

**Fort Bend CBAS**  
**Austin High School**  
**2022-2023 Campus 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 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.

### 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).

### 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 are still adjusting to coming to school daily, post Covid and online instruction.

# 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. 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.

## Student Learning Strengths

\*97% of our US History students passed STAAR

\*93% of our Biology students passed STAAR

\*We had 21 AP tests where 70% or more passed (score of 3-5)

\*HB4545 students received tutorials and supports

\*On CST walks, teachers were on track with the curriculum pacing guides

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Struggling students will need interventions per HB4545. **Root Cause:** Students were unsuccessful on their recent STAAR test.

**Problem Statement 2:** Inconsistent use of the instructional model seen during observations (CST and/or T-Tess) **Root Cause:** Lack of knowledge or lack of planning in PLCs

# 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. PLL or TIC) 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 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 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, students are not making the connection to their own, individual needs.

# 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

- \*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)

- \*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%

- \*89.6% of teachers said they would remain on campus if given the opportunity to leave or move to another campus

- \*Principal works with student body presidents (clubs and organizations) in an open forum to address student questions and concerns

- \*PTO and Booster clubs are available for parents to join

- \*Community businesses came to campus during Professional learning

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

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** New staff needs more guidance in instructional and campus processes. **Root Cause:** New to campus and/or teaching and are still building knowledge of what to do for all situations.

**Problem Statement 2:** Inconsistent use of PBIS strategies **Root Cause:** PBIS leader left to another campus and no one stepped in to reinforce the strategies after he left.



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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- 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 education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

- Communications 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			
<p><b>System Response 1:</b> 3.1: By June 2023 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><b>Evidence of Success:</b> Formative Indicator of Success:                      *From BOY to MOY improve our instruction by increasing the use of the instructional model to positively impact student growth resulting in a 5% increase of students scoring at/above benchmarks on Renaissance 360 data and/or literacy level.                      *By December 2022, the campus will increase parent awareness of the gifted and talented students using monthly communication strategies (ex. newsletters, meetings, and e-mails). Four communications will be sent by December 2022.                      *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 2023, from BOY to EOY, the use of instructional model will be seen in at least 50% of classroom visits (ex. T-Tess observations, walkthroughs) resulting in an increased percentage of students scoring at/above benchmarks on Renaissance 360 data and/or STAAR EOC.                      *By June 2023, 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 CCRM rating.                      *By June 2023, the campus will increase parent awareness of the gifted and talented students using monthly communication strategies (ex. newsletters, meetings, and e-mails). Eight communications will be sent by May 2023.</p> <p><b>Staff Responsible:</b> Rachel Cortez, Principal; Kyle Lovetinsky, Associate Principal; Meraj Khan, Assistant Principal; George Long, Assistant Principal; Adaun Ojukwu, Assistant Principal; Anthony Yim, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Strategy 1:** Provide professional development to teachers on literacy and feedback tools during PD days and Lunch and Learns.

**Intended Audience:** Teachers

**Date(s) / Timeframe:** 8/3-5/28

**Provider / Presenter / Person Responsible:** Administrators, Teachers, PLL, TIC , other Campus staff, or District Staff

**Delivery Method:** Schoology, In person, Microsoft Teams

**Staff Responsible:** Campus Administrators

**Strategy 2:** Intentional scheduling of students (ex. HB4545, GT, EL) in specialized classes or with specific teachers.

**Intended Audience:** Struggling students

**Date(s) / Timeframe:** August through May

**Provider / Presenter / Person Responsible:** All Staff

**Delivery Method:** In person, online, in groups, Schoology

**Staff Responsible:** Campus Admin and counselors

**Strategy 3:** Increased use of Impact Team strategies in English I, English II, Algebra I, and Biology

**Intended Audience:** Teachers

**Date(s) / Timeframe:** August through May

**Provider / Presenter / Person Responsible:** Campus staff or district staff

**Delivery Method:** In person, online, Schoology, or e-mail

**Staff Responsible:** Campus Administrators

**Strategy 4:** Increase teacher and parent awareness of the GT program through ongoing communication.

**Intended Audience:** GT mentors and parents

**Date(s) / Timeframe:** August through May

**Provider / Presenter / Person Responsible:** GT mentors and COG

**Collaborating Departments:** All departments





**Delivery Method:** E-mail, newsletter, meetings

**Staff Responsible:** Erin North

**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?

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> 7.1: By June 2023 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.</p> <p><b>Evidence of Success:</b> Formative Indicator of Success By November, PBIS strategies have been introduced and implemented campus wide resulting in consistent positive student interactions and behaviors.</p> <p>Summative Indicator 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 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 you 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.</p> <p><b>Staff Responsible:</b> Rachel Cortez, Principal; Kyle Lovetinsky, Associate Principal; Meraj Khan, Assistant Principal; George Long, Assistant Principal; Adaun Ojukwu, Assistant Principal; Anthony Yim, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** Reintroduction and reinforcement of Positive Behavior Interventions and Support strategies (ex. Dress code & behaviors)

**Intended Audience:** All Students and Staff

**Date(s) / Timeframe:** August through May

**Provider / Presenter / Person Responsible:** Campus staff

**Delivery Method:** In person, online, Schoology, e-mail, assemblies

**Staff Responsible:** Campus Administrators

**Strategy 2:** Phasing in of district and campus expectations regarding dress code and student behaviors (ex. Tardies).

**Intended Audience:** All students and staff

**Date(s) / Timeframe:** August through May

**Provider / Presenter / Person Responsible:** All Staff



**Delivery Method:** In person, online, e-mail

**Staff Responsible:** All Staff

**Strategy 3:** Group counseling given by counselor and/or social worker.

**Intended Audience:** Identified Students

**Date(s) / Timeframe:** August through May

**Provider / Presenter / Person Responsible:** Counselor and Social Worker

**Delivery Method:** Group meetings in person

**Staff Responsible:** Counselor and Social Worker

**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



# Comprehensive Needs Assessment 2022-23 Checklist

## CNA Review Team Members/Role

- Rachel Cortez/Principal
- Paige Tomlin/CAC
- Meraj Khan/Asst. Principal
- Toni Hill-Kennedy/Teacher
- Joshua Soto/Teacher
- Ben Shapiro/Teacher
- \_\_\_\_\_
- \_\_\_\_\_

## Dates Team Met:

\_\_\_\_ June 15 \_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CNA Checklist

- Sign in Sheet collected for all CNA/CPAC meetings
- Agenda saved from evidence review meetings
- Review Evidence from all Categories
  - Safety & Well-being
  - Demographics
  - Student Learning & Progress
  - Student Readiness
  - Engaged, Well-Rounded Students
  - Community Engagement
  - Professional Learning & Quality Staff
  - Culture
- Record Strengths and Areas of Focus
  - Be sure to review data and identify trends for student groups including SPED, GT, EL, and At-Risk Students
- Summarize Evidence Trends
- Signal Relationship to Areas of Focus (Maintain, Minor Change, Major Change needed)
- Develop problem statements based on evidence review
- Conduct Root Cause analysis
- Engage in Feedback around CNA Findings
- Upload Summaries, Problem Statements, Root Causes into Plan4Learning under CNA.

# Safety & Well-being

*Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.*

## District Areas of Focus:

- Disproportionality in Discipline & Threat Assessments
- Mental Health Supports
- Social Emotional Learning & Emotional Engagement
- Student Health & Safety

## Potential Evidence Sources:

- PBIS Discipline Data
- Student Wellness Survey Data
- Pride Survey
- Student Focus Groups
- Staff Surveys

## Evidence Sources Reviewed by CPAC Team:

- Student Engagement Survey
- B.O.Q. \_survey\_\_
- \_Discipline Data\_\_\_\_
- # of referrals to social worker or outside agencies\_
- Staff mid-year climate survey
- 
- 
- 

## Questions to Consider

- What does the data reflect regarding student behaviors, discipline, PBIS, and interventions etc.?
- To what degree do students and staff feel physically safe?
- What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?
- What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on the culture and climate?
- What is the role of your campus wellness committee and how do they support physical, mental, and social health for all students and staff?
- What is student/staff perception of mental health and resources/supports available?

Strengths	Areas of Focus
<p>*Number of students who feel supported by teachers, administrators, counselors, and staff is near 90%</p> <p>*Number of students who say “I feel safe in this school” is 91%</p> <p>*Wellness committee added informational and inspirational signs on campus (including Malala Elem. Students’ encouraging words)</p>	<p>*66% of students say they are an important part of their school community</p> <p>*Inconsistent or lack of use of PBIS strategies</p> <p>*Recommitment to campus safety protocols and procedures</p> <p>*Increase number of opportunities for focused student counselor engagement (ex. Mental health)</p>

<p style="text-align: center;"><b>Summary of Findings</b></p> <p style="text-align: center;"><i>Narrative that describe the overall trends across all your evidence sources for this category</i></p>
<p>Overall students feel safe (91%) and supported by the adults here on campus (90%). Our wellness committee added informational signs on campus (including one from Malala Elementary with encouraging words from students). Only a little more than half feel they are an “important part of the school community;” therefore, this is an area of focus.</p>

<p style="text-align: center;"><b>Signal for Areas of Focus Based on Evidence Review</b></p> <p style="text-align: center;"><i>(Maintain, Minor Change, Major Change)</i></p>	
Disproportionality	
Mental Health Supports	Maintain
Social Emotional Learning & Emotional Engagement	Minor
Student Health & Safety	Minor

# Demographics

Ensure understanding of system data. Observing trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.

## District Areas of Focus:

- Systems for Analysis of Evidence
- Attendance

## Potential Evidence Sources:

- Attendance
- At Risk
- CCMR Enrollment
- Campus Enrollment/Mobility
- Staffing Ratios
- PLC structures/frequency
- Use of PLC protocols
- Dropout/Graduation rates

## Evidence Sources Reviewed by CPAC Team:

- \_\_ONDataSuite\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

### Enrollment Considerations

- How has the enrollment changed over the past three years?
- What is the breakdown by ethnicity, gender, or other category?
- What is the number of students in each special program? How do these program numbers look broken up by race/ethnicity, gender, or other category? Are these student group representative of your campus population (specific to SPED, GT, EL, At-Risk)?

### Mobility Considerations

- What is the mobility rate for each campus? What is the stability rate? How are these numbers represented for Migrant students?

### Attendance Considerations

- What are the patterns in student attendance? What do these patterns tell us about student engagement, performance, etc.?

### Systems for Analysis of Evidence Considerations

- What PLC structures currently exist on the campus? Which teams/grade levels meet?

- How are PLC protocols used by different teams? Where does analyzing student work fit in to the PLC process?

Strengths	Areas of Focus
<p>*Four Impact Teams exist—English I/II, Algebra I, Biology</p> <p>*Built in PLC time during the school day for EOC tested subjects to meet (common planning time)</p> <p>*Large percentage (67%-80% depending on the program) are involved in CTE courses</p>	<p>*Support for increased number of Emergent Bilingual Students</p> <p>*Improve attendance percentage (lower than previous years)</p>

<p style="text-align: center;"><b>Summary of Findings</b></p> <p style="text-align: center;"><i>Narrative that describe the overall trends across all your evidence sources for this category</i></p>
<p>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 PLCs have been given time during the school day to help plan instruction. We have an increased number of Emergent Bilingual students on campus, so we need to make sure we are able to support them as needed.</p>

<p style="text-align: center;"><b>Signal for Areas of Focus Based on Evidence Review</b></p> <p style="text-align: center;"><i>(Maintain, Minor Change, Major Change)</i></p>	
Systems for Analysis of Evidence	Maintain
Attendance	Maintain

# Student Learning & Progress

Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.

## District Areas of Focus:

- Development of instructional practices to cultivate student ownership of learning and behavior
- Closing gaps in performance for all student groups
- Literacy performance
- Mathematics performance
- Social Studies performance
- Science performance

## Potential Evidence Sources:

- Ren360/Circle/TxKea/BAS
- STAAR
- AP
- CCMR Indicators
- GT Report Card
- District Learning Assessments
- TELPAS
- TSI evidence
- RDA
- EL Report Card

## Evidence Sources Reviewed by CPAC Team:

- \_Ren 360\_\_\_\_\_
- \_STAAR\_\_\_\_\_
- AP/On Data Suite\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- How is student achievement data disaggregated?
- How does student achievement data compare from one data source to another?
- What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program (SPED, GT, EL), or other category such as At-Risk?
- In which areas are we showing growth? At what rate? Compared to which standard of achievement? - cohorts of students; SGP
- Which student groups are making progress? Why?
- What does the data reflect within and among content areas?

Strengths	Areas of Focus
<p>*At least 77% of students received feedback on their classwork</p> <p>*Intrinsically motivated students</p> <p>*"School has contributed some or very much to their development in learning independently" is 91% and thinking critically is 81%.</p>	<p>*HB4545 interventions—math strategic learning and an English reading course (identification)</p> <p>*Increase Dual Enrollment</p> <p>*Increase AP enrollment</p> <p>*Cognitive engagement of EL students is lowest (moderate, but lowest on campus)</p>

<p align="center"><b>Summary of Findings</b></p> <p align="center"><i>Narrative that describe the overall trends across all your evidence sources for this category</i></p>
<p>Many of our students are receiving feedback and feel that they are progressing in their development in learning independently. Our areas of focus are to give support to our HB4545 students improve their skills, so they can be successful on their next STAAR test. We are also trying to increase our enrollment in our AP and Dual Credit courses.</p>

<p align="center"><b>Signal for Areas of Focus Based on Evidence Review</b></p> <p align="center"><i>(Maintain, Minor Change, Major Change)</i></p>	
Development of Instructional practices to cultivate student ownership of learning and behavior	Minor
Closing gaps in performance for all student groups	Maintain
Literacy Performance	Maintain
Mathematics Performance	Minor
Social Studies Performance	Maintain
Science Performance	Maintain

# Student Readiness

Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.

## District Areas of Focus:

- Students meeting College, Career, and Military Readiness Indicators (CCMR)
- PK Enrollment & Kindergarten Readiness

## Potential Evidence Sources:

- CCMR Enrollment and achievement indicators
- REN/STAAR
- Advanced course enrollment
- Intervention/RTI data
- PK enrollment
- REN/Circle/BAS/TxKea
- CST data

## Evidence Sources Reviewed by CPAC Team:

- \_\_\_STAAR\_\_\_
- \_\_\_OnDataSuite\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- What does the data indicate regarding student readiness for kindergarten, Middle School, High School?
- What does the data indicate on student access and success in dual credit and advanced placement courses (as appropriate)?
- What does the data indicate on CCMR indicators by student group? Are there specific patterns and trends by student group?
- How did different student groups perform to demonstrate readiness? What differences do you see among student groups (Ethnicity, At-Risk, ED, SPED, GT, EL)?
- What interventions are we currently using across the campus? Can we gather them and analyze via campus and grade level? Are students coded in Skyward who are receiving intervention and with what intervention they are receiving?
- What evidence exists (ex. CST data) to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?



Strengths	Areas of Focus
<ul style="list-style-type: none"> <li>*97% of our US History students passed STAAR</li> <li>*93% of our Biology students passed STAAR</li> <li>*We had 21 AP tests where 70% or more passed (score of 3-5)</li> <li>*HB4545 students received tutorials and supports</li> <li>*On CST walks, teachers were on track with the curriculum pacing guides</li> </ul>	<ul style="list-style-type: none"> <li>*Intentional scheduling of some HB4545 students in specific math course, reading course, or specific teacher</li> <li>*Increased use of the instructional model in core courses</li> <li>*Consistency with SST meetings and identification</li> <li>*Increase use of Impact Team strategies in English I, English II, Algebra I, and Biology</li> </ul>

<b>Summary of Findings</b> <i>Narrative that describe the overall trends across all your evidence sources for this category</i>
<p>Overall our students are high achieving on social studies and science STAAR tests and on AP tests taken. To help assist our 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, despite students being engaged in learning during class, we need to increase the use of the instructional model. We need to be more consistent with SST meeting and identifying students in need early on.</p>

<b>Signal for Areas of Focus Based on Evidence Review</b> <i>(Maintain, Minor Change, Major Change)</i>	
Students meeting College, Career, Military Readiness Indicators (CCMR)	Maintain
PK Enrollment & Kindergarten Readiness	n/a

# Engaged & Well-Rounded Students

*Engage students in a way that contributes to their overall development and future well-being.*

## District Areas of Focus:

- Student participation in extracurricular activities and school/learning (Behavioral Engagement)
- Shifting focus from grades to success criteria in goal setting for learning (Cognitive Engagement)
- Student engagement in programming and differentiated learning opportunities

## Potential Evidence Sources:

- Club Data
- CST
- Student Engagement Survey
- GT data
- STEM enrollment
- Dual Credit/AP/AVID/Ptech
- PLC unit/concept plans

## Evidence Sources Reviewed by CPAC Team:

- \_\_OnDataSuite\_\_\_\_\_
- \_\_Club Applications\_\_\_\_\_
- Student Engagement Survey\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?
- How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
- What does the data show about the degree to which students are engaged in their learning at high levels (refer to engagement measures)?
- How are different groups of students engaging in activities on campus? What does this engagement look like for different student groups? How are you emphasizing support for economically disadvantaged and at risk students?

Strengths	Areas of Focus
<p>*There are around 55 clubs on campus in which students are able to join</p> <p>*70% of our student are engaged in school sponsored activities for 3 or more hours per week</p> <p>*Overall emotional engagement was 2.97% (moderate on the score scale)</p> <p>*Increased our Dual Credit English enrollment by 4 sections and we added another section of AVID (a second teacher to support the program)</p>	<p>*Increase AP enrollment</p> <p>*Increase the number of students (34%) who feel there is at least one adult on campus that knows them well (despite only 12% not feeling supported)</p>

<p style="text-align: center;"><b>Summary of Findings</b></p> <p style="text-align: center;"><i>Narrative that describe the overall trends across all your evidence sources for this category</i></p>
<p>There are a lot of opportunities for students to become involved in a school activity whether it is a club, sport, or other organization. Students are emotionally engaged. Our 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.</p>

<p style="text-align: center;"><b>Signal for Areas of Focus Based on Evidence Review</b></p> <p style="text-align: center;"><i>(Maintain, Minor Change, Major Change)</i></p>	
Student participation in extracurricular activities and school/learning (Behavioral Engagement)	Minor
Shifting focus from grades to success criteria in goal setting for learning (Cognitive Engagement)	Minor
Student engagement in programming and differentiated learning opportunities	Minor

# Community Engagement

*Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.*

## District Areas of Focus:

- Community partnerships

## Potential Evidence Sources:

- MOUs
- Number/Type of partnerships
- Parent Night/Event agendas
- Community event sign-ins

## Evidence Sources Reviewed by CPAC Team:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- What type of community involvement exists to support families and students?
- What types of services are available to support students and families?
- How does the campus communicate in languages other than English?
- Which parents and community members are involved? What trends and patterns do we observe?
- How are families and the community members involved in campus decisions? What type of stakeholder engagement opportunities exist?
- What does your parent and family engagement policy look like? How do you see evidence of it in practice? How do you target at risk families or support families of students with diverse needs?

Strengths	Areas of Focus
<ul style="list-style-type: none"> <li>*Athletic coordinators set up interest nights (parent involvement) and Meet the Bulldogs (ex. Athletes)</li> <li>*Open House is more geared towards students</li> <li>*Counselors, nurses, and social workers are available on campus and they bring in community members to speak to staff about how to help students</li> <li>*College reps, Bankers, Dentists, and other professionals to set up tables during school to speak to students</li> <li>*Visited Middle Schools for their career fairs (GMS and SMS)</li> <li>*PTO and Booster clubs are available for parents to join</li> <li>*Community businesses came to campus during Professional learning</li> </ul>	<ul style="list-style-type: none"> <li>*Getting more parents involved in PTO and increase their involvement on campus</li> <li>*CPAC members come to our meeting and having more involvement</li> </ul>

<b>Summary of Findings</b> <i>Narrative that describe the overall trends across all your evidence sources for this category</i>
<p>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 opportunities available after graduation such as college and professions. Parents are involved in PTO and booster clubs, but we would like to increase the number of parents involved. We would like to also have more CPAC members attend our meetings.</p>

<b>Signal for Areas of Focus Based on Evidence Review</b> <i>(Maintain, Minor Change, Major Change)</i>	
Community Partnership	Minor

# Professional Learning & Quality Staff

*Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.*

## District Areas of Focus:

- Quality staff- retention and development
- Recruiting and Placement of staff (teachers, leaders)

## Potential Evidence Sources:

- Teacher certification data
- HR data
- CST
- Staff surveys
- TTESS evaluations

## Evidence Sources Reviewed by CPAC Team:

- |                         |         |
|-------------------------|---------|
| • Sub information _____ | • _____ |
| • _____                 | • _____ |
| • _____                 | • _____ |
| • _____                 | • _____ |

## Questions to Consider

- What are the teacher qualifications, certifications, etc.? Paraprofessionals?
- What does the general data reflect regarding teacher quality on the campus?
- How are we recruiting highly qualified and effective staff?
- What is our staff attendance rate? Retention rate? Turnover rate?
- How is highly effective staff assigned to work with the highest need students? (number of years, TTESS, certifications)
- What is the impact/effect of our teacher mentor program?
- How is new staff supported? What feedback do they provide?
- How do you align professional learning for the needs of your campus in supporting all students including those with diverse needs? (SPED, GT, EL, At Risk, Eco Dis, etc.)?

Strengths	Areas of Focus
<ul style="list-style-type: none"> <li>*New staff are assigned a mentor</li> <li>*Focus on hiring certified teachers in all areas</li> <li>*Promote talented teachers from within to other roles/add additional</li> <li>*Place teachers in areas where they can have the most impact</li> <li>*Provide impact team supports</li> <li>*Include teachers on our CST walks</li> <li>*PLCs exist for all teachers on campus and can support new teachers</li> <li>*Knowledgeable teachers help facilitate professional development on campus</li> </ul>	<ul style="list-style-type: none"> <li>*Admin team will meet with new staff monthly (a check-in)</li> <li>*Higher qualified and certified Special Education teachers and paraprofessionals</li> </ul>

<b>Summary of Findings</b> <i>Narrative that describe the overall trends across all your evidence sources for this category</i>
<p>New teachers are supported by a mentor and all teachers are supported in their PLC teams. Talented teachers are promoted to other roles or are given opportunities to serve as leaders on campus. Teachers are placed in the areas where they can have the most impact. Teachers are included in CST walks where they can give feedback. Knowledgeable teachers help facilitate development on campus. This year Administrators will help support our new teachers by meeting with them monthly. We are also focusing on higher qualified and certified Special Education teachers and paraprofessionals.</p>

<b>Signal for Areas of Focus Based on Evidence Review</b> <i>(Maintain, Minor Change, Major Change)</i>	
Quality staff- retention and development	Maintain
Recruiting and Placement of Staff (teachers, leaders)	Maintain

# Culture

*Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District.*

## District Areas of Focus:

- Employee Wellness
- Stakeholder Feedback Processes

## Potential Evidence Sources:

- PBIS Discipline Data
- Student Wellness Survey Data
- Pride Survey
- Student Focus Groups
- Staff Surveys
- Staff/Student attendance

## Evidence Sources Reviewed by CPAC Team:

- \_\_Student Engagement Survey\_\_
- \_Mid-Year Climate Survey (staff)\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- How do students describe the school climate? How does this compare to staff?
- What evidence is there that leaders are collectively aligned with the vision and mission of the district/campus?
- To what degree do students and staff feel physically safe? To what degree are students and staff safe?
- Which students are most satisfied with the school's culture and climate? How does this compare to students' attendance, tardies, and other behaviors?
- How do leaders have a voice in decision making and campus policies?
- Do campus committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
- What are the students', parents' and community perceptions of the campus?



Strengths	Areas of Focus
<p>*Number of students who feel supported by teachers, administrators, counselors, and staff is near 90%</p> <p>*Number of students who say “I feel safe in this school” is 91%</p> <p>*89.6% of teachers said they would remain on campus if given the opportunity to leave or move to another campus</p> <p>*Principal works with student body presidents (clubs and organizations) in an open forum to address student questions and concerns</p>	<p>*Reestablish PBIS strategies on campus</p>

<p style="text-align: center;"><b>Summary of Findings</b></p> <p style="text-align: center;"><i>Narrative that describe the overall trends across all your evidence sources for this category</i></p>
<p>Overall students feel supported by staff (90%) and safe here (91%) on campus. Teachers also feel they would stay here at AHS given the opportunity to leave or move to another campus. The principal works with club and student organization presidents to address questions and concerns. As a campus we are focusing on reestablishing PBIS strategies on campus.</p>

<p style="text-align: center;"><b>Signal for Areas of Focus Based on Evidence Review</b></p> <p style="text-align: center;"><i>(Maintain, Minor Change, Major Change)</i></p>	
Employee Wellness	Maintain
Stakeholder Feedback Processes	Maintain







AHS CPAC Agenda  
October 7, 2022

CPAC  
#1

- A. Welcome / Celebrations
  - a. Introduce Team Members
- B. Campus Planning Advisory Committee (CPAC)
  - a. Review Campus Improvement Plan
- C. Upcoming Events
  - a. Start of Term 2 – October 11
- D. Questions and Concerns

Next Meeting – November/December 2022

NOTES:

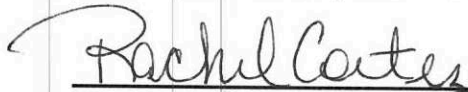





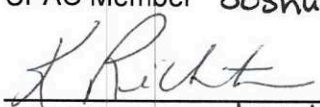





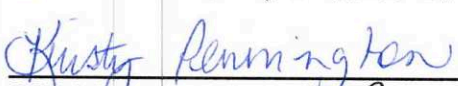

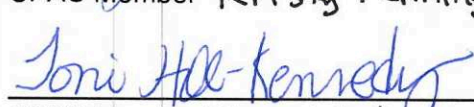

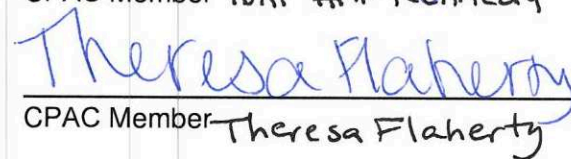

Upcoming Events:

- October 10 – Holiday
- October 11 – 14 – Homecoming Week
- October 12 – PSAT
- October 13 – Pep Rally – Activity Bell Schedule
- October 14 – Picture Retakes – 5<sup>th</sup> period
- October 28 – Progress Report 3

Needs Assessment  
10/19 - 4th period

PLANNING AND DECISION-MAKING PROCESS  
CAMPUS-LEVEL

The Campus Planning and Advisory Committee (CPAC) was involved in establishing and reviewing the campus educational plans, goals, performance objectives, and major classroom instructional programs and assisted the principal in developing, reviewing, and revising the campus improvement plan. In accordance with administrative procedures, the committee was involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization.

 Principal Rachel Cortez	 CPAC Chairperson - Shawnya Minter
 CPAC Member Anjana Pandey	 CPAC Member Kristy Goodman
 CPAC Member Joshua Soto	 CPAC Member
 CPAC Member Kristen Kichter	 CPAC Member
 CPAC Member Monica Navarro	 CPAC Member
 CPAC Member Paige Tomlin	 CPAC Member
 CPAC Member Kristy Pennington	 CPAC Member
 CPAC Member Toni Hill-Kennedy	 CPAC Member
 CPAC Member Theresa Flaherty	 CPAC Member

PLANNING AND DECISION-MAKING PROCESS  
CAMPUS-LEVEL

BQB (LOCAL)

The Campus Planning and Advisory Committee (CPAC) was involved in establishing and reviewing the campus educational plans, goals, performance objectives, and major classroom instructional programs and assisted the principal in developing, reviewing, and revising the campus improvement plan. In accordance with administrative procedures, the committee was involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization.

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Principal-Rachel Cortez

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CPAC Member - Theresa Flaherty

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CPAC Member - Anjana Pandey

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CPAC Member - Shawnya Minter

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CPAC Member - Joshua Soto

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CPAC Member - Paige Tomlin

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CPAC Member - Kristin Richter

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CPAC Member-Kristy Goodman

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CPAC Member - Kristy Pennington

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CPAC Member-Monica Navarro

---

CPAC Member- Toni Hill-Kennedy

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CPAC Member - Kyle Lovetinsky

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CPAC Member - Cedric Clark

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CPAC Member-Ms. Schoenberger

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CPAC Member - Ms. Rodden

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CPAC Member-Ms. Martin

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CPAC Member - Mr. Burgess

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CPAC Member - Ms. Bielby

LOC_DESCR	LOCATION	POS #	POSN_DES	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_SRCH	JOBCODE	FTE	BUDGET	MPL_STAT	STD_HOURS	ACANCY_D	ANCY_NBR
AUSTIN HIGI007	AUSTIN	00003857	COOR CAMF	0.5	0	TOMLIN	PAIGE	T00900	1	199.31.1000	A	37.5		

