

**Center Independent School District**  
**Roughrider Academy**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Roughrider Academy will provide a non-traditional academic program focused on providing students the skills needed to be independent, critical thinkers and work or college ready at the time of graduation.

## Vision

Preparing students for their future.

## Core Beliefs

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	5
School Processes & Programs .....	6
Perceptions .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Goals .....	11
Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy. ....	11
Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing spirit and Roughrider Pride throughout our facilities, with our staff, faculty and student body. ....	13
Goal 3: CISD will work with all stakeholders to promote community and parent involvement across the district. ....	16
Goal 4: College, career, military readiness participation will increase. ....	17

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The staff at Roughrider Academy is composed of 1 administrator, 3 teachers, and two aides - one of them bilingual. The demographics of the staff are 83% white and 17% Hispanic. Of the teachers, 67% is female and 33% is male. Two teachers are certified in the areas in which they are teachers of record. Our reading teacher will be high school certified by year end. Both aides are Highly Qualified as defined in NCLB.

The students of the Roughrider Academy are diverse in background and race. As of October 26, 2018 the race breakdown of the student population is 2% Asian, 28% African American, 20% Hispanic/Latino, and 50% white. The percentages of these races changes due to the fluid, self-paced nature of the campus. Of the students currently enrolled, 43% are female and 57% are male. Students who are currently being served by a federal program are 17% ESL, 24% SPED, 6% Section 504, and 0% G/T.

Populations that are represented in the district, parents, and community that are not represented on our campus staffing are Asian/ Pacific Islander and African American.

### Demographics Strengths

1. Having a Hispanic bilingual aide is beneficial for communicating with and relating to a large student and parent population that our campus serves.
2. Our campus is representative of our community in terms of the major demographic populations.
3. Our campus serves students who are also served by all federal programs except gifted/talented.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There are no African Americans represented in the Campus Staff.

# Student Academic Achievement

## Student Academic Achievement Summary

Traditionally, the students who are attending Roughrider Academy have performed below expectations in local and state assessments. Students have not shown growth or success in EOC areas and/or required graduation credits.

## Student Academic Achievement Strengths

Many of the students enrolling show interest in doing better and growing as individual students. They, as a whole, have expressed interest in furthering their education after high school.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students of Roughrider Academy have shown little to no growth in the areas of EOC and/ or credits required for graduation. **Root Cause:** Student's lack of success started in much earlier grades. These educational gaps and unsuccessful attempts have compounded into the feeling of an insurmountable task.

**Problem Statement 2:** Roughrider Academy has seen much growth in the areas of new English language learners and CISD Special Services populations. **Root Cause:** State minimum requirement for graduation tends to steer students into the academy, though in some cases it may not be the most appropriate placement for students in these areas.

# School Processes & Programs

## School Processes & Programs Summary

**Instructional:** Instruction is delivered by way of online courses as well as with teachers face-to-face. Instructional content is provided by Edgenuity with oversight by certified teachers. Teachers are responsible for maintaining and monitoring the integrity of courses while monitoring student progression and completion of courses. If students are underachieving and not showing course progress, teachers and paraprofessionals must intervene in online instruction and help reteach content to help students show success. A reading teacher was added to the staff in the late Spring of 2018 to better meet the needs of our typical student.

**Curricular:** The curriculum provided is the Texas Essential Knowledge and Skills of each course required to graduate. Course selection for students is based on the individual graduation plan of each student, and the EOCs to be mastered by the student.

**Personnel:** Recruitment for the Roughrider Academy happened on the Center High School campus and through the CISD website. The personnel of Roughrider Academy are supported with training in Edgenuity, student motivation, and teaching at-risk students is provided. Teacher retention was 100% going into year two at the academy.

**Organizational:** The Roughrider Academy was developed in 2017-18. Processes and protocols have been put in place for all known documentation needed.

## School Processes & Programs Strengths

Courses are presented in a fashion that allows students to re-evaluate materials and lessons without the need of calling attention to themselves in front of their peers. Students have much involvement in their course selections in terms of what classes will be taken within the same window of time. The curriculum is presented in a manner preferred by our at-risk population. Standards are presented in a concise manner that eliminates the "extra activities" found in the traditional classroom.

The Roughrider Academy reading teacher MAP tests to find areas of need students. This teacher delivers small group instruction customized for specific needs of specific students.

Teachers are motivated by course offerings and methods of instruction for the students of Roughrider Academy. Much of the time burden of planning has been eliminated, but teachers are engaged with students in multiple courses and content keeping their interest and excitement peaked. Teacher interest and involvement leads to successful students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** No processes are in place for college or career preparation classes to meet CCMR requirements. **Root Cause:** Start up year demands did not allow staff to put these processes in place.

**Problem Statement 2:** Educator resources for students in special sub-populations such as new language learners and those served by special services need to be increased. **Root Cause:** Roughrider Academy has had an influx of new students that are new from countries where English is not their first language, and from students served by special services.

# Perceptions

## Perceptions Summary

A culture and climate that fosters student motivation and success is necessary. School personnel are in agreement that this is achievable. Meetings and conversations creating culture and climate needed for our students are real and ongoing. Training will be provided as needed for the personnel on campus to foster such as environment.

Roughrider Academy staff believe all students are capable of obtaining a high school diploma, that all students deserve opportunities to enhance their future, and that as a team we can succeed.

## Perceptions Strengths

The positive attitudes that everyone has towards the success of our students is a major strength. In addition, the graduation of forty students in 2017-18 has faculty and staff excited to help all students be prepared for the future.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students may have a perception that the diploma earned through Roughrider Academy is not equivalent to one that is earned at Center High School. **Root Cause:** Misconceptions of Roughrider Academy expectations and goals in the community.

**Problem Statement 2:** Students may have a perception that earning a diploma through Roughrider Academy is not going to take effort on their part. **Root Cause:** Roughrider Academy had forty graduates last year. Many of these graduates had very little previous academic success. New students may be making assumptions regarding the newfound success of the 2017-18 graduating class.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Domain 1 - Student Achievement
- PBMAS data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

## Employee Data

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

Revised/Approved: November 05, 2015

## Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

**Performance Objective 1:** Individual students will make academic progress in reading by one year.

**Evaluation Data Source(s) 1:** Improved student performance as evidenced in MAP and STAAR assessments.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2  1) Students will be administered MAP reading exam to determine reading levels and deficits in prior learning.	2.5	Director, Teachers, Paraprofessionals	Reading deficits will be determined and addressed.				
<b>Problem Statements:</b> Student Academic Achievement 1							
<b>Critical Success Factors</b> CSF 2  2) Testing will occur BOY, MOY, and EOY.	2.4, 2.6	Director and teachers	Identifying specific areas of need will allow specific small group instruction to assist struggling readers.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Students of Roughrider Academy have shown little to no growth in the areas of EOC and/ or credits required for graduation. <b>Root Cause 1:</b> Student's lack of success started in much earlier grades. These educational gaps and unsuccessful attempts have compounded into the feeling of an insurmountable task.

**Goal 1:** Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

**Performance Objective 2:** Student writing samples will show improvement in grades in STAAR writing in English I and II.

**Evaluation Data Source(s) 2:** Improved student performance as evidenced in STAAR assessments.

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Critical Success Factors</b> CSF 1  1) Small group instruction to increase scores in reading, writing, and state assessment.	2.4	Director, ELAR Teacher	Student academic and state assessment scores will increase.				
<b>Problem Statements:</b> Student Academic Achievement 1							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Students of Roughrider Academy have shown little to no growth in the areas of EOC and/ or credits required for graduation. <b>Root Cause 1:</b> Student's lack of success started in much earlier grades. These educational gaps and unsuccessful attempts have compounded into the feeling of an insurmountable task.

**Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing spirit and Roughrider Pride throughout our facilities, with our staff, faculty and student body.**

**Performance Objective 1:** Address the mental and emotional health of students through character development and counseling programs. Extra-curricular programs will teach team concepts, hard work, and personal development.

**Evaluation Data Source(s) 1:** Student discipline records and counselor information.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) The implementation of daily motivational goals and/or college vocabulary discussed with students at beginning of school daily, monthly Core Essential Values motivation, as well as short YouTube videos that inspire and assist students in decision making processes.	2.6	Director/Counselor	The students should enhance values training that will impact the remainder of their lives and educational opportunities.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing spirit and Roughrider Pride throughout our facilities, with our staff, faculty and student body.

**Performance Objective 2:** Campuses will develop and secure emergency procedures for the security of all students, faculty and staff.

**Evaluation Data Source(s) 2:** Staff training records.

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) All Roughrider staff will be trained in Emergency Procedures, do CPR, CPI, and First Aid training.	2.5	Director	Safe students will be better students when they can focus on education instead of anxiety.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 2:** CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing spirit and Roughrider Pride throughout our facilities, with our staff, faculty and student body.

**Performance Objective 3:** Continue Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help pregnant students adjust academically, mentally, and physically and stay in school.

**Evaluation Data Source(s) 3:** PEIMS data such as student attendance. PRS program student files

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Students at Roughrider Academy typically have an easier time dealing with pregnancy related issues due to the shortened day and ability to work on coursework on line in the comfort of home.		Director, Teachers	Student will be able to finish the education they began.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 3: CISD will work with all stakeholders to promote community and parent involvement across the district.

**Performance Objective 1:** Parents will be in close contact with director and teachers of Roughrider Academy.

**Evaluation Data Source(s) 1:** Emails from teachers to parents, texts from director to parents, and Remind app texts and mass notifications.

Director has given personal cell number to parents to establish an open communication at all times. No restrictions have been placed on calling, stopping by the school at any time if a parent has a concern.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Critical Success Factors</b> CSF 5 1) Director and teachers are open to any and all methods of interacting with parents. Director accepts all calls and visits from parents.	3.1	Director	Open and clear communication between parents, teachers, and students will allow all parties to understand goals and issues immediately. Resolution are much more effective when all parties involved communicate swiftly as issues arise.				
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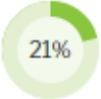







## Goal 4: College, career, military readiness participation will increase.

**Performance Objective 1:** Students will enroll in career prep classes, college prep classes, take TSI, or take the ASVAB and meet with military recruiter if possible prior to graduation.

**Evaluation Data Source(s) 1:** Student records

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 4  1) Roughrider Academy will show an increase in college, career, and military readiness by year end.	2.5	Director, teachers, and paraprofessionals	Students more prepared for their futures.				
<b>Problem Statements:</b> School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> No processes are in place for college or career preparation classes to meet CCMR requirements. <b>Root Cause 1:</b> Start up year demands did not allow staff to put these processes in place.