

Georgetown Independent School District

Richarte High School

2019-2020 Goals/Performance Objectives/Strategies



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.

Table of Contents

Goals	5
Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.	5
Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.	12
Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.	14
Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.	16
Comprehensive Support Strategies	17

Goals


Revised/Approved: October 17, 2019

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
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.	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.				
							


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:

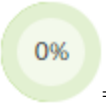
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college 1) Increase students taking Child Development, Broadcasting, Professional Music, Health and Wellness Activities, as well as access additional GHS career and technology classes.	2.4, 2.5, 2.6	CCMR Teachers	Increased numbers of students will access CTE/CCMR classes as well as graduate with an endorsement.				




= Accomplished



= Continue/Modify



= No Progress



= 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.

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

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) 1. Implementation of a game room/maker space area for students to increase social emotional learning and access for creative pursuits as well as structured socialization and relationship building activities.	2.5, 2.6	Teachers and Principals	Students will build positive peer relationships with each other and model appropriate social interactions.				
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Implementation of PLC time for students to have targeted instruction and intervention as well as increase progress in online classes through enhanced staff monitoring of data and attendance.	2.5, 2.6						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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
Comprehensive Support 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.	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.				
Comprehensive Support Strategy 2) Implement flexible attendance options through additional attendance times for students who are At Risk for not graduating.	2.4, 2.5, 2.6, 3.2	Principals, Teacher 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%..				

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>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>	2.4, 2.6	Teachers, Counselor and Principals	Student classroom success will increase, and students will pass or show improvement on EOC assessments.				
Problem Statements: Demographics 1 - Student Achievement 1							

Performance Objective 5 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

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.

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.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implementation of a College Prep Math and Reading class to help students increase success on TSI.	2.4, 2.6	Teachers and Principals	Increased number of students will be TSI ready.				


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
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.				




= Accomplished



= Continue/Modify



= No Progress



= 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.


Evaluation Data Source(s) 2:


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Survey students and families to determine preferred and effective means of communication and implement various communication models.	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.				
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Facilitate periodic meetings with principals and staff representatives for parents and students. Coffee with the Principals, Family Cookouts, family meeting, twice per semester student leadership team/teacher lunch meetings, etc.	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.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = 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 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
1) Creation of Campus and Student Design team and selection process. Facilitation of lunch meetings two times per semester with students and staff.	2.5	Principals, Teachers 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:

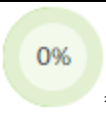
Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Ensure all staff have been trained through 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.				
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.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = 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 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
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.				
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.				
Targeted Support Strategy 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 3) Increase individualized learning options such as Project Based Learning, Online learning options and Blended Learning to meet individual student's needs.	2.4, 2.5, 2.6	Teachers and Principals	Student needs will be addressed through individualization and student success will increase.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Increase students taking Child Development, Broadcasting, Professional Music, Health and Wellness Activities, 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	Implement flexible attendance options through additional attendance times for students who are At Risk for not graduating.