Georgetown Independent School District

Richarte High School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

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 90 students or less in order to maintain and foster a close collegial relationship between students and staff. Approximately 98 students were enrolled as of 10/1/2022. Richarte graduated 38 students in the 17-18 school year, 59 students in 18-19 school year, 65 graduates during the 2019-2020 school year, 58 graduates during the 20-21 school year, and 98 graduates for the 2021-2022 school year. Of students served to date, 80% are identified "at-risk" as defined in Texas Education Code §29.081(d), and approx 68% are economically disadvantaged. Current student demographics are 2% African American, 60% Hispanic, 31% White, 5% Two or More Races, and 5% of students are identified as Homeless according to the indicators set by the McKinney-Vento Act. The mobility rate for the campus was 57.1%, 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.
- 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: 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.

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

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

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: 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.

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 significant number of applicants

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

Well utilized indepth online instructional program is avaialble 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 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 f

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 childaEUs 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. Students also access Google Classroom 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: The greatest long range future need is having funding available for timely updates of laptops and other devices as well as specific learning opportunities.

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

Problem Statement 3: The greatest short range future need is to increase counseling services offered to RHS students during the day and in the evening program.

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 facilitates the GISD Virtual Program for High School students in grades 10-12 who have specific needs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue ongoing training for online instruction and usage of online resources such as google docs and other digital tools.

Problem Statement 2: A partial classroom set of laptops was purchased due to an identified need for utilizations in business and digital media classes due to the limitation of chrome books and the Office Tools/Adobe.

Priority Problem Statements

Goals

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

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

    Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Staff and students will set progress goals for each class, will monitor student progress daily and will report progress weekly.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students and parents will be aware of progress in online and in person classes on a weekly basis. Students will learn to monitor and be aware of their own specific progress toward completion of a class and credits. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Students will be able to access an online Virtual School program at Richarte High School through the Edgenuity platform and Google classroom.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students who need an alternate type of learning or are not able to attend in person classes will be able to earn their high school diploma through virtual means. **Staff Responsible for Monitoring:** Teachers and VL Coordinator Campus Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

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

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Richarte students will increase positive life choices and career path options by participating in a variety of SEL and hands on project based activities designed specifically to increase learning opportunities and experiences. **Strategy's Expected Result/Impact:** We will see an increase in positive behaviors, students self regulating their emotions, and students acquiring new experiences to broaden their perspective. We will monitor this through numbers of discipline referrals and through our Student Support Team. **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Dec	Mar	May	Aug
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

HB3 Goal

Evaluation Data Sources: 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students taking Child Development, Leadership/Leadworthy, Professional Music, Health and Wellness Activities, as well as access additional career and technology opportunities including certificate programs.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will have an increased awareness of and access to post secondary options and pathways. Increased number of students leaving RHS with a professional certification in a CTE area. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of a College Prep Math and ELA class to help students increase success on TSI.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students will be TSI ready.	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Teachers Administrators				

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

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

Performance Objective 4: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

    Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in an individualized PBL (project based learning) experience designed to enhance and showcase their college/career readiness and or have an emphasis on social justice or improving humanity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will earn an additional 1/2 credit elective towards graduation as well as increase their access to new experiences and project based learning. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Mar**	**May**	**Aug**

Strategy 2 Details	Reviews			
Strategy 2: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in English language development, passing EOCs (HS), and support in content area instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus will increase Emergent Bilingual EOC or STAAR passing rate by ____% and will increase the number of Emergent Bilingual students making 1 year progress on TELPAS by ____% **Staff Responsible for Monitoring:** Principal/Assistant Principal; Learning Design Coach; Bilingual Support Staff **TEA Priorities:** Build a foundation of reading and math	**Dec**	**Mar**	**May**	**Aug**

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

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

Performance Objective 5: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details				Reviews			
Strategy 1: Implementation of Advisory/ PLC time for students to have targeted instruction and intervention as well as increase progress in online classes through enhanced staff conversations with students regarding future career path options, as well as monitoring of data and attendance.				**Formative**			**Summative**
				Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will have daily access to their staff advisor for conversations regarding individual needs, instruction, and career discussions.							

Strategy 2 Details				Reviews			
Strategy 2: Continuation of flexible scheduling and attendance options including a Twilight School / Evening program for students who need an alternative or evening schedule to improve attendance rates and student succe				**Formative**			**Summative**
				Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Increase in credits earned during Twilight and alternative scheduling options. Increase in the number of students participating in flexible schedule options that keep students who are also working in school.
    Staff Responsible for Monitoring: Teachers
Administrators
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction							

Strategy 3 Details				Reviews			
Strategy 3: Implementation of a maker space area for students to increase social emotional learning and access for creative pursuits as well as structured socialization and relationship building activities to support learning and student goals.				**Formative**			**Summative**
				Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will build positive relationships with others and work in a creative setting to improve learning. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction							

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

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

Performance Objective 6: Students will increase success in the areas of ELA and MATH through the utilization of credit recovery, increased interventions for struggling learners, and improvement in assessments.

Evaluation Data Sources: Increase in credits recovered, improved success on graduation state testing requirements

Strategy 1 Details	Reviews			
Strategy 1: Students will access interventions in ELA & Math (including HB 45) through scheduling of a Reading/Math Intervention class as well as additional academic support through Advisory and individualization through our campus PLC time.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Student classroom success will increase, and students will pass or show improvement on EOC assessments. **Staff Responsible for Monitoring:** Staff Administrators **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

    Evaluation Data Sources: Board Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Students will work toward CBA indicators in College, Career and Military Readiness as well as increase academic performance. **Strategy's Expected Result/Impact:** More students will earn certifications toward career paths. Students will be better prepared academically for post secondary studies or opportunities. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details		Reviews		
Strategy 1: Creation of campus communication plan with strategies for various types of communication to increase parents and student involvement and awareness. **Strategy's Expected Result/Impact:** Students and staff will be more informed and more involved in campus events and activiteis. **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: Communicate SRO duties and responsibilities in the District Improvement Plan per SB 1707 (TEC 37.081(d))

Strategy 1 Details		Reviews			

Strategy 1: Implement opportunities for positive school resource officer interactions including certifying all students in required Peace Officer Training.
 	
    Strategy's Expected Result/Impact: Increased positive relationships with law enforcement.
 	
    ESF Levers:
Lever 3: Positive School Culture
		Formative			**Summative**

		Dec	**Mar**	**May**	**Aug**
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

    Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

| Strategy 1 Details	Reviews			
Strategy 1: Creation of Campus Design team along with Student Design team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication and new PBL structures including ways to showcase student talent.	**Dec**	**Mar**	**May**	**Aug**
Staff Responsible for Monitoring: Teachers, Students and Administrators				
ESF Levers: Lever 1: Strong School Leadership and Planning				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details			Reviews		
Strategy 1: Identify ways that staff can become campus leaders and assume leadership roles in student support systems, CKH, CCMR and VL		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Staff will become student Advisors and will implement advising activities each week to follow up and monitor. **Staff Responsible for Monitoring:** Staff Administrators **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: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details			Reviews		
Strategy 1: Students will participate in a campus wide showcase to exhibit their project based opportunities to the community.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will earn a 1/2 credit toward graduation requirements as a result of completing a project based "Capstone type" project. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			**Dec**	**Mar**	**May**	**Aug**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Students will participate in a spring project based seminar as well as other hands on activities and learning opportunities. Staff will advise students on implementing project based tasks. **Staff Responsible for Monitoring:** Staff Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				