

Fort Bend CBAS
Austin High School
2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CTE courses are highly sought out by our students on campus (high enrollment numbers). Our campus is home to four impact teams which utilize student data to improve instruction. Multiple PLC's have been given time (ex. common conference) during the school day to plan instruction and analyze data. We have an increased number of Emergent Bilingual students on campus, so we need to make sure we are supporting them as needed. Special education students get much needed support in their special education and general education courses.

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 09/03/2023)			Count	Percent
Gender				
Female		1,210	47.92%	
Male		1,315	52.08%	
Ethnicity				
Hispanic-Latino		376	14.89%	
Race				
American Indian - Alaskan Native		9	0.36%	
Asian		1,230	48.71%	
Black - African American		408	16.16%	
Native Hawaiian - Pacific Islander		6	0.24%	
White		399	15.80%	
Two-or-More		97	3.84%	

Special Populations:

GT: 175 (6.93%); SpEd: 210 (8.32%); Emergent Bilingual: 316 (12.51%);

Important Note:

Economically Disadvantaged: 1058 (41.9%)

Demographics Strengths

The number of students who feel supported by teachers, administrators, counselors, and staff is near 90%.

The number of students who say, "I feel safe in this school" is 91%.

The wellness committee added informational and inspirational signs on campus (including one from Malala Elementary students with encouraging words).

*Numbers are based on Student Engagement Survey results.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent bilingual students need more support. **Root Cause:** Teachers are uncertain about what students need (depending on their proficiency level) and how to get it to them (Sheltered Instruction).

Problem Statement 2: Attendance percentage is down from previous years. **Root Cause:** Students and families are still adjusting to coming to school daily, post Covid, and need consistent encouragement from staff. High number of families that take extended overseas trips throughout year.

Student Learning

Student Learning Summary

Overall our students are high achieving and scoring well on the US History STAAR, Biology STAAR, and on AP tests taken (see STAAR EOC data below). Our areas of focus are to give support to our- students who did not pass STAAR. To help assist these HB4545 students, we are intentionally scheduling some of our HB4545 students to ensure they get much needed help to be successful on their next attempt. On the instructional side, the majority of our students are receiving feedback and feel they are progressing in their development in learning independently. Despite students being engaged in learning during class, we need to increase the use of the instructional model in each content area. Review of grades occurs after each progress report and grading period.

We need to be more consistent with SST meetings and identifying students in need early on. We are also trying to increase our enrollment in our AP and Dual Credit courses.

STAAR EOC Passing Percentages Over the Years			
	2020-2021	2021-2022	2022-2023
Biology	90	93	94
US History	95	97	99

4545 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	7970	0
Tests Earning 1.0 point	5127	5127
Total 4545 Points Earned (B)		5127
# of Tests Included in Calculation		13097
4545 Performance Score		39

Student Learning Strengths

Overall our students are high achieving and scoring well on the US History STAAR, Biology STAAR, and on AP tests taken.

With the addition of new advanced academic offerings (Dual Credit History and AP African American Studies), we had a sufficient number of students who requested the courses.

A high percentage of students who enroll in HCC courses in the summer and during the school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is an increase in number of struggling students that will need interventions per HB4545. **Root Cause:** Students were unsuccessful on their recent STAAR test, have truancy concerns, and are not taking advantage of STAAR EOC tutorials or online assistance.

Problem Statement 2: Inconsistent use of the instructional model seen during observations (CST/T-Tess). **Root Cause:** With a large number of novice teachers (0-4), some teachers lack capacity/knowledge to plan within the instructional model.

School Processes & Programs

School Processes & Programs Summary

Teachers are strategically integrated into the campus in areas where they can support the campus best and have the greatest impact. Some of our most talented teachers are promoted to other roles or given opportunities to serve as leaders on campus (ex. COG, Team Lead) whereas other knowledgeable teachers help facilitate professional development on campus. Teachers are also included on CST walks to help give feedback.

All teachers are included in a course specific PLC and supported by their team members. Our new teachers are also supported by a mentor. This year, administrators will also help support our new teachers by meeting with them monthly. We are also focusing on higher qualified and certified Special Education teachers and paraprofessionals.

Our students have many opportunities to become involved in a school activity whether it is a club, sport, or other organization. Students are emotionally engaged. Student enrollment in Dual Credit English has increased, but we would still like to increase our numbers in AP courses. Staff and students need to build more robust relationships.

School Processes & Programs Strengths

- *There are approximately 55 clubs on campus in which students are able to join
- *70% of our student are engaged in school sponsored activities for 3 or more hours per week
- *Overall emotional engagement was 2.97% (moderate on the score scale)
- *Increased our Dual Credit English enrollment by 4 sections, added Dual Credit US History and we added another section of AVID (a second teacher to support the program)
- *New staff are assigned a mentor
- *Focus on hiring certified teachers in all areas
- *Promote talented teachers from within to other roles/add additional
- *Place teachers in areas where they can have the most impact
- *Provide impact team supports
- *Include teachers on our CST walks
- *PLCs exist for all teachers on campus and can support new teachers
- *Knowledgeable teachers help facilitate professional development on campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Moderate percentage of students who do not feel connected to the campus. **Root Cause:** Lack of interaction with staff inside and/or outside of the classroom

Problem Statement 2: Some students are unaware of all the different program opportunities and credit recovery options. **Root Cause:** Although information is shared, there is a need to increase the number of students making connections to their own individual needs (student ownership).

Perceptions

Perceptions Summary

Athletic groups involved the parents in supporting their athletes for family nights. Campus staff is available to speak to students and makes an effort to bring in community members as needed to speak to staff to help serve our students. Students are made aware of post secondary opportunities available such as college and professions like being a dentist or a banker. Parents are involved in PTO and booster clubs, but we would like to increase the number of parents involved. We would also like to have more CPAC members attend our meetings on a regular basis.

Overall students feel safe and supported by staff on campus. The principal works with club and student organization presidents to address questions and concerns. Despite this line of communication being open, only a little more than half our students feel they are an "important part of the school community;" therefore, is an area of focus and we are hoping the reintroduction of PBIS strategies on campus will help improve our numbers.

Our wellness committee added informational and inspirational signs on campus, including one from Malala Elementary students with encouraging words.

Teachers feel they would stay here at AHS given the opportunity to leave or move to another campus.

Perceptions Strengths

- *Number of students who feel supported by teachers, administrators, counselors, and staff is near 90%

- *Number of students who say "I feel safe in this school" is 91%

- *Athletic coordinators set up interest nights (parent involvement) and Meet the Bulldogs (ex. Athletes) events

- *Open House is more geared towards students

- *Counselors, nurses, and social workers are available on campus and they bring in community members to speak to staff about how to help students

- *College reps, Bankers, Dentists, and other professionals to set up tables during school to speak to students

- *Visited Middle Schools for their career fairs (GMS and SMS)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families believe "Austin HS" has consistent issues because they associate all online reports with Fort Bend Austin HS. **Root Cause:** Families misidentify FB Austin High School with similarly named campuses in Texas (ex. HISD). Causes families to keep kids home, when not necessary.

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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments

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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 1: 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 2: 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Key Question 3: 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>System Response 1: 3.1: By June 2024 Stephen F. Austin High School will be an organization that will improve student achievement by increasing the use of the instructional model and intervention strategies as demonstrated by our indicators of success.</p> <p>Indicators of Success: Formative Indicator of Success: Improve our instruction by increasing the use of the instructional model resulting in at least 80 percent of students scoring at/above Approaches on STAAR EOC Interim Assessment. By January 2024, the campus will increase parent awareness of the gifted and talented students using monthly communication strategies (ex. newsletters, meetings, and e-mails). Three communications will be sent by January 2024. By April, based on STAAR interim results, students will be identified for targeted interventions to help decrease the number of lower performing students (Below Meets) on STAAR EOC (vs. STAAR Interim). By May, all students eligible for industry certification will have completed their assessment to demonstrate their real world readiness.</p> <p>Summative Indicators of Success: By June 2024, from Boy to EOY, the use of the instructional model will be seen in at least 50% of classroom visits (ex. T-Tess observations, walkthroughs) resulting in at least 80 percent of students scoring at/above Approaches on STAAR EOC Interim Assessment. By June 2024, targeted interventions will result in at least a 5% increase in the number of students scoring Meets grade level or above on STAAR tests and improve CCMR rating. By June 2024, the campus will increase parent awareness of the gifted and talented students using monthly communication strategies (ex. newsletters, meetings, and e-mails). Six communications will be sent by May 2023.</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Professional learning will be provided for teachers during campus professional learning to help teachers with strategies to support our Emergent Bilinguals, Special Education, and struggling students (ex. off cohort students, truant students, HB4545/1416 students). Use district content coordinators to support staff.

Intended Audience: Teachers and Students

Provider / Presenter / Person Responsible: Teachers and Coordinators

Date(s) / Timeframe: Ongoing

Collaborating Departments: Campus staff and District Coordinators

Delivery Method: In person and TEAMS

Staff Responsible: Administrators, department heads

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: Increase College and Career readiness by ensuring the CTE department is following industry standards to prepare/qualify for certifications.

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: CTE teachers

Date(s) / Timeframe: By May (some are ongoing)

Collaborating Departments: CTE teachers and district CTE department

Delivery Method: E-mail

Staff Responsible: CTE department

TEA Priorities:

Connect high school to career and college

Strategy 3: Increase our number of students involved in advanced academics such as Dual credit and Advanced placement by identifying students, developing a plan for participation, and monitoring their success.

Intended Audience: Students, parents, teachers, counselors

Provider / Presenter / Person Responsible: Counselors, administrators, CCR

Date(s) / Timeframe: By May 2024

Collaborating Departments: Administrators, counseling, department heads

Delivery Method: In person and e-mail

Staff Responsible: Counselors, administrators, CCR

TEA Priorities:

Connect high school to career and college

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 1: 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

Initial Status: Minor Change

System Response 1 Details		Reviews			
System Response 1: By June of 2024 Stephen F. Austin High School will be an organization that will improve the culture of the school through PBIS strategy implementation campus wide and social-emotional learning/support in order to address the needs of students and staff related to safety and well-being. Indicators of Success: Formative Indicator of Success By September, meet with new staff, conduct grade level assemblies with students to reintroduce strategies, and start PBIS walk throughs. By November, PBIS strategies have been introduced and implemented campus wide resulting in consistent positive student interactions and behaviors. Summative Indicators of Success In June, we will have a 5% decrease in number of ISS, OSS, and DAEP referrals for all student groups and a 5% decrease in number of students tardy to class (based on the beginning of the year). In June, on the student survey, we see an increased number of students who feel they have an adult on campus that they can talk to. In June, due to classroom PBIS strategy implementation, staff increase their positive interactions with students as evidenced by a decreased number of classroom discipline referrals.		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: All students will engage in grade-level assemblies to review PBIS student expectations for the classroom, hallways, commons/cafeteria, and arrival/dismissal areas. Teachers will follow the discipline flow chart and behavioral matrix that was presented to students. Students and teachers will collaborate to form a respect agreement.

Intended Audience: All students

Provider / Presenter / Person Responsible: Administrators, counselors, support staff

Date(s) / Timeframe: First week of school (Thurs/Friday).

Collaborating Departments: Administrators, counselors, mental health

Delivery Method: Grade level assembly with Power Point presentation and speakers

Staff Responsible: Administrators

TEA Priorities:

Connect high school to career and college

Strategy 2: Identifying students with excessive behavior concerns or social emotional learning concerns, provide a mentor program for students, provide education to parents through ongoing supports with administrators, counselors, behavior facilitator, social worker, and staff. We are trying to increase community involvement through the mentorship program.

Intended Audience: Students who have been targeted for support

Provider / Presenter / Person Responsible: Administrators, counselors, behavior facilitator, social worker, and staff.

Date(s) / Timeframe: Check-ins periodically

Collaborating Departments: Administrators, counseling

Delivery Method: In person

Staff Responsible: Administrators, counselors, behavior facilitator, social worker, and staff.

TEA Priorities:

Connect high school to career and college

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 2: 7.2 To what degree does the school cultivate a positive culture and supportive climate?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 3: 7.3 To what degree do our schools support the physical and social-emotional needs of students?

Goal 2: FBISD will provide a safe and supportive environment for learning and working

Key Question 4: 7.4 To what degree do we develop compassionate citizens?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 1: 5.1 To what degree does staff cultivate a love for learning among students?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 2: 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 3: 5.3 To what degree do we build leaders (capacity) within the organization?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 4: 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Key Question 5: 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 1: 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 2: 4.2 To what degree are schools partnering with one another to support student learning experiences?

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Key Question 3: 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 1: 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 2: 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Key Question 3: 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

Addendums

	Strengths	Concerns
Student Engagement Survey	<p>Motivation for learning rose slightly .3% from last year</p> <p>Positive Relationships with adults in school rose slightly .1% from last year</p> <p>Cognitive engagement with academic goals, future plans, and aspiration rose 2.0% from last year.</p> <p>Campus percentages mirror district percentages in each subtopic</p> <p>Overall emotional engagement score was in the Moderate Range of scores, with positive relationships with other students the highest at 3.03%</p> <p>Percentage of students who reports their opinions are respected in the school improved by 1.5%</p> <p>Percentage of students who feel supported by counselors at school rose 4.6% (last year there was a new team)</p>	<p>Attendance percentages are down from previous years.</p> <p>Moderate percentage of students who do not feel connected to the campus</p> <p>Some students are unaware of all the different program opportunities and credit recovery options</p> <p>Percentage of students who reported caring about their school decreased by 0.5%</p> <p>Percentage of students that feel safe on campus fell by 2.2%, with students feeling supported by other students falling 1.2%</p>

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Percentage of students that feel safe on campus fell by 2.2%, with students feeling supported by other students falling 1.2%	Strengthen our PBIS strategies Share information about student code of conduct with students	Administrators, Counselors, Teachers – ongoing throughout year	PBIS Facilitator; posters, advisory lessons	Buy in from students and staff	Posting information around campus; ongoing advisory lessons; PBIS committee work – meet monthly to review data
Percentage of students who reported caring about their school decreased by 0.5%	Share potential opportunities for students to get involved Encourage students to get involved with campus organizations & clubs; shout out clubs periodically to encourage involvement Mentor program to help students feel connected	Administrators, Counselors, Teachers, students, mentors	Information sharing; encourage staff to sponsor clubs	Lack of leadership interest by teaches; time to devote to clubs and organizations	Ongoing throughout the year; posters around campus; share at open house and other campus events;