Fort Bend Independent School District

Austin High School

2025-2026 Campus Improvement Plan
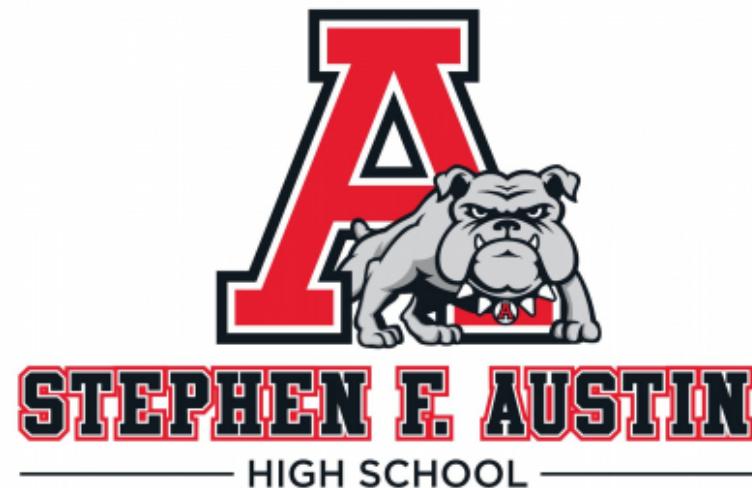
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Comprehensive Needs Assessment

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	Count	Percent
Gender		
Female	1,293	48.70%
Male	1,362	51.30%
Ethnicity		
Hispanic-Latino	401	15.10%
Race		
American Indian - Alaskan Native	13	0.49%
Asian	1,310	49.34%
Black - African American	421	15.86%
Native Hawaiian - Pacific Islander	7	0.26%
White	418	15.74%
Two-or-More	85	3.20%

Important notes: Special Education: 9.72% (258), GT: 7.9% (191); EB: 12.35% (328); Eco. Disadvantaged: 36.65% (973)

Demographics Strengths

The three highest areas that parents said they were most proud of are: 1.Academic Programs 2. Cultural Diversity 3. Student Achievement.

The three highest areas that staff said they are most proud of are: 1. Cultural Diversity 2. Student Achievement 3. Clubs and activities

According to the Secondary Behavior dimension, 90% of our students indicated they are developing skills to work with others such as treating people with respect.

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 requirements.

Student Learning

Student Learning Summary

Overall our students are high achieving and scoring well on the STAAR EOCs and on AP tests taken (see STAAR EOC Data below). Our areas of focus are to give our support to our students who did not pass their STAAR EOC. 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. Grades are reviewed after each progress report and grading period.

2025 STAAR EOC Breakdown

Algebra I	Did Not Meet	Approaches	Meets	Masters
State	24%	29%	18%	29%
District	24%	25%	15%	35%
Campus	28%	28%	22%	23%
DNM 28% = 144 students				
AHS 2024	2024=19%(87)	2024=34%	2024=24%	2024=23%
AHS 2023	2023=24%(98)	2023=46%	2023=18%	2023=11%
AHS 2022	2022=26%(92)	2022=40%	2022=16%	2022=19%

Biology	Did Not Meet	Approaches	Meets	Masters
State	5%	13%	47%	36%
District	7%	21%	41%	31%
Campus	6%	14%	46%	34%
DNM 6% = 38 students				
AHS 2024	2024=4%(30)	2024=21%	2024=49%	2024=26%
AHS 2023	2023=6% (34)	2023=19%	2023=37%	2023=38%
AHS 2022	2022=7%(39)	2022=17%	2022=30%	2022=46%

English I	Did Not Meet	Approaches	Meets	Masters
State	16%	9%	42%	33%
District	26%	14%	38%	22%
Campus	16%	9%	42%	33%
DNM 16% = 116 students				
AHS 2024	2024=17%(119)	2024=10%	2024=45%	2024=29%
AHS 2023	2023=17%(110)	2023=15%	2023=47%	2023=21%
AHS 2022	2022=16%(93)	2022=13%	2022=50%	2022=21%

Passing Percentages Over the Years

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Algebra I	61	74	76	81	73
Biology	90	93	94	96	94
English I	83	84	83	83	84
English II	87	87	86	85	83
US History	95	97	99	97	97

Special Populations that DNM 2025

	SpEd	EB	Dual SpEd/EB
Algebra I	46	30	13
Biology	22	9	6
English I	45	51	15
English II	36	43	7
US History	7	8	2
Overall DNM	156/388	141/388	43/388
	40%	36%	11%

We still struggle with students being in attendance. With a higher 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 overall score on the Cognitive Engagement Dimension of the survey for engagement was a 3.03 (moderate range). A few highlights of the survey were that 80% of students said they received feedback from their teachers on their assignments, 86% of our students indicated they were challenged in the classroom, 86% of students used technology, 90% of students said they can be creative in their projects and assignments, 87% of students indicated that teachers engaged them in classroom discussion, 94% of students feel they have the skills and abilities to complete assignments, and 93% of our students indicated they plan to graduate and go to college.

We are being intentional about students meeting CCMR requirements by reviewing course selections and TSIA testing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Limited growth on state assessments with EB and Special Education 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 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 ot 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. Like last year, administrators will also help support our new teacher 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 on year two of the 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 are consistently below the district goal of 95.7. We consistently identified students in the hallways during class time.

School Processes & Programs Strengths

*There are approximately 70 clubs on campus in which students are able to join

*71% of our student are engaged in school sponsored activities for 3 or more hours per week

*Overall emotional engagement was 2.94% (moderate on the score scale)

*Increased our Dual Credit Algebra enrollment by 2 sections, added Dual Credit Speech, Chemistry and US History, and added two UT OnRamps courses: Statistics and Government.

*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 Department Heads on our CST walks

*Implement weekly campus walk throughs by campus administration

*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 the school year, and discipline actions are not consistently effective.

Problem Statement 2: The number of students failing 3 or more classes averages 30 students per grade level.
Root Cause: Late arrivals, teachers not taking accurate attendance, student apathy, families taking excessive vacations during the 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 banker. Parents are involved in PTO and booster clubs, but we would like to increase the number of parents invoved. We would also like to have more CPAC members attend our meetings on a regular basis.

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

Perceptions Strengths

*88% of students indicated "I feel safe in this school."

*89% of students indicated they felt supported by teachers at the school.

*80% of students feel there is at least one adult in school they can talk to.

*81% of students indicated they have rarely or never been picked on or bullied by another student.

*76% of students indicated they have never or rarely witnessed an act of bullying.

*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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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

Student Data: Assessments

- STAAR 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
- 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

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, 80% of all students, in grades 9th-12th will grow at least one year in reading as indicated by NWEA MAP Growth Measures.

    Evaluation Data Sources: NWEA MAP--BOY, MOY, and EOY

Strategy 1 Details					Reviews			
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).				**Formative**			**Summative**	
				Oct	**Dec**	**Feb**	**June**	

Strategy's Expected Result/Impact: We will see an increase of EB's and Special Education students scoring meets or above on the STAAR EOC. We will see a decrease in the number of students who will need to retake their STAAR EOC. We will also see an increase in teachers using the instructional model in each of the core courses.
    Staff Responsible for Monitoring: Teachers, administrators, and EB support staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Funding Sources: Campus funds - 199 General Fund - $1,000								

Strategy 2 Details					Reviews			
Strategy 2: Staff will use previous testing data, course grades, and other factors to identify students to enroll in our Reading I or Reading II course.				**Formative**			**Summative**	
				Oct	**Dec**	**Feb**	**June**	

Strategy's Expected Result/Impact: There will be an increase of students who score meets or above on their STAAR EOC's.
    Staff Responsible for Monitoring: Teachers, administrators, and EB support staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Funding Sources: - 199 General Fund - $1,000								

Strategy 3 Details	Reviews			
Strategy 3: By May of 2026, Austin High School will ensure that all gifted and talented families are provided information on enrichment opportunities via a quarterly newsletter.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Students will have the opportunity to showcase the knowledge they have learned about a specific topic and receive feedback (either in class or outside of class).
    Staff Responsible for Monitoring: Administrators, Champions of Gifted Services (COG), Staff with GT students
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Funding Sources: - 199 General Fund - $100				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, 80% of all students, in grades 9th-12th will grow at least one year in math as indicated by NWEA MAP Growth Measures.

    Evaluation Data Sources: NWEA MAP--BOY, MOY, and EOY

Strategy 1 Details	Reviews			
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).	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: We will see an increase of EB's and Special Education students scoring meets or above on the STAAR EOC. We will see a decrease in the number of students who will need to retake their STAAR EOC. We will also see an increase in teachers using the instructional model in each of the core courses.
    Staff Responsible for Monitoring: Teachers, administrators, and EB support staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - ESF Levers:
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Funding Sources: - 199 General Fund - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Staff will use previous testing data, course grades, and other factors to identify students to enroll in our Strategic Math course.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: There will be an increase of students who score meets or above on their STAAR EOC's.
    Staff Responsible for Monitoring: Teachers and administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - ESF Levers:
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Funding Sources: - 199 General Fund - $1,000				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: For the class of 2027, the percentage of graduates that meet the criteria for CCMR will increase by 20%.

    Evaluation Data Sources: OnDataSuite; Campus Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure the CTE Department is following industry standards to prepare/qualify and take for certifications.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of students that continue on to finish their selected pathway to earn CCMR. **Staff Responsible for Monitoring:** CTE teachers and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction	**Oct**	**Dec**	**Feb**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Increase availability and enrollment of Dual Credit, On Ramps, AP courses for students to increase number of students meeting CCMR status. Provide students with the opportunity to take College Bridge Course and TSIA-2 exams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students that are CCMR ready by graduation. **Staff Responsible for Monitoring:** Counselors, Administrators, Teachers, CCRA **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** College Bridge Course - 199 General Fund - $10,000	**Oct**	**Dec**	**Feb**	**June**
	No Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, in the area of school quality, we will increase the percentage of parents rating our school as good or excellent by 15% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.

    Evaluation Data Sources: District's Culture-Climate and Student Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Communicate campus information weekly to parents via parent newsletter (ex. EB info, GT info, testing, CCMR opportunities) and other outlets as needed.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase percentage of parents rating our school as good or excellent.
     Staff Responsible for Monitoring: Administrators
 	
     ESF Levers:
 Lever 3: Positive School Culture
     Funding Sources: - 199 General Fund - $0
	Oct	**Dec**	**Feb**	**June**

◯ No Progress ◯ Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, we will increase the percentage of students who go to school because of what they learn in class by 10% through a campus focus on tier 1 instruction and the principles of PAC as measured by the district's Culture-Climate and Student Engagement Survey.

    Evaluation Data Sources: District's Culture-Climate and Student Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Use teacher planning days and PLC time to plan engaging lessons, use of instructional model, & activities to help increase rigor and student engagement for Tier 1 instruction in each classroom.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Increase the number of students who indicate on the Climate and Culture Survey that they are engaged in classroom instruction.
     Staff Responsible for Monitoring: Administrators, Dept. Heads, Team Leaders, CAC
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
   - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Funding Sources: - 199 General Fund - $0				

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

Evaluation Data Sources: Monthly Budget

Strategy 1 Details	Reviews			
Strategy 1: Allocate funds for TSIA, UT OnRamps training, College Bridge, AP training, or other instructional programs to increase student achievement and CCMR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in the number of students who are CCMR ready. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund - $3,000	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Allocate funds for tutorial instruction (ex. accelerated instruction, EOC bootcamps), testing proctors (EOCs, TELPAS, AP testing), and transportation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students who are successful on their EOCs. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund - $13,000	Oct	Dec	Feb	June

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

			199 General Fund		
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus funds		$1,000.00
1	1	2			$1,000.00
1	1	3			$100.00
1	2	1			$1,000.00
1	2	2			$1,000.00
1	3	2	College Bridge Course		$10,000.00
2	1	1			$0.00
2	2	1			$0.00
3	1	1			$3,000.00
3	1	2			$13,000.00
				Sub-Total	$30,100.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CR	EMPL_STA	REPORTS_TO_DESCR
007 AUSTIN	AUSTIN HIGH	STEPHEN F A	COOR CAMPUS ASSESSMENT	0.5	TOMLIN	PAIGE	1 24		007	A	PRINCIPAL HS