

Georgetown Independent School District
Richarte High School
2018-2019 Campus Improvement Plan



Mission Statement

Sometimes Making the Difference Means Being the Difference

The mission of Richarte High School, in partnership with family and community, is to ensure that all students demonstrate future and life ready knowledge, skills and understanding in core academic subjects, critical thinking, problem solving, communication and collaboration. Building on the foundations of leadership, growth and service, students will be more engaged in the learning process and will graduate better prepared to transition into post-secondary education, careers and to thrive in today's global economy.

Vision

GISD Vision and Mission

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

Inspiring and empowering every learner to lead, grow, and serve

Core Beliefs

Education Summits were conducted, involving parents, staff, community leaders, and students to solicit feedback that resulted in the development of the **GISD Learner Profile**:

- 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.

Comprehensive Needs Assessment

Revised/Approved: August 14, 2018

Demographics

Demographics Summary

Richarte High School is the academic, alternative high school of choice for GISD. 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. 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. Approximately 90 students were enrolled as of 8/31/2018. The approximate number of students expected to graduate during the 2017-2018 school year is 40-50. Of students served to date, 80% are identified “at-risk” as defined in Texas Education Code §29.081(d), and approx 60% are economically disadvantaged. Current student demographics are 2% African American, 55% Hispanic, 41% White, 2% Two or More Races, and 0% of students are identified as Homeless according to the indicators set by the McKinney-Vento Act. The mobility rate for the campus was 55.1%, 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.
- 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: 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. 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 major challenge. Students in the cohort groups for 2015 and beyond will take 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 "Met Standard" under the Texas accountability system.

Student Achievement Strengths

- With the exception of reading, student performance has increased from 2014 to 2017.
- Richarte High School achieved an accountability rating of Met Alternative Standard for 2017.
- Index scores for 2017 were well above the minimum target scores for all four areas of the state accountability system: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.
- Performance in Math and Science was especially commendable with passing rates of 92% and 100% respectively.
- Performance in Social Studies was 92% and would have been 100% if two more students had passed the exam, almost all students performing at the Mastery Level.
- The All Students group met or exceeded the state System Safeguards passing standard of 60% for mathematics, science, and social studies.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance in reading lags behind performance in math, science, and social studies. More work is needed to ensure that students are passing the STAAR EOC exams at higher levels of achievement as increased passing standards will be phased in over the next several years until 2022 when the recommended standard is scheduled to take effect. This is evidenced by the 2018 STAAR Postsecondary Readiness **Root Cause:** Because Richarte does not have freshmen taking EOC's for initial credit, generally most students taking English I or Algebra I are taking EOC under the credit recovery model.

School Culture and Climate

School Culture and Climate Summary

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.

School Culture and Climate Strengths

- Teacher appreciation of the opportunity to collaborate and have input
- 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

Problem Statements Identifying School Culture and Climate Needs

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.

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, two office personnel and one part time nurse. 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.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Open teaching positions at Richarte are rare and when an opening occurs it attracts a large number of applicants

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 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 family, community, and student involvement in the educational experience.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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.

Problem Statement 2: 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.

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.

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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The greatest need is having funding available for timely updates of laptops and other devices as well as specific learning opportunities (broadcast lab)

Problem Statement 2: Continue ongoing training for online instruction and usage of online resources such as Google docs and other digital tools.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: Richarte students will increase positive life choices and career path options by participating in a variety of hands on project based activities designed specifically to increase learning opportunities and experiences.

Evaluation Data Source(s) 1: Participation numbers and awarded credit in Spring PBL Showcase.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
PBMAS 1) Students will participate in an individualized project based learning experience designed to enhance their college/career readiness and or have an emphasis on social justice.	2.4, 2.5	Principals, Registrar and Advisers	Students will earn an additional 1/2 credit elective towards graduation as well as increase their access to new experiences and project based learning.				
Problem Statements: Demographics 1							
							

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 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.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Increase number and type of Career and Technology and hands on elective offerings for students.

Evaluation Data Source(s) 2: Number of students participating in CTE courses.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
PBMAS Critical Success Factors CSF 1 1) Add classes on Child Development, Broadcasting, Professional Music, Health and Wellness Activity, as well as access additional GHS career and technology classes.	2.4, 2.5, 2.6	CTE Teachers	Increased numbers of students will access CTE as well as will graduate with an endorsement.			✔	
	Problem Statements: Demographics 1						

Performance Objective 2 Problem Statements:

Demographics
<p>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.</p>

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: Create a student led/student driven reward and privilege system to increase student attendance and buy in.

Evaluation Data Source(s) 3: Increased attendance rates by 90%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) 1. Implementation of a game room/maker space area for students to access for creative pursuits as well as structured socialization and relationship building activities.</p>	2.5, 2.6	Teachers and Principals	Students will build positive peer relationships with each other and model appropriate social interactions.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: Implementation of flexible scheduling options including a Twilight School / Evening program for students who need an alternative or evening schedule to improve attendance rates and student success.

Evaluation Data Source(s) 4: Credit numbers completed during the Twilight program and numbers of students served.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Evening/Twilight school program implemented on Mon, Tues, Wed and Thurs evenings for students who need a flexible attendance option due to work or other circumstances.</p>	2.4, 2.5, 2.6, 3.2	Evening Program Coordinator and Principals	Additional students will be able to graduate through having alternate choices in scheduling.				
Problem Statements: Demographics 1 - Student Achievement 1							
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) Apply for and implement the Flexible Attendance Option for students who are At Risk for not graduating.</p>	2.4, 2.5, 2.6, 3.2	Principals and Registrar	Students will be able to gain additional attendance credit or recover lost credit by accessing a flexible schedule and improve attendance with a goal of 90%..				

Performance Objective 4 Problem Statements:

Demographics
<p>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.</p>
Student Achievement
<p>Problem Statement 1: Performance in reading lags behind performance in math, science, and social studies. More work is needed to ensure that students are passing the STAAR EOC exams at higher levels of achievement as increased passing standards will be phased in over the next several years until 2022 when the recommended standard is scheduled to take effect. This is evidenced by the 2018 STAAR Postsecondary Readiness Root Cause 1: Because Richarte does not have freshmen taking EOC's for initial credit, generally most students taking English I or Algebra I are taking EOC under the credit recovery model.</p>

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Richarte students will participate in community service learning experiences both on campus and with local organizations by fostering a culture of service above self and giving back to the community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	May	Aug
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Students will participate in service projects with Brookwood in Georgetown, Kiwanis, GISD Elementary schools and other organizations.	2.6	Student Advisers	Students are required to participate in at least one (or more) service projects / service learning opportunities per semester. Numbers will be monitored to see how many students are exceeding the requirement voluntarily.				
Problem Statements: Parent and Community Engagement 3							

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.

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 2: Creation of campus communication plan with strategies to implement for various types of communication.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Survey students and families to determine preferred and effective means of communication and implement various communication models.</p>	2.6, 3.1	Principals and Campus Secretary	Families will be more involved and knowledgeable about community events will participate in an increased number of RHS activities.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Facilitate monthly meetings with principals and staff representatives for parents and students. Coffee with the Principals, Taco Tuesday family meeting, monthly student leadership team/teacher lunch meetings, etc.</p>	2.6, 3.1, 3.2	Principals and Campus Secretary	Parent communication and relationships will improve and strengthen with more face to face opportunities to meet.				
Problem Statements: Parent and Community Engagement 2							
							

Performance Objective 2 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 1: 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.
Parent and Community Engagement
Problem Statement 1: 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.
Problem Statement 2: 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.

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: Creation of Campus Design team along with Student Design team and create monthly meeting schedule.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 1) Creation of Campus and Student Design team and selection process. Facilitation of lunch meetings three times per semester with students and staff.	2.5	Principals and Design Team Leaders	Increase in student and staff opportunities for collaboration.				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Train and implement staff and students on mental health and on behavioral/social/emotional needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 6 CSF 7 1) National Lifemanship Training for staff and student group with Spirit Reigns, SAMA training and Cultural Awareness.	2.6	Principals and Counselor	Staff will be able to have an enhanced understanding of student's with specific emotional needs as well and will increase strategies for working with students who have been through trauma or other situations.				
Problem Statements: Parent and Community Engagement 3							
Critical Success Factors CSF 3 CSF 6 2) Student group selected and targeted for Spirit Reigns program throughout semester.	2.5, 2.6	Counselor	Students will gain skills in social and emotional wellness as well as strategies for working with others.				
							

Performance Objective 2 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.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Richarte students will increase their access to positive experiences, exploration and risk taking by participating in a variety of hands on project based activities designed specifically to increase learning opportunities and experiences.

Evaluation Data Source(s) 1: Participation numbers in Fall Seminar Topics and number of students eligible for additional credit.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 1) Seminar time during Advisory created to give students a variety of innovative experiences through a rotational model.	2.4, 2.5	Advisers and Registrar through attendance.	Students will complete a variety of Project Based Opportunities and Experiences that will help to develop them as individuals as well as gain an additional half credit toward graduation.				
	Problem Statements: Demographics 1						
Critical Success Factors CSF 1 CSF 4 2) Create rubric, guidelines and expectations in order to give 1/2 credit for electives.		Staff/Advisers	Students will earn a half credit toward graduation requirements.				

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 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.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Add classes on Child Development, Broadcasting, Professional Music, Health and Wellness Activity, as well as access additional GHS career and technology classes.
1	4	1	Evening/Twilight school program implemented on Mon, Tues, Wed and Thurs evenings for students who need a flexible attendance option due to work or other circumstances.
1	4	2	Apply for and implement the Flexible Attendance Option for students who are At Risk for not graduating.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kelly Spiller	Assistant Principal
Administrator	Deedra Barr	Teacher / Admin Intern
Administrator	Rob Dyer	Principal
Community Representative	Becky McCoy	Community Rep
Classroom Teacher	Jeff Lanoue	Teacher
Classroom Teacher	Jody McDonnell	Classroom Teacher
Classroom Teacher	Elizabeth Weaver	CTE
Classroom Teacher	Brady McBride	Teacher
District-level Professional	Malinda Brasher	Community Relations
Classroom Teacher	Greg Rueb	Teacher
Classroom Teacher	Dan George	Teacher
Parent	Sherry Salley	Parent/Community Representative
Classroom Teacher	Perry Siegel	Teacher
Classroom Teacher	Tina McKay	Teacher
School Counselor	Laura Robertson	Counselor
Non-classroom Professional	Laura Gillispie	Registrar and PEIMS
Non-classroom Professional	Lisa Nava	Campus Secretary