Center Independent School District

Roughrider Academy

2024-2025 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

Demographics

Demographics Summary

The staff at RRA is composed of 1 administrator, 1 counselor, 4 teachers and 2 paraprofessionals (one being bilingual). The demographics of the staff are 88% white and 12% hispanic. Of the teachers, 75% are female and 25% are male. Both aides are Highly Qualified as defined in NCLB.

The students of RRA are diverse in background and race. As of Sept. 6 2022, the ethnic breakdown of the student population is 16-Hispanic (33%), 6-African American (12%), 1-Pacific Islander(2%) and 26-White (53%). The percentages of these races change due to the fluid, self-paced nature of the campus. Of the 49 students currently enrolled, 12 are in the RtI program (24%), 9 are SPED (18%), 5 are Section 504 (10%) and 10 are ESL students (20%).

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

Demographics Strengths

1. Have a Hispanic bilingual aide is benefitial 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 staff members represented in the campus staff.

Student Learning

Student Learning Summary

Prior to attending RRA, many of the students have had limited success on local and state assessments. From 2018-2022 school year, the students at RRA have seen great improvements on their STAAR testing results. RRA also has recently achieved a grade of A (95) for the state accountablility system.

Student Learning 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 Learning Needs

Problem Statement 1: Students at RRA have shown moderate growth on the English EOC's. **Root Cause:** Student's lack of success started in much earlier grades. These educational gaps and unsuccessful attemps have into feelings of an insurmounntable task.

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. Teacher retention was 100% going into year five 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: 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:** RRA has had and influx of new students that English is not their first language (ESL), from students served by Special Services and students that are section 504.

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 rate, the increased percentage of students meeting state tesing requirement and overall campus success, has faculty and staff excited to help all students be prepared for their future.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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.

High Priority

Evaluation Data Sources: Improved student performance as evidenced in course grades, MAP testing, and state assessments.

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Campus Director, Counselor, Instructors, Paraprofessionals **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%			

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Campus Director Reading Specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: Improve literacy across all grade levels.

Performance Objective 2: Students writing ability and ELA skills 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.

High Priority

Evaluation Data Sources: Improved student performance as evidenced MAP testing, required course writing samples, enrichment pull out samples and state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Place students that are first-time testers or retesters into small groups for Tier 3 accelerated instruction daily to target areas of need.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Campus Director, ELAR Instructor **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Dec	Feb	Apr	June
	60%			

Strategy 2 Details	Reviews			
Strategy 2: Review and evaluate student writing samples every six-weeks. Students will be provided feedback and instruction for improvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved writing samples. Improved MAP testing scores. Improved STAAR scores. Improved TELPAS scores. **Staff Responsible for Monitoring:** Campus Director, RLA teacher, Reading Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Dec	Feb	Apr	June
	60%			

Strategy 3 Details		Reviews			

Strategy 3: Emphasize the revision and editing of written work (both original student pieces and those of a standard format).
    Strategy's Expected Result/Impact: Improved writing samples.
Improved MAP testing scores.
Improved STAAR scores.
Improved TELPAS scores.
    Staff Responsible for Monitoring: Campus Director, ELAR Instructor, Reading Specialist
 	
    Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Build a foundation of reading and math
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
		60%			

Strategy 4 Details		Reviews			

Strategy 4: Administer the BOY ELA exam to determine current levels, student growth and to help with prescriptive individualized instruction. The testing will be given at the BOY, MOY and EOY.
    Strategy's Expected Result/Impact: Improved student achievement
    Staff Responsible for Monitoring: Campus Director,
Counselor, Instructors, Paraprofessionals
 	
    Title I:
2.4, 2.6
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
		60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

High Priority

Evaluation Data Sources: Local and state assessment data

Strategy 1 Details	Reviews			
Strategy 1: Continuously monitor all student data to provide instruction and intervention services to meet the needs of individual students.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved local and state data **Staff Responsible for Monitoring:** Campus Director, counselor, instructors, Reading Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	60%			

Strategy 2 Details	Reviews			
Strategy 2: Effectively schedule students to intervention groups based on individual academic needs based on benchmark testing scores, state assessment scores, and progress in previous interventions (teacher input).	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved local and state data. Improved writing samples. **Staff Responsible for Monitoring:** Campus Director, counselor, instructors, Reading Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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.

    High Priority

    Evaluation Data Sources: Course grades, Benchmark testing, STAAR testing

Strategy 1 Details		Reviews			
Strategy 1: Administer Math BOY Benchmark exam to determine current levels, student growth, and to help with prescriptive individualized instruction. The testing will be given at the BOY, MOY and EOY.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Director, Counselor, Instructors, Paraprofessionals **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math		60%			

Strategy 2 Details		Reviews			
Strategy 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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Director, Math Instructor **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math		60%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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, complete OSHA training/certification or take the ASVAB and meet with military recruiter if possible prior to graduation.

    High Priority

    Evaluation Data Sources: Student records, number of students earning the CCMR point

Strategy 1 Details	Reviews			
Strategy 1: Effectively schedule students into the appropriate courses and provide opportunities for students to take college entrance or ASVAB tests.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More earned CCMR points as defined by TEA's A-F accountability **Staff Responsible for Monitoring:** Campus Director, Counselor, Teachers, Paraprofessionals **TEA Priorities:** Connect high school to career and college	Dec	Feb	Apr	June
	60%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 Sources: Messages and logs of texts, calls, meetings and mass notifications.

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Increased parent engagement
Decreased attendance and behavioral issues
    Staff Responsible for Monitoring: Campus Director, Counselor Instructors
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Connect high school to career and college
	60%			

Strategy 2 Details	Reviews			
Strategy 2: Host BOY individual parent/student meeting time at the beginning of school, as well as follow ups as needed to inform them about the progress that their child is making academically.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Increased parent engagement
    Staff Responsible for Monitoring: Director, Counselor, Instructors, Paraprofessionals
 	
    Title I:
4.1, 4.2
	85%			

0%	No Progress	100%	Accomplished	➡️	Continue/Modify	❌	Discontinue

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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 Sources: Messages and logs of texts, calls, meetings and mass notifications.
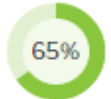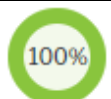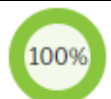
Strategy 1 Details	Reviews			
Strategy 1: Utilize text, Remind, phone calls, emails, and district/campus web pages, apps, and social media to communicate with parents and students and solicit interaction.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Increased parent engagement
Decreased attendance and behavioral issues
    Staff Responsible for Monitoring: Campus Director, Counselor Instructors
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Connect high school to career and college
	60%			

Strategy 2 Details	Reviews			
Strategy 2: Host BOY individual parent/student meeting time at the beginning of school, as well as follow ups as needed to inform them about the progress that their child is making academically.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Increased parent engagement
    Staff Responsible for Monitoring: Director, Counselor, Instructors, Paraprofessionals
 	
    Title I:
4.1, 4.2
	85%			

0%	No Progress	100%	Accomplished	➡️	Continue/Modify	❌	Discontinue

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.

    High Priority

    Evaluation Data Sources: Campus character development plan.

Strategy 1 Details	Reviews			

Strategy 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.
    Strategy's Expected Result/Impact: Increased student performance
Decreased attendance and behavioral issues
    Staff Responsible for Monitoring: Campus Director, Counselor
 	
    Title I:
2.5, 2.6
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
	65%			

Strategy 2 Details	Reviews			

Strategy 2: Conduct a beginning of the year student assembly to lay the groundwork for high expectations, standards, procedures and consequences.
    Strategy's Expected Result/Impact: Decreased disciplinary infractions and maximized learning time.
    Staff Responsible for Monitoring: Campus Director
 	
    Title I:
2.5
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

Strategy 3 Details	Reviews			

Strategy 3: Utilize a campus wide discipline management system to increase academic performance in all students as well as to create positive culture.
    Strategy's Expected Result/Impact: Decreased disciplinary issues
Higher student achievement scores in all measurable areas.
    Staff Responsible for Monitoring: Campus Director, counselor, Instructors, paraprofessionals
 	
    Title I:
2.4, 2.5, 2.6
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
	60%			

Strategy 4 Details	Reviews			
Strategy 4: Host incentive days for positive reinforcement of good behavior and academic effort.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased number of discipline referrals Better attendance rate Higher campus morale **Staff Responsible for Monitoring:** Campus Director **Title I:** 2.5	**Dec**	**Feb**	**Apr**	**June**
	60%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 Sources: The annual review, updating, and application of the District Emergency with each campus receiving training.

Strategy 1 Details			Reviews			
Strategy 1: Provide updated training over the campus and district Emergency Operations Plan.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety of campus			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Director, Campus Police			60%			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 Sources: PEIMS data such as student attendance. PRS program student files

Strategy 1 Details		Reviews			
Strategy 1: Provide a flexible schedule and access to coursework online for PRS students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate **Staff Responsible for Monitoring:** Campus Director, Director of Special Services, Counselor, Instructors CEHI Instructor		Dec	Feb	Apr	June
		65%			

Strategy 2 Details		Reviews			
Strategy 2: Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher		**Formative**			**Summative**
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate		Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor		60%			

Strategy 3 Details	Reviews			
Strategy 3: Individual counseling, peer counseling/support group, and self-help programs	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate **Staff Responsible for Monitoring:** Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	60%			

Strategy 4 Details	Reviews			
Strategy 4: Transportation for children of students to/from the campus or childcare center	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate **Staff Responsible for Monitoring:** Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor, Director of Maintenance and Transportation	65%			

Strategy 5 Details	Reviews			
Strategy 5: Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate **Staff Responsible for Monitoring:** Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor, Director of Maintenance and Transportation	65%			

Strategy 6 Details	Reviews			
Strategy 6: Instruction related to child development, parenting, and home and family living	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate **Staff Responsible for Monitoring:** Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	50%			

Strategy 7 Details	Reviews			
Strategy 7: Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate **Staff Responsible for Monitoring:** Campus Director, Director of Special Services, Counselor, School Nurse, CEHI Instructor	50%			

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

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

Performance Objective 4: Roughrider Academy will incorporate the Insight Program into our student computers so teachers can monitor and restrict internet usage by students. This helps us ensure academic integrity with our online platform (Edgenuity).

High Priority

HB3 Goal

Evaluation Data Sources: Data showing that students did their own work and did not plagiarize or google answers online.

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

Performance Objective 5: Roughrider Academy will install an online computer testing center/lab to help produce the most conducive testing environment possible. Testing for this lab will include: STAAR, local assessments, TSI, ACT/SAT, ASVAB, TELPAS, etc..

    Evaluation Data Sources: Records of usage of the center/lab and improved student performance.

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

Performance Objective 6: Roughrider Academy will create partnerships with local community businesses with the goal of providing students with employment opportunities.

    Evaluation Data Sources: Records of field trips to businesses. Students gaining employment with local companies.

State Compensatory

Budget for Roughrider Academy

Total SCE Funds: $3,043.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Title 1 (211): *Region 7 Contracted Services *****TEKS Resource System - $263 *****Academic Content Coop - $668 *****DMAC (Appraisals -$25, FormWorks - $10, Lead4ward - $40, Learning Plans - $50, State Assessment - $30, PGP - $100, TAG - $35, TEKScore - $20) *****TExGuide - $129 * Parent Family Engagement -$180 Title 2 (255) *Legal Fees, Job Fairs, and Recruiting - $500 *Region 7 Contracted Services - Administrative Leadership Cooperative - $68 Title 3 (263) *Region 7 Contracted Services *****Rosetta Stone - $90 *****Title III Bilingual/ESL Contracted - $169 Title 4 (289) *Counseling Supplies - $100 *Region 7 Contracted Services *****Health, Nurses, and PE - $30 *****Professional School Counselor -$36 *Staff Development Professional School Counselor Registration Fees and Travel - $500

Personnel for Roughrider Academy

Name	Position	FTE
Coleman, Samantha	Teacher	1
Fischer, Virginia	Teacher	1
Gregory, Kara	Teacher	1
Jackson, John	Teacher	1
Tillery, Cynthia	Counselor	1

Title I Personnel

Name	Position	Program	FTE
Bennett, Dustin	Instructional Paraprofessional	Title 1	1