

# Center Independent School District

## Roughrider Academy

### 2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: B



# 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.

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# Goals

## Goal 1: Improve literacy across all grade levels.


**Performance Objective 1:** Individual students will make academic progress in reading and show at least one year's growth.

**Evaluation Data Source(s) 1:** Improved student performance as evidenced in course grades, MAP testing, and state assessments.


### Summative Evaluation 1:

### High Priority

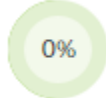
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math 1) 1.) Administer the MAP reading exam to determine current reading levels, student growth and to help with prescriptive individualized instruction. The MAP testing will be given at the BOY, MOY and EOY.	2.5, 2.6	Director of Secondary Instruction and RtI, Campus Director, Counselor, Instructors, Paraprofessionals	Improved student achievement				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Pull students that are first-time testers or retesters into small reading groups for Tier 3 accelerated instruction daily to target areas of need.	2.4, 2.6	Campus Director, Director of Secondary Instruction and RtI, Reading Specialist	Improved student achievement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** Improve literacy across all grade levels.

**Performance Objective 2:** Student writing samples will show improvement in MAP testing, required course writing samples, enrichment pull out samples, STAAR writing in English I and English II, and TELPAS writing.

**Evaluation Data Source(s) 2:** Improved student performance as evidenced MAP testing, required course writing samples, enrichment pull out samples and state assessments.

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Place students that are first-time testers or retesters into small groups for Tier 3 accelerated instruction daily to target areas of need.</p>	2.4, 2.6	Campus Director, Director of Secondary Instruction and RtI, RLA Instructor	Improved student achievement				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Review and evaluate student writing samples every six-weeks. Students will be provided feedback and instruction for improvement.</p>	2.4, 2.5, 2.6	Campus Director, RLA teacher, Reading Specialist	Improved writing samples. Improved MAP testing scores. Improved STAAR scores. Improved TELPAS scores.				
<p><b>TEA Priorities</b> Build a foundation of reading and math 3) Emphasize the revision and editing of written work (both original student pieces and those of a standard format).</p>	2.4, 2.5, 2.6	Campus Director, RLA Instructor, Reading Specialist	Improved writing samples. Improved MAP testing scores. Improved STAAR scores. Improved TELPAS scores.				
<p>4) Administer the MAP ELA exam to determine current levels, student growth and to help with prescriptive individualized instruction. The MAP testing will be given at the BOY, MOY and EOY.</p>	2.4, 2.6	Campus Director, Director of Secondary Instruction and RtI, Counselor, Instructors, Paraprofessionals	Improved student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

## Goal 2: The academic achievement of all students in all content areas will increase.

**Performance Objective 1:** Increase the performance target from Approaches to Meets for all students and all assessments and work to close the achievement gap.

**Evaluation Data Source(s) 1:** Local and state assessment data

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math 1) Continuously monitor all student data to provide instruction and intervention services to meet the needs of individual students.	2.4, 2.5, 2.6	Campus Director, counselor, instructors, Reading Specialist	Improved local and state data				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Effectively schedule students to intervention groups based on individual academic needs based on MAP testing scores, state assessment scores, and progress in previous interventions (teacher input).	2.4, 2.5, 2.6	Campus Director, counselor, instructors, Reading Specialist	Improved local and state data. Improved writing samples.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 2:** The academic achievement of all students in all content areas will increase.

**Performance Objective 2:** All students will show at least one year's growth in math.

**Evaluation Data Source(s) 2:** Course grades, MAP testing, STAAR testing

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math 1) Administer the MAP Math exam to determine current levels, student growth, and to help with prescriptive individualized instruction. The MAP testing will be given at the BOY, MOY and EOY.	2.4, 2.6	Campus Director, Counselor, Instructors, Paraprofessionals	Improved student performance				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Place students that are first-time testers or retesters into small groups for Tier 3 accelerated instruction in math daily to target areas of need.	2.4, 2.6	Campus Director, Director of Secondary Instruction and RtI, Math Instructor	Improved student performance				



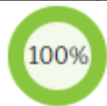



### Goal 3: Graduates will be post-secondary ready as determined by the College, Career, and Military Readiness (CCMR) standards set forth by the Texas Education Agency.

**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, number of students earning the CCMR point

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Connect high school to career and college 1) Effectively schedule students into the appropriate courses and provide opportunities for students to take college entrance or ASVAB tests.		Campus Director, Counselor, Teachers, Paraprofessionals	More earned CCMR points as defined by TEA's A-F accountability				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

## Goal 4: Promote the involvement of parents and community members to build relationships.

**Performance Objective 1:** Use a variety of means to communicate with parents and students.

**Evaluation Data Source(s) 1:** Messages and logs of texts, calls, meetings and mass notifications.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Connect high school to career and college 1) Utilize text, Remind, phone calls, emails, and district/campus web pages, apps, and social media to communicate with parents and students and solicit interaction.	3.1, 3.2	Campus Director, Instructors	Increased parent engagement Decreased attendance and behavioral issues				
2) Host a Meet the Teacher night at the beginning of school, as well as a fall and spring Parent Night to welcome parents/families and to inform them about the progress that their child is making academically.	3.1, 3.2	Director, Counselor, Instructors, Paraprofessionals	Increased parent engagement				
3) Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English, Spanish, and Vietnamese.		Campus Administration Director of Special Programs	Increased parent engagement specifically for EL students				
4) Provide a quarterly report with relevant campus information and updates to parents utilizing a variety of media outlets.		Campus Director	Increased parent engagement				


## Goal 5: Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

**Performance Objective 1:** Address the mental and emotional health of students through character development and counseling programs.

**Evaluation Data Source(s) 1:** Campus character development plan.

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Hold frequent meetings with students at the beginning of the school day. Topics will cover goal setting, self reflection, team concepts, hard work, and personal development.	2.5, 2.6	Campus Director, Counselor	Increased student performance Decreased attendance and behavioral issues				
2) Conduct a beginning of the year student assembly to lay the groundwork for high expectations, standards, procedures and consequences.	2.5	Campus Director	Decreased disciplinary infractions and maximized learning time.				
3) Utilize a campus wide discipline management system to increase academic performance in all students as well as to create positive culture.	2.4, 2.5, 2.6	Campus Director, counselor, Instructors, paraprofessionals	Decreased disciplinary issues Higher student achievement scores in all measurable areas.				
4) Host incentive days for positive reinforcement of good behavior and academic effort.	2.5	Campus Director	Decreased number of discipline referrals Better attendance rate Higher campus morale				
							

**Goal 5:** Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

**Performance Objective 2:** Develop and implement emergency procedures for the security of all students, faculty and staff.

**Evaluation Data Source(s) 2:** The annual review, updating, and application of the District Emergency with each campus receiving training.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide updated training over the campus and district Emergency Operations Plan.		Campus Director, Campus Police	Increased safety of campus				

**Goal 5:** Establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

**Performance Objective 3:** Provide Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students and to help these 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) Provide a flexible schedule and access to coursework online for PRS students.		Campus Director, Director of Special Services, Counselor, Instructors CEHI Instructor	Lower drop out rate Higher completion rate				
2) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher		Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
3) Individual counseling, peer counseling/support group, and self-help programs		Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
4) Transportation for children of students to/from the campus or childcare center		Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor, Director of Maintenance and Transportation	Lower drop out rate Higher completion rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
5) Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)		Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor, Director of Maintenance and Transportation	Lower drop out rate Higher completion rate				
6) Instruction related to child development, parenting, and home and family living		Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
7) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs		Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	Lower drop out rate Higher completion rate				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue