Georgetown Independent School District

East View High School

2021-2022

Mission Statement

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

Vision

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

Value Statement

We will facilitate collaboration, model respect, build trusting relationships, exhibit passion, and create a safe and risk-tolerant environment for all learners.

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Goals

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

Performance Objective 1: Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards.

Evaluation Data Sources: Curriculum-Based Assessments, Professional Learning Communities and Coaching for Design Smart Goals, AP Participation and Performance, & Industry Certifications.

Strategy 1 Details
Strategy 1: Systemic practices to increase literacy across campus.   1.) Cross-curricular engagement in Professional Learning Communities that are goal driven on utilizing the elements of the Learner Profile to design meaningful and engaging work, while building upon soft skills to address student fluency in reading and writing.   2.) Teachers lead instructional exploration and affirmation through Learning Walks and Instructional Rounds.   3.) Campus wide targets for literacy development.   4.) Response To Intervention tracking and monitoring for Tier 2 instruction.

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

Performance Objective 2: Create opportunities to address physical, mental and emotional wellness. Allow students to plan, development, and implement new learning, celebrations, and traditions.

    Evaluation Data Sources: Implementation of support groups, reduction of outcries, increased student performance. Frequent feedback opportunities throw open forums and surveys.

Strategy 1 Details
Strategy 1: Implementation of social emotional development to address student mental health issues, guidance team strategies that target research based Tier 1 and 2 prevention and intervention for academic and social emotion wellness, increased recruiting efforts for student participation in extracurricular and/or Career and Technology Education to enhance student engagement.

Strategy 2 Details
Strategy 2: The Social-Emotional Wellness Action Team will utilize the guidance curriculum to give lessons in the classroom setting at least once every 9 weeks. 2.) The guidance team will work with other programs, such as Hope Squad, No Place for Hate, and Capturing Kids Heart, to create initiatives that proactively inform students, parents, and staff in the areas of: a.) mental health issues, b.) suicide awareness, c.) drug and alcohol abuse, d.) anxiety and other social emotional and health and wellness issues deemed appropriate to address. 3.) The administrative team will work in collaboration with teachers and support staff utilizing a restorative matrix to respond to student discipline issues. 4.) A restorative circles committee will be established to train and embed restorative practices in the classroom. 5.) The campus will utilize parent, staff, peer, and community mentor programs.

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

Performance Objective 1: The campus publicizes celebrations, artifacts, and stories that tell the story of East View High and GISD.

    Evaluation Data Sources: Climate surveys, parent participation in engagement opportunities, and community partnerships.

Strategy 1 Details
Strategy 1: 1.) The campus will develop engagement opportunities for stakeholders.   2.) The campus will proactively update campus website and social media platforms.   3.) The campus will bring more student voice to life in its messaging.   4.) Clubs and organizations will utilize digital messaging proactively to celebrate and inform.   5.) The campus will help to inform stakeholders on how to navigate existing systems, such as the campus and district website that provide valuable information.

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.

    Evaluation Data Sources: Climate survey and evidence in True Accountability Pilars.

Strategy 1 Details
Strategy 1: 1.) Teacher-lead action committees in the areas of Health and Safety, Academic Outcomes, Design and Collaboration, and Climate and Morale.
2.) Campus-wide continuous improvement in all committee work.
3.) Embedded feedback benchmarks.
4.) Increasing parent-lead engagement opportunities that align to campus and community goals.
5.) Students voice and choice in leadership and personalized learning opportunities.

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

Performance Objective 1: Cultivate leadership and a staff that is beliefs-aligned to best meet the needs of students. Develop new leadership and sustain leadership commitments and responsibilities with alignment at all levels.

> **Evaluation Data Sources:** Leadership development systems and processes aligned to Strategic Framework and Learner Profile. Leadership commitments self-growth and reflective practices.

Strategy 1 Details
Strategy 1: 1.) The campus administrative team will serve as instructional leaders by collaborating in Professional Learning Communities, modeling teaching and learning through presentation and participation, and pursuing professional development continuously. 2.) The campus administrative team will build teacher leaders and cultivate committees that align to building capacity and fidelity in the work aligned to the District Strategic Framework and Learner Profile. 3.) The lead counselor will work with the campus testing coordinator, teacher leaders, and administration to lead continuous improvement in Tier 1 strategies, data analysis, and RTI committees. 4.) The campus design team will incorporate coaching for design and instructional rounds for continuous improvement. 5.) Sheltered instruction push-in support will be provided to help teachers utilize the ELPS in designing meaningful and engaging work. 6.) Resource and BCS Special Education teachers will utilize the Solid Roots curriculum to support their students individualized education plan.

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

Performance Objective 2: Increase student leadershp development opportunities and campus wide character development.

    Evaluation Data Sources: Student action teams and student-lead events.

Strategy 1 Details
Strategy 1: 1.) Character development across campus. 2.) Leadership development via PALS and Student Clubs and Organizations. 3.) Learner Profile Skills acquisition and practice.

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

Performance Objective 1: Continue to address equity as an acquisition of knowledge and exploration aligned with curriculum and resources.

    Evaluation Data Sources: Artifacts of culture exploration through advisories, committees, recognitions and celebrations.

Strategy 1 Details
Strategy 1: 1.) Campus will utilize PRIDE time for extension of student-engagement.   2.) Campus design team will collaborate on meaningful units of study that embrace diverse learning and resources that address equity in alignment with curriculum.   3.) Students will have an opportunity to express cultural uniqueness through celebrations and affirmations on campus.

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

Performance Objective 2: The campus will continue to build partnerships between community members and create opportunities for meaningful participation and engagement.

Evaluation Data Sources: Targeted areas of community-engagement in College & Career, Military and Future Readiness.

Strategy 1 Details
Strategy 1: The campus leadership team will create an engagement continuum for meaningful partnerships to take place between community members and the campus.

East View High School

CCMR Board Outcome Goal (DRAFT)

The percentage of graduates that meet the criteria for CCMR will increase from 69% to 100% by August 2025.

Yearly Target Goals

2019 Baseline	2020 (Actual)	2021 (Actual)	2022	2023	2024	2025 Target
69%	73% (74%)	78% (59%)	83%	88%	94%	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	27%	68%	73%	-	*	-	80%	53%	59%	77%
2020	34% (46%)	73% (74%)	77% (79%)	*	90% (90%)	-	83% (55%)	83% (91%)	59% (70%)	64% (63%)
2021	42% (45%)	77% (50%)	81% (74%)	*	92% (57%)	-	86% (53%)	86% (77%)	65% (54%)	70% (46%)
2022	52%	82%	85%	*	94%	-	89%	89%	73%	77%
2023	65%	88%	90%	*	96%	-	93%	93%	81%	84%
2024	80%	94%	95%	*	98%	-	96%	96%	90%	92%
2025 Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%