work on the comprehensive PBIS plan

Intended Audience: Staff and students

Provider / Presenter / Person Responsible: PBIS Committee

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Face to Face meetings

Staff Responsible: PBIS Committee members Dr. Julia Erdie, and Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3: At least 1 campus wide student SEL activity each semester

Intended Audience: Staff and Students

Provider / Presenter / Person Responsible: Staff will present the activities

Date(s) / Timeframe: 2023-2024

Collaborating Departments: N/A

Delivery Method: Face to Face activity

Staff Responsible: Dr. Julia Erdie & Ms. Elizabeth Guerra-Canchola

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4: Implement a change in the Spring Open House to include program related immersive parent activities.

Intended Audience: JRCTC Staff, Parents and Students

Provider / Presenter / Person Responsible: Dr. Julia Erdie & Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023 - 2024

Collaborating Departments: N/A

Delivery Method: Face to Face

Staff Responsible: Administration and Teachers

TEA Priorities:

Connect high school to career and college

Strategy 5: Campus Health and Wellness Committee will plan fitness activities that include staff and/or students at least 2 times.

Intended Audience: Staff and Students

Provider / Presenter / Person Responsible: Dr. Julia Erdie & Elizabeth Guerra-Canchola

Date(s) / Timeframe: 2023 - 2024

Collaborating Departments: Child Nutrition for the Smoothie Bike

Delivery Method: Face to Face

Staff Responsible: Administration Campus Health and Wellness Committee

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 3: 7.3 To what degree do our schools support the physical and social-emotional needs of students?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 4: 7.4 To what degree do we develop compassionate citizens?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 1: 5.1 To what degree does staff cultivate a love for learning among students?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 2: 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 3: 5.3 To what degree do we build leaders (capacity) within the organization?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 4: 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 5: 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 1: 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 2: 4.2 To what degree are schools partnering with one another to support student learning experiences?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 3: 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 1: 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 2: 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 3: 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

Addendums

JRCTE Secondary Student Engagement Survey (2022-23)

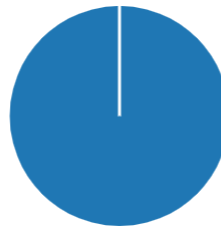
309
Responses

11:06
Average time to complete

Closed
Status

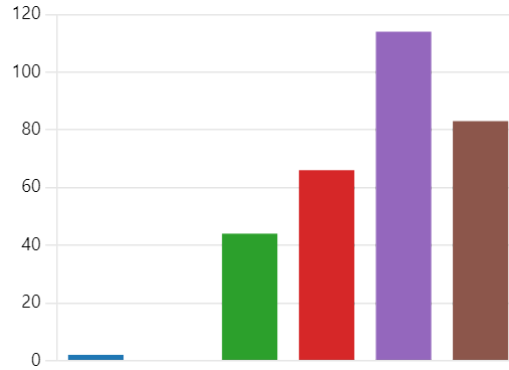
1. What campus do you attend?

James Reese Career and Technic... 309



2. Select the highest level of education you expect to complete

Will not finish high school	2
GED	0
High School Diploma	44
Community college degree (Ass...)	66
Four-year college degree (Bach...)	114
Master's, Doctorate, or other ad...	83



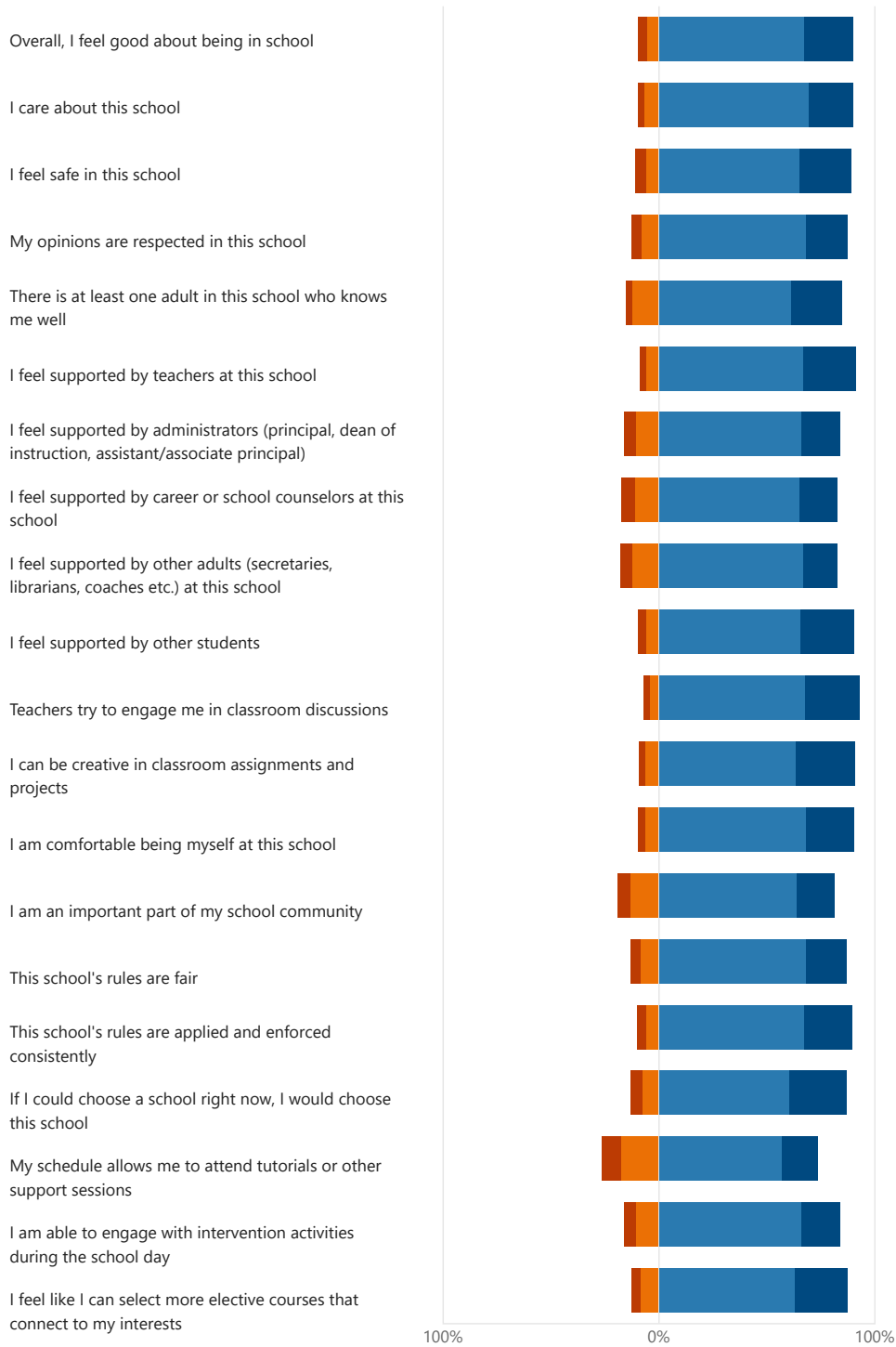
3. What is your gender?

Male	155
Female	146
Prefer not to answer	8



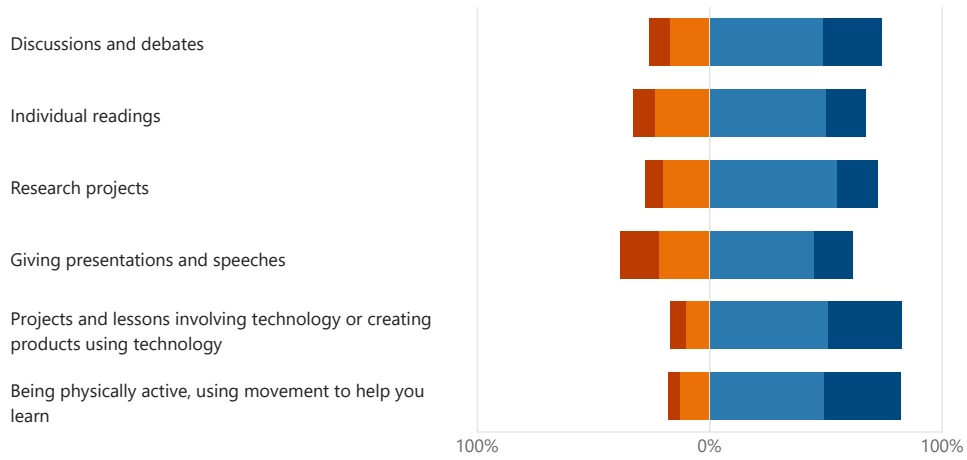
4. To what extent do you agree or disagree with the following statements related to your school?

■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree



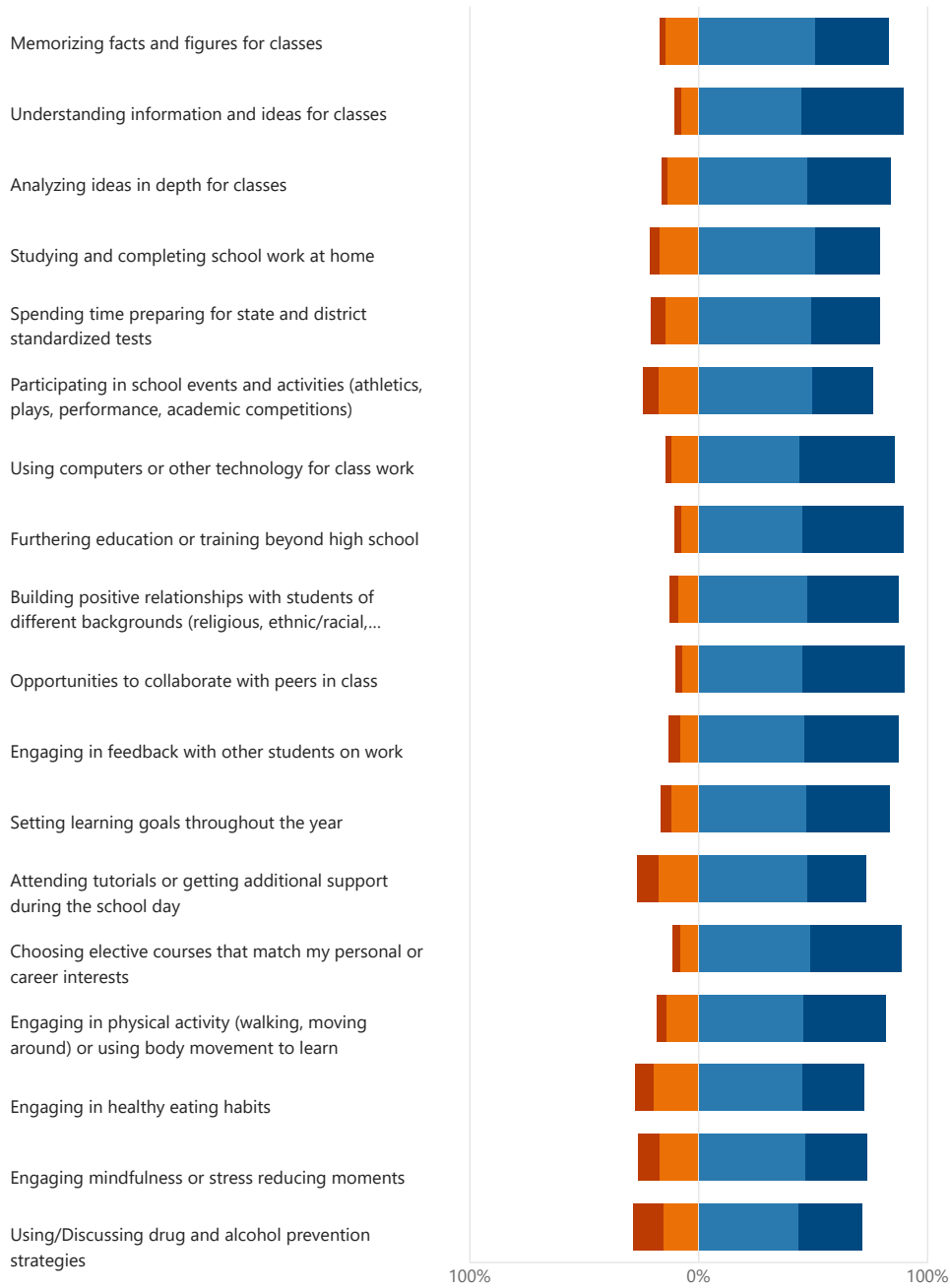
5. How much do each of the following classroom activities and assignments interest or engage you?

■ Not at all ■ Very little ■ Some ■ Very much



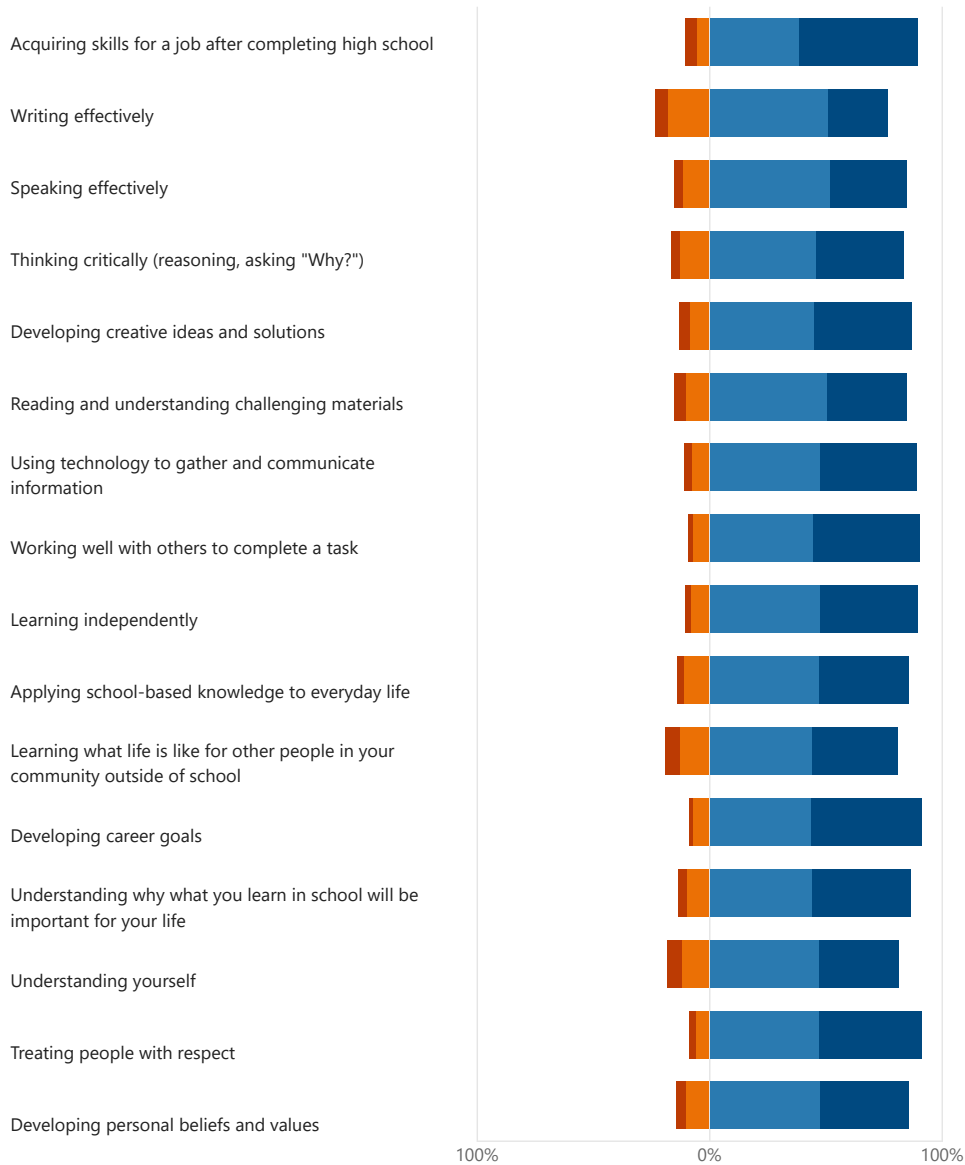
6. How much does your school emphasize each of the following?

■ Not at all
 ■ Very little
 ■ Some
 ■ Very much



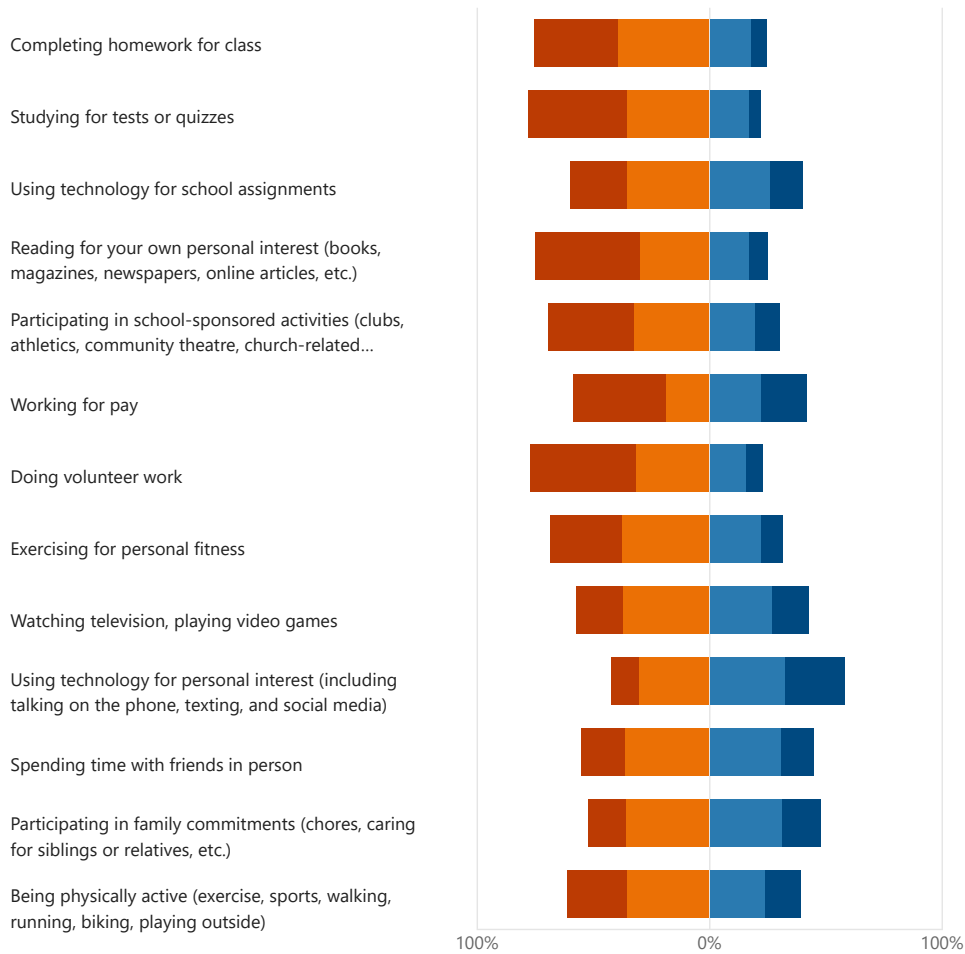
7. How much has your experience at this school contributed to your development in the following areas?

■ Not at all
 ■ Very little
 ■ Some
 ■ Very Much



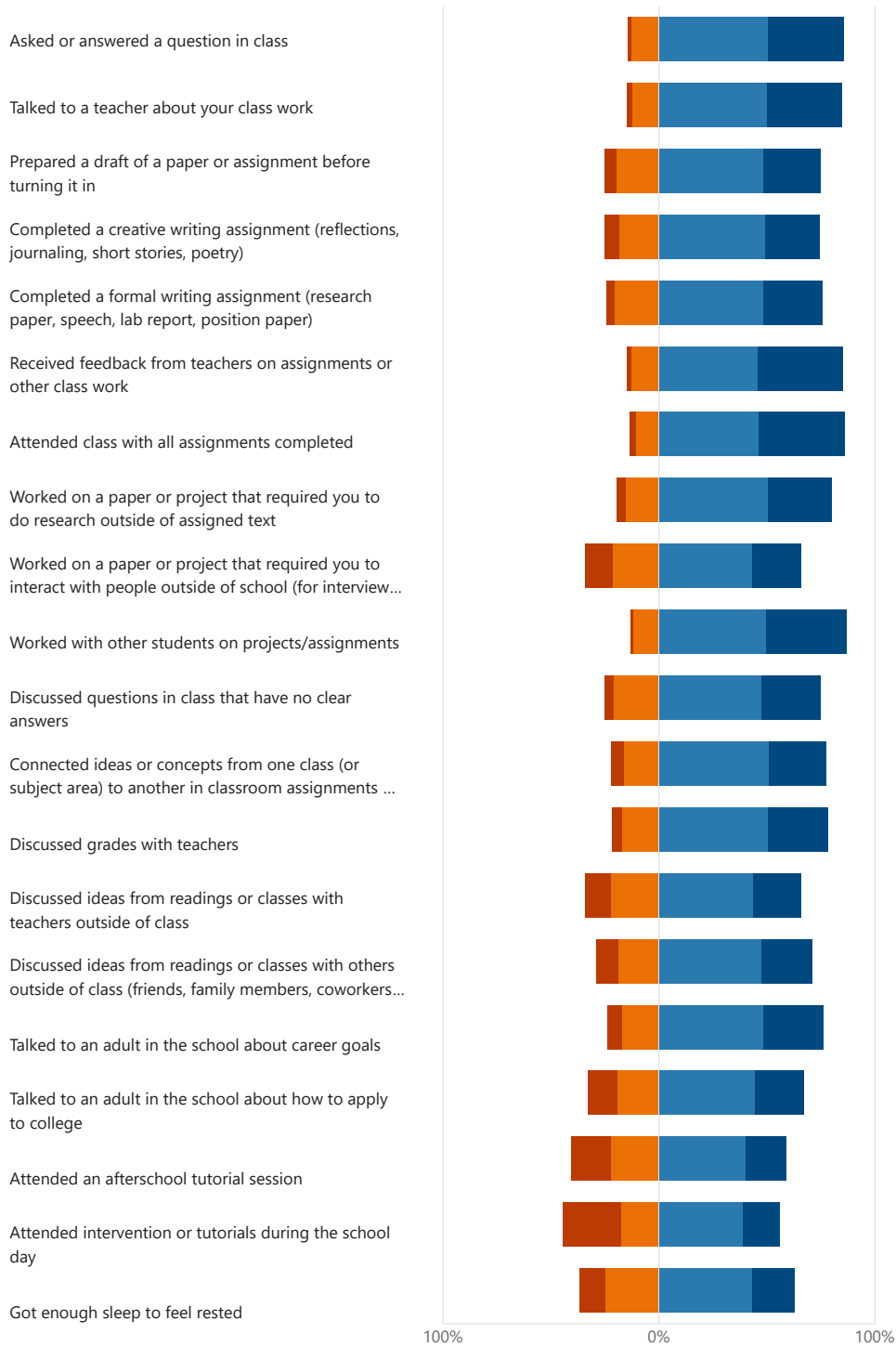
8. In a typical 7-day week during the school year, about how many hours do you do the following OUTSIDE of school? (Number of hours per week)

■ 1 Hour or Less ■ 2-3 Hours ■ 4-7 Hours ■ 8 or more hours



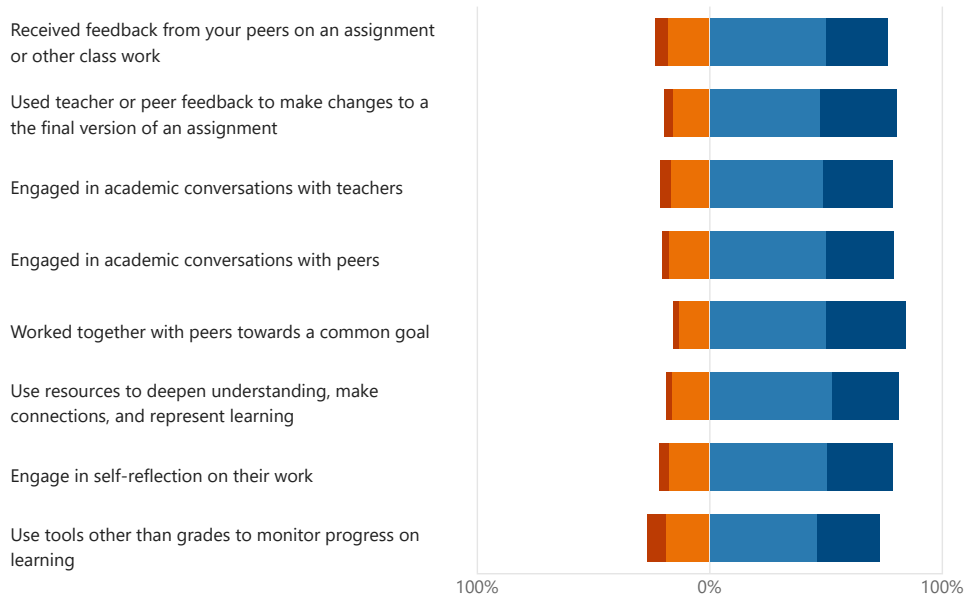
9. During the school year, about how often have you done each of the following?

■ Never
 ■ Rarely
 ■ Sometimes
 ■ Often



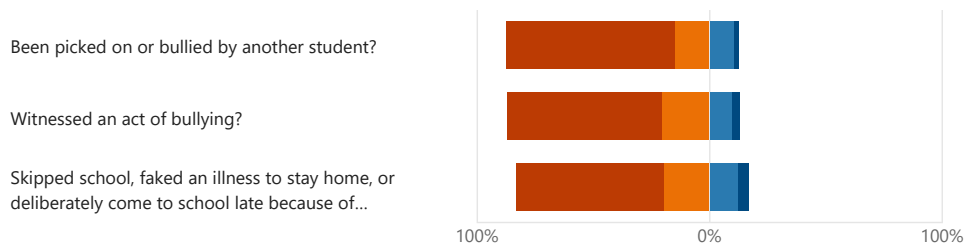
10. During the school year, about how often have you done each of the following?

Never Rarely Sometimes Often



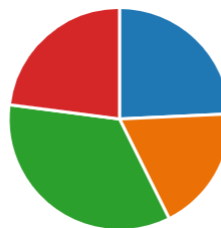
11. During the school year how often have you:

Never Rarely Sometimes Often



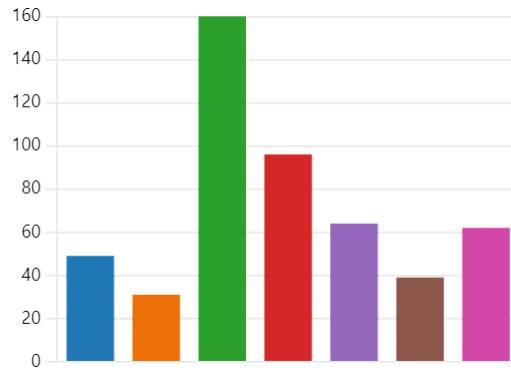
12. Have you ever been bored in class?

Never	74
Rarely	56
Sometimes	105
Often	70



13. If you have been bored in class, why? Check all that apply

● Work wasn't challenging enough	49
● Work was too different	31
● Material wasn't interesting	160
● Teacher methods not interesting	96
● Material wasn't relevant to me	64
● No interaction with teacher	39
● No interaction with classmates	62



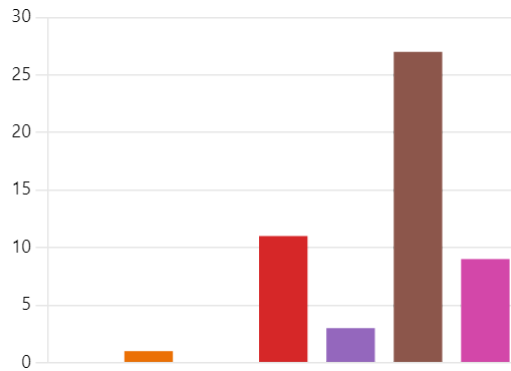
14. Have ever considered transferring from this school?

● Never	250
● Rarely	19
● Sometimes	23
● Often	12



15. If you thought about transferring schools, what type of school would you prefer?

● a charter school	0
● a magnet school	1
● a religious school	0
● home school	11
● a private independent school	3
● a public school	27
● an online school	9



16. Why have you considered transferring to another school?

40
Responses

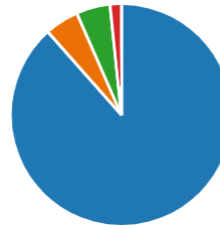
Latest Responses

6 respondents (15%) answered **school** for this question.



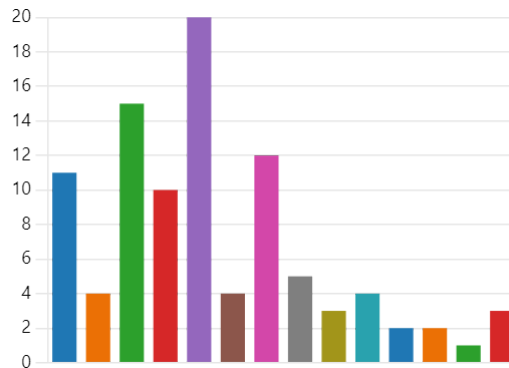
17. Have you ever considered dropping out of school?

Never	268
Rarely	15
Sometimes	15
Often	5



18. If you have thought about dropping out of school, why? Check all that apply

The work was too hard	11
The work was too easy	4
I didn't like the school	15
I didn't like the teachers	10
I didn't see the value in the wor...	20
I was picked on or bullied	4
I needed to work for money	12
No adults in the school cared a...	5
I felt I was too far behind in cre...	3
I failed required standardized te...	4
Adults in school encouraged me...	2
Personal or family medical issues	2
Other family issues	1
Other	3



19. Have you ever repeated a class or course for credit in school?

● Yes 40
● No 259



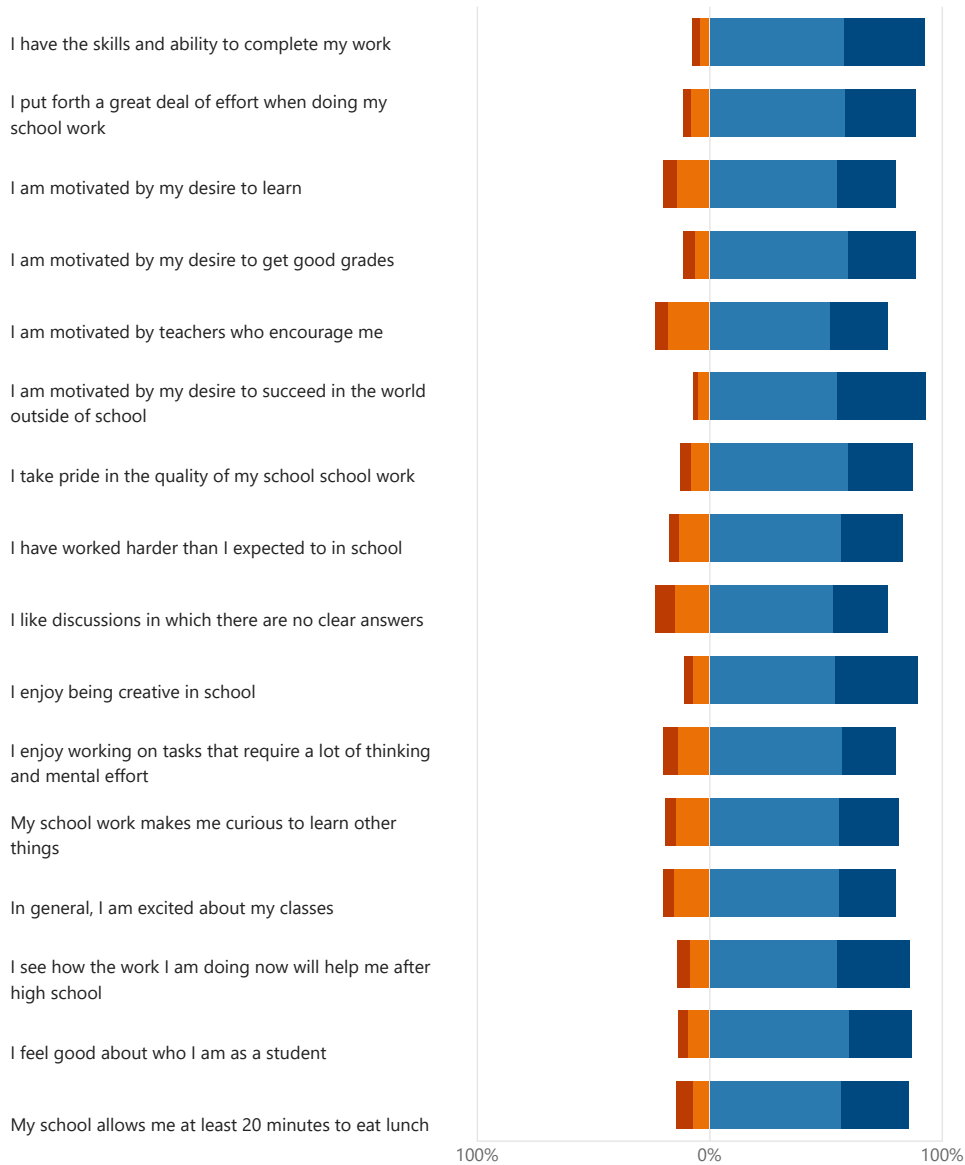
20. Do you believe you might have to repeat a class or course taken this year?

● Yes 30
● No 270



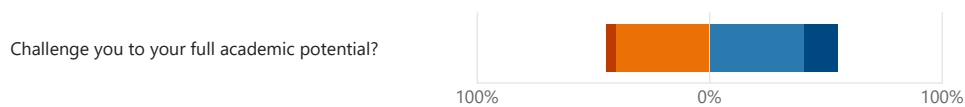
21. How much do you agree or disagree with the following statements

■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree



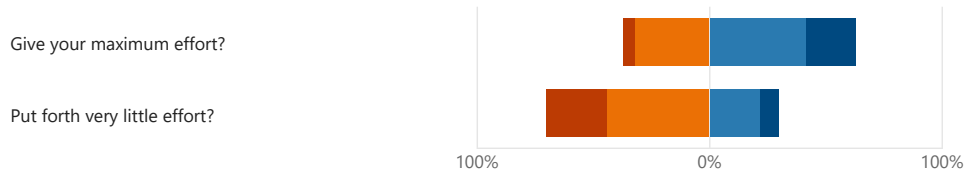
22. About how many of your classes...

■ None
 ■ Some
 ■ Most
 ■ All



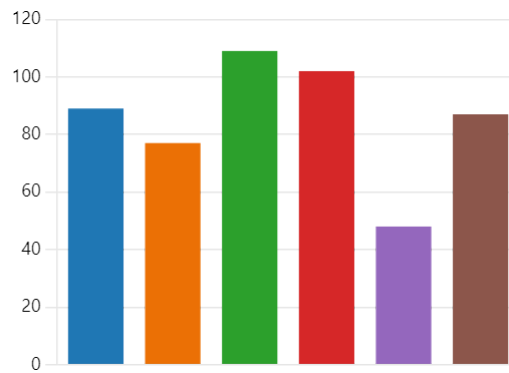
23. In about how many of your classes do you...

None Some Most All



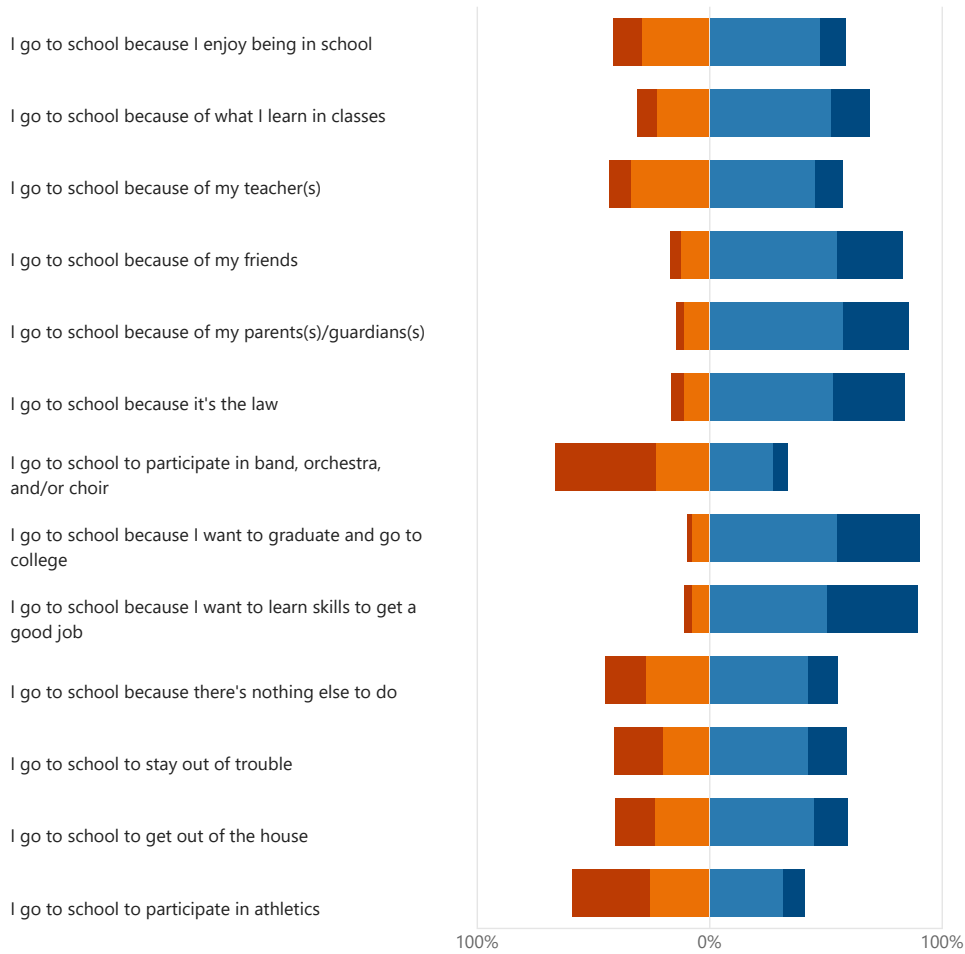
24. Which of the following have you done or are currently doing school? Check all that apply.

- Participated in a work-study pro... 89
- Participated in a job shawdowing 77
- Taken one or more courses online 109
- Participated in a performing or f... 102
- Participated in school governme... 48
- None of the above 87



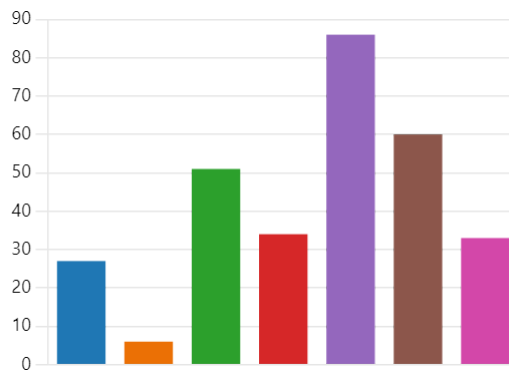
25. To what extent do you agree or disagree with the following statements?

Strongly Disagree Disagree Agree Strongly Agree

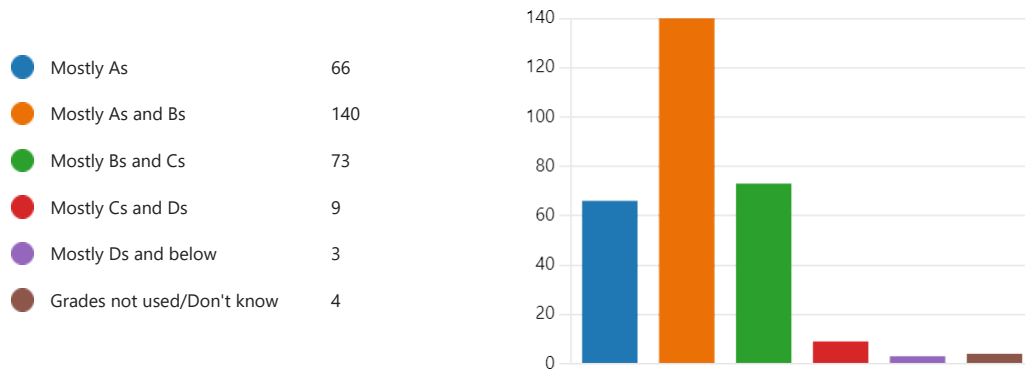


26. What is the highest level of schooling that either of your parents or guardians completed?

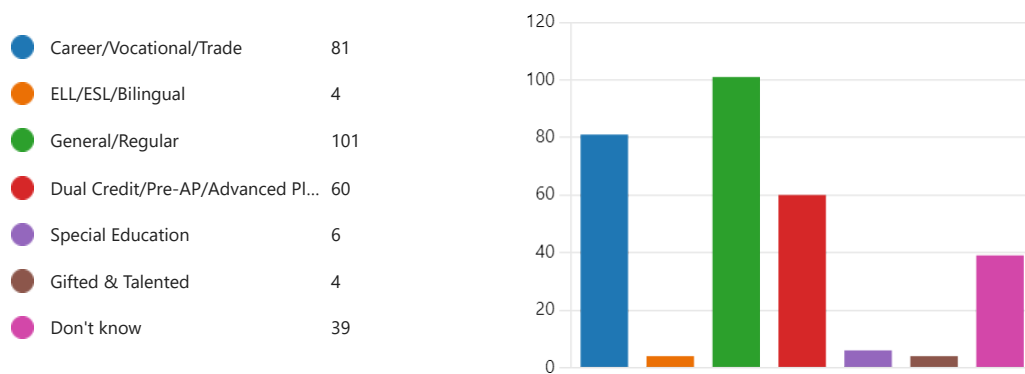
- Did not finish high school 27
- GED 6
- High school diploma 51
- Community college or trade sch... 34
- Four-year college degree (Bach... 86
- Master's, Doctorate, or other ad... 60
- Don't know/Not applicable 33



27. Which ONE of the following categories BEST describes most of your school grades?



28. Which one of the following categories best describes most of the classes that you take?



29. Would you like to say any more about any of your answers to these survey questions or provide any other comments about your experience at this school? Please do so in the space provided here.

96
Responses

Latest Responses

37 respondents (39%) answered **no** for this question.

reese and love reese center classes and all the teachers
 thanks program Reese no teachers good school
 no time surveys class school time teacher and the class
 students hands home campus experience thing one day

Julea E. King, Ed.D.

Principal (CBLT Chairperson)

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CBLT Member

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CBLT Member

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CBLT Member

M. Renee Asley

CBLT Member

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