

Center Independent School District
Roughrider Academy
2017-2018 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Roughrider Academy is composed of 1 administrator, 2 teachers, and a bilingual aide. The demographics of the staff are 75% white and 25% Hispanic. Of the teachers, 50% is female and 50% is male. Both teachers are certified in the areas in which they are teachers of record. The bilingual aide is Highly Qualified as defined in NCLB.

The students of the Roughrider Academy are diverse in background and race. Currently, there are African American, Hispanic, and white races represented. The percentages of these races changes due to the fluid, self-paced nature of the campus. Of the students currently enrolled, 38% are female and 62% are male. Students who are currently being served by a federal program are 13.5% ESL, 22% SPED, 13.5% Section 504, and 0.03% G/T.

Our district demographics are similar in race representation, as well as, the parents and the community. The only population that is represented in the district, parents, and community that is not represented on our campus is Asian/ Pacific Islander.

Demographics Strengths

1. Having a Hispanic bilingual aide is very 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.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: There are no Asians represented in our student population. **Root Cause:** Students are unaware of the opportunities available through the Roughrider Academy.

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 a student. 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.

School Processes & Programs

School Processes & Programs Summary

Instructional: Students are delivered instruction 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 must intervene in online instruction and help reteach content to help students show success.

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 that are still needing to be mastered by the student.

Personnel: Recruitment for the Roughrider Academy has primarily happened on the Center High School campus. Teachers who had an interest in such program were allowed to transfer onto our campus. In supporting the Personnel of Roughrider Academy, training in Edgenuity, student motivation, and teaching at-risk students is provided. Teacher retention has not been documented.

Organizational: The Roughrider Academy was developed over the last year. Many processes and protocols have been put in place for all known documentation needed.

School Processes & Programs Strengths

Students are excited and motivated by a fresh start and a self-paced experience. The 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 preferable manner for our students. While the standards are covered and 100% are taught, they are presented in a concise manner that eliminates the "extra-activities" found in the traditional classroom.

Teachers are also motivated by the course offerings and methods of instruction for the Students of Roughrider Academy. The time burden of planning has been eliminated, but the teachers are constantly engaged in multiple courses and content keeping their interest and excitement peaked. This is reflected in the students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a high demand on the teachers during instructional time. **Root Cause:** Due to the self-paced nature of the Roughrider Academy, various are students attempting various courses at the same time.

Problem Statement 2: Processes and protocols need to be reviewed and improved. **Root Cause:** The Roughrider Academy is a new campus. Processes and protocols were created before the campus started.

Perceptions

Perceptions Summary

The school culture and climate are still being developed. A culture and climate that fosters student motivation and success is needed. School personnel are all in agreement that this is possible and obtainable. Meetings and conversations have been had about how to create the culture and climate needed for our students. Training will be provided as needed for the personnel on campus to foster such as environment.

At Roughrider Academy we believe that all students are capable of obtaining a High School diploma, that all students deserve the opportunities to enhance their future, and that as a team we can succeed.

Perceptions Strengths

Our biggest strength is the positive attitudes that everyone has towards the success of our students.

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 are in the community.

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

- Performance Index Framework Data: Index 1 - Student Achievement
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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
- Highly qualified 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

Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 1: By the end of the year, in grades K-10, all students will show at least one year's growth in reading as indicated by local and STAAR reading assessments.

Evaluation Data Source(s) 1: Local and State Assessments (EOC)

Summative Evaluation 1:

Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 2: In grades K-10, students will improve 2 levels in writing as indicated on the appropriate STAAR Writing Rubric in grades K-3, 5,6,and 8, STAAR writing exam (grades 4 and 7), and the English I and II STAAR exams.

Evaluation Data Source(s) 2: Local and State Assessments (EOC)

Summative Evaluation 2:

Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 3: In grades K-12, the academic achievement of all students in all content areas will increase and the achievement gap among student groups will close 10% as indicated in unit assessment data, STAAR exams, and Index 3 of the state accountability system.

Evaluation Data Source(s) 3: Local and State Assessments

Summative Evaluation 3:

Goal 2: Design, support, and encourage extracurricular programs.

Performance Objective 1: CISD will design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups.

Evaluation Data Source(s) 1: Student involvement in activities outside of school.

Summative Evaluation 1: