

Fort Bend CBAS
Austin High School
2024-2025 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). 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 Fall PEIMS file loaded 01/21/2024)

Count Percent

Gender

Female	1,227	47.99%
Male	1,330	52.01%

Ethnicity

Hispanic-Latino	383	14.98%
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Race

American Indian - Alaskan Native	9	0.35%
Asian	1,238	48.42%
Black - African American	419	16.39%
Native Hawaiian - Pacific Islander	6	0.23%
White	408	15.96%
Two-or-More	94	3.68%

2022-2023 Student Enrollment Data

Campus Student									
Campus	Fall			Summer					
	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Transfer In Students	Discipline Student %
(079907007) - Stephen F Austin H S	2,277	26	39.22	41.69	0.84	2,141.54	94.75	28	5.42

2023-2024 Enrollment Data

Campus Student									
	Fall			Summer					
Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Transfer In Students	Discipline Student %
High Schools									
(079907007) - Stephen F Austin H S	2,557	30	39.54	40.83	1.17	2,402.47	94.58	30	6.83

Important Notes:

Special Education: 12.3% (224); GT 6.88% (176); EB 12.3% (315); Eco. Disadvantaged 39.5% (1011)

Demographics Strengths

The highest ranking indicator of our parents on the climate survey is that parents feel they are kept informed of their student's academic progress (89%). They also feel (84%) that the school has high learning standards for all students.

Three of the five of the highest ranking dimensions are in academic support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent Bilingual students need more support. **Root Cause:** Teachers are uncertain of what students need and how to provide it to them.

Problem Statement 2: Due to the incoming 9th grade class having the largest number of students by grade level, the class sizes will be larger and more supports will be needed. Spring semester had a high number of student failures. **Root Cause:** Realignment of boundaries has made our student numbers go up, but not enough staff to keep up with the needs of all grade levels and course requests.

Student Learning

Student Learning Summary

Overall our students are high achieving and scoring well on the 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 our dually served students who were unsuccessful on their EOCs, we are intentionally scheduling them 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.

2024 STAAR EOC Breakdown					Passing Percentages Over the Years				
Algebra I	Did Not Meet	Approaches	Meets	Masters		2020-2021	2021-2022	2022-2023	2023-2024
State	21%	34%	20%	25%	Algebra I	61	74	76	81
District	21%	30%	17%	32%	Biology	90	93	94	96
Campus	24%	35%	20%	21%	English I	83	84	83	83
DNM 24% = 131 students					English II	87	87	86	85
AHS 2023	2023=24%(98)	2023=46%	2023=18%	2023=11%	US History	95	97	99	97
AHS 2022	2022=26%(92)	2022=40%	2022=16%	2022=19%					
Biology	Did Not Meet	Approaches	Meets	Masters	Special Populations that DNM - 2024				
State	9%	33%	39%	19%		SpEd	EB	Dual SpEd/EB	
District	9%	27%	35%	29%	Algebra I	40	22	10	
Campus	6%	22%	48%	25%	Biology	11	10	1	
DNM 6% = 43 students					English I	41	42	10	
AHS 2023	2023=6% (34)	2023=19%	2023=37%	2023=38%	English II	37	37	13	
AHS 2022	2022=7%(39)	2022=17%	2022=30%	2022=46%	US History	13	5	3	
					Overall DNM	92/230	76/230	25/230	
English I	Did Not Meet	Approaches	Meets	Masters		40%	33%	11%	
State	33%	13%	37%	17%					
District	27%	11%	39%	23%					
Campus	17%	10%	45%	29%					
DNM 17% = 119 students									
AHS 2023	2023=17%(110)	2023=15%	2023=47%	2023=21%					
AHS 2022	2022=16%(93)	2022=13%	2022=50%	2022=21%					

We still struggle with students being in attendance. With a high number of students who are new to the country, their families tend to take extended vacations during school breaks resulting in decreased learning opportunities.

Administrators and counselors are identifying and planning interventions for struggling students (academic and emotional). The social emotional needs continue to rise.

Student Learning Strengths

Our Algebra I and Biology STAAR results have increased consistently over the past three years. The passing percentage for Algebra I has risen 20%!

This year we added additional dual credit courses--more English IV, increased our AP course offerings.

We are being intentional about students meeting CCMR requirements by reviewing course selections and TSIA testing. We assigned additional staff to support long term substitutes in business classes to ensure industry certifications were completed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Limited growth on state assessments with EB and SE special populations. **Root Cause:** Our number of new to country students has increased and state assessment eligibility was changed which resulted in additional low functioning Special education students taking the regular state assessments (as opposed to STAAR Alt).

Problem Statement 2: Inconsistent use of lesson planning and/or inconsistent use of the instructional model. seen in the classroom. **Root Cause:** We had a high number of instructional apprentices and new teachers and the lack of PLC planning. 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. During the hiring process, only fully certified teachers are being considered.

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. We are offering three, new UT OnRamps courses. We are also looking to rebuild our AVID site team. Opportunities for student engagement and feedback has increased with the addition of class officers/leaders. These leaders (with additional students) and principals will engage in round table discussions quarterly to hear from the students what they see, need, and want to do. Staff and students need to build more robust relationships.

We continue to struggle with attendance and tardies with students. We were consistently below the district goal of 95.7. We consistently identified students in the hallways during class time.

Attendance Percentage Comparison:

2023-2024 Percentages					
	T1	T2	T3	T4	All Year
9	96.07	94.78	94.44	94.86	95.03
10	96.08	95.12	94.67	94.71	95.13
11	95.81	94.44	93.54	94.26	94.5
12	95.76	94.12	92.83	91.45	93.43
Total	95.95	94.65	93.94	93.92	94.58

CCMR Data:

Grad Status	CCMR Met	TSI Criteria													
		ELA/Reading						Mathematics							
Graduated	CCMR Met	TSIA/TSIA2	ACT	SAT	College Prep PEIMS	ELA Met Excl. CP	ELA Met Any Criteria	TSIA/TSIA2	ACT	SAT	College Prep PEIMS	MATH Met Excl. CP	MATH Met Any Criteria	Met ELA/MATH Excl. CP	TSI Met ELA/MATH
0%	64.4%	3%	5%	69%	1%	70%	71%	5%	4%	52%	1%	56%	57%	55%	56%
0 593	382 593	17 593	31 593	408 593	3 593	416 593	419 593	31 593	26 593	310 593	5 593	332 593	337 593	328 593	332 593

4 Year Grad Rate: 94.8%

PEIMS Data										PEIMS Data		
	IBC	IBC	IBC	IBC	Flagged.	Level				Adv Grad		

Dual Credit	PEIMS 2023	PEIMS 2024	PEIMS 2025	PEIMS 2026	IBC Only	I or II Cert	Assoc Deg	OnRamps	IEP	Plan Sped	Military
31%	10%	14%	4%	2%	3.0%	0%	0%	0%	0%	0%	0%
186	60	85	24	10	18	0	0	0	0	0	0
593	593	593	593	593	593	593	593	593	593	593	593

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)
- *87% Families are encouraged to volunteer, serve on committees, and attend school sponsored activities
- *Increased our Dual Credit English enrollment by 2 sections, added 3 UT OnRamps courses, added dual credit College Transition course
- *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
- *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
- *Students will have continued access to technology with their district issued device.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students with low attendance and/or excessive tardiness continues to be a concern. **Root Cause:** Late arrivals, teachers not taking accurate attendance,

student apathy, families taking excessive vacations during school year, and discipline actions are not consistently effective.

Problem Statement 2: Number of students failing 3 or more classes averages 30 students per grade level. **Root Cause:** Students are late to class, teachers not taking accurate attendance, student apathy, families taking excessive vacations during school year, and discipline actions are not consistently effective.

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.

A weekly campus newsletter is sent to all families with important updates and information.

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

Parent Perceptions:

Parents/Guardians

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Teachers give timely and appropriate feedback about student work.	33%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	33%	Academic Support
Parents are kept informed about what their child is learning in school.	32%	Academic Support
Students receive the individual support they need to prepare for the future.	32%	Student Support
My child is excited to go to school.	27%	Student Support

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
- *PTO and athletic boosters have increased engagement in fundraising opportunities
- *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 and community professionals to set up tables during school or school parent events to speak to students

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

*Athletic teams visit feeder elementary campuses and engage in community volunteer opportunities

*Three of the five highest ranking indicators for staff are in safety and behavior. The staff feel safe and secure on campus (98%). Family involvement was high on both staff (95%) and parent (87%) surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers give timely and appropriate feedback about student work. (Parent - 33%) **Root Cause:** teachers not making phone calls or sending email to parents; parents not updating information in Skyward or inconsistent parent involvement.

Problem Statement 2: Increase in ISS/OSS numbers are perceived as students engaged in excessive misbehavior **Root Cause:** New state law requires DAEP placement for students that have vape paraphernalia or caught vaping on campus

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 2025 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 in the classroom 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 2025, 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 2025. 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. By May, all SE coding for CCMR readiness will be correctly completed. By May, supports, (such as targeted interventions and professional learning) for Emergent Bilingual students will be evidenced by the decreased number of EB student failures in classes and on EOC test.</p> <p>Summative Indicators of Success: By June 2025, 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 2025, 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 2025, 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 2025.</p> <p>Staff Responsible: all teachers and staff members on AHS campus</p>	On Track			



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Professional learning will be provided to teachers during campus professional learning to help teachers with strategies to support our emergent bilinguals, special education, and struggling students (ex. off cohort, truant students, repeated failures).

Intended Audience: Teachers and Students

Provider / Presenter / Person Responsible: Teachers and Administrators

Date(s) / Timeframe: August 2024-April 2025

Collaborating Departments: Campus staff and district coordinators

Delivery Method: In person, webinars, and/or TEAMS

Staff Responsible: Administrators and Department heads

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Strategy 2: Increase College and Career readiness by ensuring the CTE Department is following industry standards to prepare/qualify for certifications including an increase number of students taking a dual credit course.

Intended Audience: Teachers, students, and parents

Provider / Presenter / Person Responsible: Teachers, counselors, administrators, and CCRA

Date(s) / Timeframe: August 2024-May 2025

Collaborating Departments: CTE Department, Counseling

Delivery Method: In person and online

Staff Responsible: Teachers, counselors, and CCRA

TEA Priorities:

Build a foundation of reading and math, 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 2025 Stephen F. Austin High School will be an organization that will provide targeted support to improve school climate and implementation of Positive Behavior Interventions and Supports (PBIS) through the use of PBIS training, establishment of school expectations, and monitoring of student discipline data, to meet the needs of all students. Indicators of Success: Formative Indicator of Success By September, provide professional learning to all staff regarding school expectations, classroom expectations, and post schoolwide expectations around campus By September, conduct grade level assemblies with students to reintroduce strategies and expectations, and start PBIS walk throughs. This also includes identifying and assisting teachers with PBIS implementation in the classroom. By November, PBIS strategies have been introduced and implemented campus wide resulting in consistent positive student interactions and behaviors, as evidenced in a decrease of discipline referrals. Monthly PBIS team meetings to review data and make any adjustments needed to campus and classroom expectations. Quarterly, provide staff opportunities to attend trainings to improve performance. 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. Staff Responsible: teachers, administrators, PBIS Coordinator,	Formative			Summative
	Nov	Jan	Mar	June
	On Track			

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Strategy 1: All students will engage in grade level assemblies to review PBIS student expectations for behavior on and around campus including attendance expectations. Teachers will follow the flow chart and behavioral matrix that was presented to students.

Intended Audience: Teachers and students
Provider / Presenter / Person Responsible: Administrators, counselors, support staff

Date(s) / Timeframe: Early August

Collaborating Departments: Administrators, counselors, mental health

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

Staff Responsible: Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

Strategy 2: In order to support students with academics/social emotional needs and/or behavior concerns (ex. poor attendance, excessive discipline), we will provide tutorials for students, reteaching/retesting opportunities, increased supervision by counselors/administrators, identify and provide needed supports, increased parent contact, student/parent conferences, and more frequent home visits with periodic monitoring of implementation.

Intended Audience: Students, parents, all staff, district personnel

Provider / Presenter / Person Responsible: All campus and select district staff

Date(s) / Timeframe: August 2024-May 2025

Collaborating Departments: ALL

Delivery Method: In person and online

Staff Responsible: All campus and select district staff

TEA Priorities:

Recruit, support, retain teachers and principals, 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?

State Compensatory

Budget for Austin High School

Total SCE Funds: \$10,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funds are used to pay for afterschool tutorials for at-risk and struggling students and bus transportation two times per week. Students are identified either by teachers, counselors, or administrators to attend after school tutorials. These tutorials are also used for students completing IGC projects needed for graduation. Teachers will work on individual classwork, STAAR tutorials, or other items needed to assist with student success.

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;

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LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOB CODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
AUSTIN HIGH 007	AUSTIN HIGH SCH	00003857	COOR CAMPUS ASSESSMENT	0.5	0	TOMLIN	PAIGE	T00900	1	199.31.1000.00.007.2024.24	24	A	210AUG

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