Georgetown Independent School District

Richarte High School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Mission Statement

The Mission of Richarte High School is to Advance, Accelerate, Amplify and Customize learning by building on every student's potential everyday in a caring, safe environment.

Richarte High School is the accelerated academic alternative school of choice for Georgetown Independent School District (GISD). Students apply and if accepted, attend Richarte for a variety of reasons to personalize their educational experience.

Students at RHS are able to: accelerate their educational experience and graduate early, recover credits and graduate, have a flexible schedule, individualize their learning and scheduling options.

Vision

GISD Vision

Home of the most inspired students, served by the most empowered leaders.

GISD Mission Inspiring and empowering every learner to lead, grow, and serve.

Our role is to connect our student's passion with their education, and we believe in GISD's mission and vision of Inspire, Empower, Lead, Grow and Serve.

Value Statement

GISD Learner Profile

A Georgetown ISD Learner:

Communicates, collaborates, and applies critical thinking.

Creates and innovates.

Obtains knowledge through inquiry and exploration.

Adapts and perseveres.

Develops self-knowledge and personal responsibility.

Builds and models respectful relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richarte High School is the academic, alternative high school of choice for GISD. Students that apply to attend Richarte pursue an accelerated or specific course of study that is individualized to meet specific goals for graduation. Richarte is registered as a state-accredited alternative school of choice with the Texas Education Agency (TEA). It is not a disciplinary campus, and students are not placed by any other agency or school. RHS serves students in grades 10 - 12 (primarily focusing on Seniors and then Juniors who are needing to graduate on time or ahead, or who may be At Risk for not graduating). Students are pursuing various graduation plans, completing their graduation requirements under the Foundation, Recommended and Distinguished Plans. Richarte HS does not offer a GED program.

Richarte tries to keep enrollment at 100 students or less in order to maintain and foster a close collegial relationship between students and staff. We anticipate approximately 100 students to be enrolled as of 08/17/2023. Over the last 5 years, Richarte's graduation as gone from 38 students in the 17-18 school year to 110 students for the 2022-2023 school year. Richarte , served over 200 students for the 2022-2023 school year.

Of students served to date, 66% are identified "at-risk" as defined in Texas Education Code §29.081(d), and approx 39% are economically disadvantaged. Current student demographics are 4.3% African American, 50% Hispanic, 43.6% White, 1.1% Two or More Races, and 2.1% of students are identified as Homeless according to the indicators set by the McKinney-Vento Act. The mobility rate for the campus was 66.4%, indicating that more than half of the students at Richarte were not enrolled for six or more weeks during the school year.

Demographics Strengths

- Overall, more students are completing course and testing requirements as "fourth-year seniors" to meet graduation requirements, thus increasing the graduation rate for their cohort.
- Richarte recovers a significant number of students who have dropped out from other high schools and who are earning a diploma.
- The dropout rate has decreased.
- Our campus creates an environment where diversity is accepted and celebrated.
- Richarte students are learning through individualized, customized and differentiated instructional methodologies.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause:** Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Student Achievement

Student Achievement Summary

We support a balance of assessments, including high quality effective classroom formative and summative assessment, as well as project based learning opportunities. Teachers emphasize useful feedback on student performance that is embedded into everyday learning. Hispanic, Eco-Disadvantaged, English Language Learner sub-group populations, expository and persuasive writing, content vocabulary, and learning gaps have been identified as areas of concern for state assessments. Graduation rate and completion rate are strengths for our school. In addition, small numbers of students tested, along with rising passing rates on state exams are a challenge for students who are already at risk. Students in the cohort groups for 2015 and beyond have taken the State of Texas Assessments of Academic Readiness (STAAR™) which consists of five end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History.

Richarte High School has received an overall rating of "A" under the Texas accountability system.

Student Achievement Strengths

- Student performance has steadily increased.
- Richarte High School achieved an accountability rating of A from the 2022-2023 school year.
- Most Richarte students already come to us having taken STAAR with the exception of US History. Because Richarte does not have Freshmen and very limited Sophomores, students taking STAAR are generally taking retests in ELA and Math rather than taking STAAR for the first time. RHS students do very well on any retests and the IGC process is minimal if needed at all.
- 2022-2023 scores are not available yet due to state testing changes for 2023.
- More importantly, student achievement is acknowledged by many of the students themselves who celebrate and are proud of their successes (often for the first time ever in regard to STAAR testing). Comments from students on how proud they are of their achievements is often shared by students, parents and staff.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

The focus on building positive student relationships and on student learning is foremost. Within this climate, students feel respected and parents feel welcome. Expectations are clearly and overtly expressed by actions, intent, and signage. Campus leaders cultivate supportive teaching practices, such as constructive feedback and encouragement for positive risk taking, academic challenge, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways. Critical thinking skills, reflective thought, and clear communication are encouraged; solving problems in creative, non-violent ways the norm – all stakeholders collaboratively working towards a common goal.

Values

Positive student and teacher relationships

Individualized instruction and planning

Teamwork and collegiality

Beliefs

We believe students should be involved, have input in and have some level of control of their educational experience.

We believe that each student deserves a chance to succeed and shine in their own individual way.

We believe in making a difference, and in being the difference in people's lives.

Equity-Opportunity and Equal Access

We believe all stakeholders at Richarte are provided the most inclusive learning environment that provides opportunities for growth and development on all levels. This belief is woven into our everyday interactions and bound by our support of the District Vision and Mission statement.

School Culture and Climate Strengths

- Teacher appreciation of the opportunity to collaborate and have input

- Vast majority of students find their teachers approachable
- Zero cases involving violence and/or bullying
- Students and teachers express an overall sense of physical safety
- Positive student perceptions related to teacher/administrator availability
- Parents feel positive about school safety and cultural sensitivity
- A broad array of student support services are available once the student need is identified/observed
- Students in general feel comfortable accessing and communicating with the adults on the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media.   **Root Cause:** Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Richarte has nine classroom teachers. Support staff includes two administrators, one part time counselor, one secretary, one registrar/attendance clerk and one receptionist. Richarte is also supported by counselors from GHS as well as technology facilitators. Richarte adheres to GISD's Code of Conduct, curriculum guidelines, and training/policy updates. Teachers often report on the positive experience of working at Richarte and especially with RHS students. Our students and their successes, and the work we do are all points of pride for us.

Staff Quality, Recruitment, and Retention Strengths

- All teachers are highly qualified.
- All teachers are certified to teach in more than one subject area.
- All teachers participate in a variety of additional activities during seminar time as well as other times to increase learning opportunities for students.
- Very low staff turn-over.
- Very positive culture and climate
- Share leadership and responsibilities
- Caring staff and leadership.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and instruction are closely aligned. Data that are monitored and analyzed include successful demonstration of competencies, course completion, graduation rates, and state assessment results. Curriculum and instruction are continually revised based on the academic needs of our students to allow flexibility for individual learning styles, use of supportive technologies, inquiry, high order thinking skills, ongoing development of project based and interdisciplinary themed instruction and community resources.

Curriculum, Instruction, and Assessment Strengths

Richarte offers a variety of learning models, flexible schedules and night school. Classes are taught through teacher lead formats, blended learning models, and online instruction.

Well utilized in-depth online instructional program (Edgenuity) is available to all students when needed.

Virtual Instruction is available for students who have specific needs for an alternative model.

Students are served in a variety of ways including night school, flexible schedules, and through innovative classes.

Parent and Community Engagement

Parent and Community Engagement Summary

RHS is proud of a very strong working relationship with our parents and our community partners. It is a priority to develop lifelong citizens, utilizing resources from our strong business supporters, community partnerships, neighborhood churches, community business members, the GISD Education Foundation, and neighborhood associations. Our district community mentoring programs and connection clubs provide strong support systems for our students and families. Our parents and families are involved in campus and district activities through events and organizations including volunteer programs, family nights, festivals, fun runs, campus awards programs, scholarship opportunities, recognition banquets, and countless other opportunities for involvement.

Parent and Community Engagement Strengths

Students are highly involved in the community through service organizations, student activity outreach programs, and opportunities for volunteer experience. Families are encouraged to participate in campus events that focus on the academic and social development of their student. Our high schools provide students and their families exploration of the high school experience, as well as the opportunity to explore future educational possibilities beyond graduation through the GISD High School Job Fair and the GISD College Fair. Secondary students participate in job shadowing opportunities and community experiences through our Career and Technological Education program courses. District community partners provide campuses with the ability to increase student and family activities, instructional programs, and opportunities for enhanced educational experiences.

Effective communication with parents and the community is a priority. RHS posts important events and updates to E-News and electronic newsletters. Our campus and district websites are sources of information for parents and the community. Parents and community partners are involved in campus meetings and events, Campus Improvement and District Improvement Team committee meetings. We coordinate effective communication to our diverse community through our LEP program. RHS is committed to providing the highest level of effective communication possible to all stakeholders in order to increase our relationships through families, the District, and the Community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Based on feedback from parent surveys obtained during campus Parent Involvement nights, parents are most interested in attending campus-based events that enhance their involvement in their child's academic success. Parents indicate a desire to consolidate events, combining opportunities when possible for attendance and involvement. **Root Cause:** Limitations in ability to attend regularly scheduled monthly meetings.

Problem Statement 2 (Prioritized): The campus also consistently examines ways in which parent involvement can be increased among our LEP populations, finding ways to provide all communication and information in both English and Spanish. **Root Cause:** Many of our students come from Spanish speaking households were parents/guardians have limited English Language abilities.

Problem Statement 3 (Prioritized): We will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness. **Root Cause:** Many of our students need support outside of school and beyond graduation.

School Context and Organization

School Context and Organization Summary

We provide opportunities for students to access the abundance of information and rapid technology changes to increase their functional and critical thinking skills in informational technology and media literacy. Supporting a professional learning community will enable educators to collaborate, share best practices, and utilize a variety of media, information, and technology tools into classroom practice.

School Context and Organization Strengths

- Richarte High School is a one to one device campus. Students access Edgenuity as the online learning platform for their online classes. Students also access Google Classroom and Schoology as the learning management system for RHS. Students are able to work in a variety of settings, access varied schedules including night school, and are offered a variety of learning models at RHS including Direct teach, Teacher facilitated, Self paced, and Blended approaches depending on the class and subject area.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The greatest short range future need is to increase counseling services offered to RHS students during the day and in the evening program.
Root Cause: Richarte serves a wide range and variety of student needs and social issues.

Technology

Technology Summary

We provide opportunities for students to access the abundance of information and rapid technology changes to increase their functional and critical thinking skills in informational technology and media literacy. Supporting a professional learning community will enable educators to collaborate, share best practices, and utilize a variety of media, information, and technology tools into classroom practice. Students utilize Edgenuity as well as certain google classrooms for online learning.

Technology Strengths

- All students at Richarte are issued a chrome book for their usage at school. Richarte students benefit from a 1 to 1 technology device initiative provided specifically for Richarte's individualized learning model by GISD.
- RHS utilizes Edgenuity as a platform for online learning and online instruction when needed, as well as credit recovery.
- RHS facilitated the GISD Virtual Program for High School students in 2022-2023 who have specific needs.

Priority Problem Statements

Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend.

Root Cause 1: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media.

Root Cause 2: Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Based on feedback from parent surveys obtained during campus Parent Involvement nights, parents are most interested in attending campus-based events that enhance their involvement in their child's academic success. Parents indicate a desire to consolidate events, combining opportunities when possible for attendance and involvement.

Root Cause 3: Limitations in ability to attend regularly scheduled monthly meetings.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: The campus also consistently examines ways in which parent involvement can be increased among our LEP populations, finding ways to provide all communication and information in both English and Spanish.

Root Cause 4: Many of our students come from Spanish speaking households were parents/guardians have limited English Language abilities.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: We will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness.

Root Cause 5: Many of our students need support outside of school and beyond graduation.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: The greatest short range future need is to increase counseling services offered to RHS students during the day and in the evening program.

Root Cause 6: Richarte serves a wide range and variety of student needs and social issues.

Problem Statement 6 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Alternative Education Accountability (AEA) data

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: Current & frequent progress updates in Skyward and Edgenuity; Pass/Fail rates in courses; Student Support Team meetings; Parent contact; STAAR Scores

Strategy 1 Details				Reviews			
Strategy 1: Staff will insure courses are following TEKS focusing on high priority objectives for maximized student learning, use various assessment tools to track student learning, and provide time for reteach/learning.				**Formative**			**Summative**
				Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Students will successfully complete courses to meet graduation requirements. **Staff Responsible for Monitoring:** Teachers, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1							
Strategy 2 Details				Reviews			
Strategy 2: Teachers will continue to provide STAAR Prep tutorials during advisory and night school, and provide personal learning experiences for students.				**Formative**			**Summative**
				Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Students will be successful in obtaining passing rates for STAAR EOC exams. **Staff Responsible for Monitoring:** Teachers, Administrators							
0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause**: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Current & frequent progress updates in Skyward and Edgenuity; Pass/Fail rates in courses; Student Support Team meetings; Parent contact; STAAR Scores, CCMR Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will work with students weekly to track and address progress in courses by accessing current data in Skyward and Edgenuity along with the students graduation plan during Advisory.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Students will be able to self assess and create a needs assessment to improve or continue their learning experiences. **Staff Responsible for Monitoring:** Teachers, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1					
Strategy 2 Details		Reviews			
Strategy 2: Teachers will continue to provide and modify instruction for students' personalized learning opportunities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will successfully learn in meaningful ways to them. **Staff Responsible for Monitoring:** Teachers		Oct	Jan	Apr	July
ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause**: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Student Surveys; number of students taking ASVAB, PSAT, SAT, and TSIA2 exams; students seeking military enlistment; students participating in fields trips to colleges, and district sponsored Job and College fairs; state CCMR readiness indicators

Strategy 1 Details	Reviews			
Strategy 1: Richarte's advisory will be restructured to provide opportunities for students to prepare and plan for post-graduation pathways.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will be able to have a plan for their pathway after graduation. They will have obtain tools, skills, and resources to successfully navigate and set their plans into action. **Staff Responsible for Monitoring:** All Richarte Staff **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided opportunity to explore career choices through discussions, field trips, and testing by accessing volunteers, visiting colleges, and participating in career/interest inventories and ASVAB.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will have a plan or several choices for life and career opportunities by graduation. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause**: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Strategy 1 Details				Reviews			
Strategy 1: Students will be exposed to various teaching methods and learning styles that provide more student choice and voice.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased student learning and collaboration with the teacher. **Staff Responsible for Monitoring:** Teachers, Administrators **Problem Statements:** Demographics 1							

Strategy 2 Details				Reviews			
Strategy 2: Teachers will be encouraged to seek opportunities to provide alternative assignments and try new strategies and lessons.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers will be able to increase student ownership in learning. **Staff Responsible for Monitoring:** Teachers, Administrators							

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: College and Career Readiness must be emphasized so that students have more options and opportunities for success after graduating. The percentage of students graduating under the higher graduation programs has decreased so careful analysis is needed to ensure that this is not the beginning of a trend. **Root Cause**: Many of our students who are at risk for dropping out or who are behind are concerned with getting out of school in the quickest way possible due to specific needs or circumstances.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

    Evaluation Data Sources: Student Surveys, Discipline Data

Strategy 1 Details	Reviews			

Strategy 1: Staff builds positive relationships with students by utilizing a variety of team building activities with students throughout the year as well as when new students enter (new student Ambassador program).
    Strategy's Expected Result/Impact: Positive caring relationships will occur among staff and students.
    Staff Responsible for Monitoring: All staff
	Formative			**Summative**

	Oct	Jan	Apr	July
Strategy 2 Details	**Reviews**			

Strategy 2: Staff sponsor a variety of clubs and activities through Advisory and classrooms to engage students with each other. Examples include Advisory games, crafting, guidance, birthdays and awards, picnics and campus cookouts, ping pong tournaments and games days.
    Strategy's Expected Result/Impact: Relationship building will occur between students from diverse backgrounds and interest areas and with staff.
    Staff Responsible for Monitoring: All RHS Staff
 	
    Problem Statements: Parent and Community Engagement 3
	Formative			**Summative**

	Oct	Jan	Apr	July
Strategy 3 Details	**Reviews**			
Strategy 3: Students will volunteer in various ways or participate in service organizations such as Key Club, The Locker, NJHS and others to increase an awareness in service to others. **Strategy's Expected Result/Impact:** Students will find areas of service that interest them and hopefully spark a	**Formative**			**Summative**
	Oct	Jan	Apr	July

passion in helping and understanding others.

Staff Responsible for Monitoring: All RHS Staff

Problem Statements: Parent and Community Engagement 3

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 3: We will continue to work closely with community partners to increase the level of community support for student events, scholarships, learning opportunities, and mentoring services, as well as an increased focus on college and career readiness.   **Root Cause**: Many of our students need support outside of school and beyond graduation.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 2: GISD employees find meaning and value in their work.

    Evaluation Data Sources: Staff and climate surveys, Staff retention rates

Strategy 1 Details	Reviews			
Strategy 1: Recognize staff contributions amongst each other and celebrate professional victories and student successes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: RHS staff will feel professionally fulfilled. RHS staff reports that they love working at RHS and graduates report a high level of satisfaction with the school and culture.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

   Evaluation Data Sources: Student surveys, attendance, discipline data

Strategy 1 Details			Reviews			
Strategy 1: Staff will implement capturing kids hearts strategies to build and improve relationships.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel welcomed and valued.			**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: All RHS Staff **ESF Levers:** Lever 3: Positive School Culture						

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

    Evaluation Data Sources: Determine teacher longevity on our campus, staff survey

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to show staff appreciation, and build integral relationships will all members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff survey, growth of staff as a team	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: All staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: Provide courses such as Instructional Practices and recruit current high school students to move into the Education career field.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Continue recruitment of future educators by providing teaching experiences to high school students. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details		Reviews			
Strategy 3: Ensure employees are aware of the compensation handbook and work calendars provided by the District.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be aware of the pay that is offered by GISD as compared to other Districts of the same size.		**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture					

Strategy 4 Details		Reviews			
Strategy 4: Make sure employees are aware of traditional benefit selection opportunities, and extra benefits offered to employees on the District website.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Employees will be aware of benefits available to them through the District and Community.					
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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Campus #002
September 12, 2023 8:50 AM

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

> **Evaluation Data Sources:** Staff monthly check in meetings (Student Support Team meetings), Student Advisory meetings

Strategy 1 Details	Reviews			
Strategy 1: Staff will communicate progress monitoring to students weekly through advising. Parents will be notified every three weeks through progress reports, emails and phone calls.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Students will have a greater understanding of their progress made and their overall academic plan. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Adviser meeting once per semester with parent and student (in person or through google meeting).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents and students will have a clearer understanding of CCMR requirements, post secondary opportunities, credits remaining and progress toward completion of classes.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers and Administrators **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media.   **Root Cause**: Parents have less access to information or ways to be involved because of the lack of student events as compared to a traditional high school.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

High Priority

HB3 Goal

Evaluation Data Sources: Stakeholder Surveys, CCMR indicator reports, increase volunteer rates, increase parent interactions

Strategy 1 Details		Reviews			
Strategy 1: Richarte will conduct two additional parent meeting during the school year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide greater connections with parents, students, and staff.		Oct	Jan	Apr	July
Staff Responsible for Monitoring: All staff					
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Strategy 2 Details		Reviews			
Strategy 2: Richarte will recruit community volunteers to work with students during advisory to build relationships that will foster student growth in the community post-graduation.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Students will be able to connect with community members and explore various career options, gain assistance with college admissions and enrollment, and be part of the growth in the Georgetown Community and beyond.					
Staff Responsible for Monitoring: All staff					
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

High Priority

Evaluation Data Sources: Climate survey, positive parent and community responses, survey of key stake holders

Strategy 1 Details	Reviews			
Strategy 1: Community members are welcomed into the school by the office staff and are encouraged to volunteer and participate in service learning and other projects.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: RHS students will benefit from positive relationships and role models from the community. **Staff Responsible for Monitoring:** All RHS staf **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Local organizations (Kiwanis, Rotary, The Locker, Georgetown Project/NEST, Back Pack Buddies and other supporters will be communicated with on a monthly basis from assigned RHS staff members.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Positive community relationships will be fostered by increased communications and connections. **Staff Responsible for Monitoring:** All staff				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Addendums

GISD Strategic Direction Change Decision Chart (campus)

	Priority Objective	Change Decision (check one)				
		Maintain Direction	Minor Change	Major Change (2-3 & please explain)	Change engine?	If major change, who are you collaborating with?
Student Learning, Growth, & Progress	In GISD, instruction, assessment, and intervention are aligned.		X			
	In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.	X				
	GISD students are prepared for postsecondary education and the workforce.*			We are revising our Advisory/Advising process to include all RHS staff in assisting our CCMR advisor through their advisory periods, through mentoring students, and to increase parent participation in the process.	Y	Bretton Schultz, Lannon Heflir
	GISD students demonstrate excellence in the state's academic standards and the GISD learner profile attributes.	X				
Student & Staff Wellness	GISD students are treated with respect and are respectful to each other and to adults.	X				
	GISD employees find meaning and value in their work.	X				
	Students feel GISD schools and classrooms are physically and psychologically safe.	X				
Staff Recruitment & Retention	Georgetown ISD provides competitive compensation and benefits to employees.**	██				
	Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.	X				
Community & Connectivity	GISD is transparent with reporting progress and providing access to information.		X			
	GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.			RHS is creating a parent CCMR advocacy group to help assist and encourage parents to participate in the CCMR process, and to improve communication and foster relationships.		
	Parents and community members feel welcome and invited in GISD schools.		X			

*Elementary campuses are not required to address this objective, but may in the event that improvement efforts are relevant

**Campuses will not specifically address compensation and benefits to employees apart from district efforts

Richarte High School

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 46% to 100% by August 2025.

Yearly Target Goals

2019 Baseline	2020 (Actual)	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 Target
46%	52% (53%)	60% (29%)	68% (24%)	77% (19%)	88%	100%

	African American (Actual)	Hispanic (Actual)	White (Actual)	American Indian (Actual)	Asian (Actual)	Pacific Islander (Actual)	Two or More Races (Actual)	Special Ed (Actual)	Eco. Disadv. (Actual)	EL (Actual)
2019 Baseline	-	50%	43%	-	-	-	-	-	40%	-
2020	-	56% (53%)	49% (48%)	-	-	-	-	-	47% (57%)	-
2021	-	63% (24%)	57% (43%)	-	-	-	-	-	54% (21%)	-
2022	-	71% (33%)	66% (22%)	-	-	-	-	-	63% (27%)	-
2023	-	79% (9%)	75% (31%)	-	-	-	-	-	74% (12%)	-
2024	-	89%	87%	-	-	-	-	-	86%	-
2025 Target	-	100%	100%	-	-	-	-	-	100%	-

	Priority Area	Student Learning, Growth and Progress	
	Priority Objective Desired State (What do you need to be come in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	Richarte High School's priority area is to ensure all RHS students are *prepared and ready for post secondary opportunitites* by enhancing and optimizing our College Career and Military Readiness process	

2023 Q1: (Aug – Oct)			
	Evidence: What will you see and/or observe and how will you gather the evidence? **Evidence Thinking Guide**		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
	What?	**How to gather?**		
1. Increase in systemic staff to student advising and mentoring that will become a natural part of our campus Advisory system.	Staff to student career mentoring, staff becomes more knowledgable and aware of post secondary process.	**Weekly update of campus *Life after High School* progress chart through weekly student meetings**	Beginning Stages: Planning and developing an enhanced system for post secondary readiness.	1. Assign an Advisor to each student, develop a weekly "post secondary readiness" advisory plan, train staff on options, pathways and careers.
2. Creation of a parent advocy system that encourages and assists parents/guardians in helping their child through the CCMR process.	CCMR committee organized to create the parent advisory process	**Committee collaboration during PLC time. Documentation of meeting. New process outlined.**	Beginning Stages: Planning and developing a new system and process for guiding parents.	1. Committee formed. 2. Committee researches and creates a parent model.

2023 Q2: (Nov – Jan)			
	Evidence: What will you see and/or observe and how will you gather the evidence? **Evidence Thinking Guide**		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
	What?	**How to gather?**		

2023 Q3: (Feb – April)			
	Evidence: What will you see and/or observe and how will you gather the evidence? **Evidence Thinking Guide**		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
	What?	**How to gather?**		

2023 Q4: (May – July)			
	Evidence: What will you see and/or observe and how will you gather the evidence? **Evidence Thinking Guide**		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
	What?	**How to gather?**		