

Georgetown Independent School District

Richarte High School

2020-2021 Campus Improvement Plan



Mission Statement

Make a Difference and Be the Difference

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 and Mission

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

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 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.

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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. Approximately 90 students were enrolled as of 9/1/2019. Richarte graduated 38 students in the 17-18 school year, and 59 students in 18-19 school year. The approximate number of students expected to graduate during the 2019-2020 school year is 65. 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, 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 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.
- 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 "B" under the Texas accountability system.

Student Achievement Strengths

- With the exception of reading, student performance has steadily increased.
- No STAAR scores for 19-20 due to Covid.
- Richarte High School achieved an accountability rating of B from the 2018-19 school year.
- Index scores for 2019 were above the minimum target scores of the state accountability system in Student Achievement, Student Progress. Scores were slightly below in Closing Performance Gaps, and Postsecondary Readiness. Note that 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.
- Performance in Math and Science was especially commendable with passing rates of 92% and 100% respectively.
- Performance in Social Studies was 100%, with 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 (Prioritized): 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
- 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.

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

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.

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 (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.

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.

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.

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.

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.

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 classroom set of laptops have been identified as a need for business and digital media classes due to the limitation of chrome books and the Office Tools/Adobe.

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: 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 2: 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.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Strengthen ability to communicate in timely way with parents using campus websites and all technology and social media.

Root Cause 3: 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 3 Areas: School Culture and Climate

Problem Statement 4: 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 4:

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: 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 5:

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: 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 6:

Problem Statement 6 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- 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

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 Sources: Participation numbers and awarded credit in PBL.

Summative Evaluation: None

<p>Strategy 1: Students will participate in an individualized PBL (project based learning) experience designed to enhance their college/career readiness and or have an emphasis on social justice or improving humanity.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals, Registrar and Advisers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
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No Progress



Accomplished



Continue/Modify



Discontinue





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.

Targeted or ESF High Priority

Evaluation Data Sources: Number of students participating in CTE courses.

Summative Evaluation: None

<p>Strategy 1: Increase students taking Child Development, Broadcasting, Professional Music, Health and Wellness Activities, as well as access additional GHS career and technology classes.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students will access CTE/CCMR classes as well as graduate with an endorsement.</p> <p>Staff Responsible for Monitoring: CCMR Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 3: Create a Teacher Lead/Student Involved Professional Learning Community system to increase student progress monitoring, attendance, grad plans and buy in.

Targeted or ESF High Priority

Evaluation Data Sources: Increased attendance and progress rates by 90%.

Summative Evaluation: None

<p>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.</p> <p>Strategy's Expected Result/Impact: Students will have weekly access to their staff advisor for conversations regarding individual needs, scheduling, and career discussions.</p> <p>Staff Responsible for Monitoring: Classroom teachers / Advisors, Ms. Weaver and Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: 1. 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 PBL.</p> <p>Strategy's Expected Result/Impact: Students will build positive peer relationships with each other and model appropriate social interactions.</p> <p>Staff Responsible for Monitoring: Teachers and Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 4: Continuation 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.

Targeted or ESF High Priority

Evaluation Data Sources: Credit numbers completed during the Twilight program and numbers of students served.

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Additional students will be able to graduate through having alternate choices in scheduling.</p> <p>Staff Responsible for Monitoring: Evening Program Coordinator and Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Implement flexible attendance options through additional attendance times for students who are At Risk for not graduating.</p> <p>Strategy's Expected Result/Impact: 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%..</p> <p>Staff Responsible for Monitoring: Principals, Teacher and Registrar</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
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



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

Performance Objective 5: 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.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Students will access interventions in ELA & Math through scheduling of a Reading/Math Intervention class as well as additional academic support through Advisory and individualization through our campus PLC time.</p> <p>Strategy's Expected Result/Impact: Student classroom success will increase, and students will pass or show improvement on EOC assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor and Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
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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 college, career and military readiness through identification of career paths, certifications, SAT and TSI scores, and Military Readiness.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Implementation of a College Prep Math class to help students increase success on TSI. Strategy's Expected Result/Impact: Increased number of students will be TSI ready. Staff Responsible for Monitoring: Teachers and Principals Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Number of students participating in Key Club and other service events.





Summative Evaluation: None

<p>Strategy 1: Students will participate in service projects with Brookwood in Georgetown, Kiwanis, GISD Elementary schools and other organizations.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Student Advisers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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.





<p>Strategy 1: Survey students and families to determine preferred and effective means of communication and implement various communication models.</p> <p>Strategy's Expected Result/Impact: Families will be more involved and knowledgeable about community events will participate in an increased number of RHS activities.</p> <p>Staff Responsible for Monitoring: Principals and Campus Secretary</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Facilitate periodic meetings with Advisor staff representatives for parents and students. Increased social media presence with implementation of campus Facebook and Twitter accounts, weekly online all campus meetings and weekly update emails, as well as using Remind 101.</p> <p>Strategy's Expected Result/Impact: Parent communication and relationships will improve and strengthen with more face to face opportunities to meet.</p> <p>Staff Responsible for Monitoring: Principals and Campus Secretary</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  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: Creation of Campus Design team along with Student Design team.





Evaluation Data Sources: Team meeting minutes.

Summative Evaluation: None

<p>Strategy 1: Creation of Campus and Student Design team and selection process. Facilitation of lunch meetings two times per semester with students and staff.</p> <p>Strategy's Expected Result/Impact: Increase in student and staff opportunities for collaboration.</p> <p>Staff Responsible for Monitoring: Principals, Teachers and Design Team Leaders</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  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: Train and implement staff and students on mental health and on behavioral/social/emotional needs.





<p>Strategy 1: Ensure all staff have been trained through National Lifemanship Training for staff and student group with Spirit Reigns, SAMA training and Cultural Awareness.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principals and Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Student group selected and targeted for Spirit Reigns program throughout semester.</p> <p>Strategy's Expected Result/Impact: Students will gain skills in social and emotional wellness as well as strategies for working with others.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Participation numbers in Fall Seminar Topics and number of students eligible for additional credit.

Summative Evaluation: None

<p>Strategy 1: Seminar time during Advisory created to give students a variety of innovative experiences through a rotational model.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Advisers and Registrar through attendance.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
<p>Strategy 2: Create rubric, guidelines and expectations in order to give 1/2 credit for enhanced elective choices reflecting a student's interest and career choices.</p> <p>Strategy's Expected Result/Impact: Students will earn a half credit toward graduation requirements. Implementation of Entrepreneurship activities on campus as well as Job/Career opportunities.</p> <p>Staff Responsible for Monitoring: Staff/Advisers</p>	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 3: Increase individualized learning options such as Project Based Learning, Online learning options and Blended Learning to meet individual student's needs.</p> <p>Strategy's Expected Result/Impact: Student needs will be addressed through individualization and student success will increase.</p> <p>Staff Responsible for Monitoring: Teachers and Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums