

Keller Independent School District



Fossil Ridge High School

2025-2026 Campus Improvement Plan

Mission Statement

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision

KISD -- an exceptional district in which to learn, work and live.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	17
Employee Data	17
Parent/Community Data	17
Support Systems and Other Data	18
Goals	19
Goal 1 : Increase Student Achievement	20
Goal 2 : Excellence in Student, Parent, and Community Relationships	25
Goal 3 : Employee Excellence and Organizational Improvement	27



Comprehensive Needs Assessment

Demographics

Summary

Hispanic- 37.1
White- 22.7
African American- 18.2
Native American Alaskan-0.1
Asian-11.8
Hawaiian-.2
Multiple Races 9.8

Eco Dis- 54.4
LEP-15
SPED- 16.8
At Risk- 48.6

Failed State Assessment- 35.5

Strengths

The staff and students have a strong sense of community. Our parents may have taxing work obligations; however, they truly want communication and to be updated on campus and student progress. Success is a priority. Teacher morale is on the rebound, and teachers feel empowered and supported to run a structured environment with high rigor and expectations.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Many of our families are unable to attend evening programs.

Some of our families maintain work schedules that prevent them from attending or lack transportation for evening events.

 = Priority

Student Learning

Summary

CCMR was at 71% before the addition of SPED.
Our MAPS progress was not aligned with STAAR performance.
95% Grad Rate

Strengths

Students are motivated to graduate and take pride in graduating with their cohort.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Students who fall off the cohort during their freshman and sophomore years often struggle to graduate with endorsements and on time. After-school interventions and academic programs are poorly attended..

Some students experience a poor habit carryover from middle school, struggle with the autonomy afforded in high school, or lack the skills to exercise agency over their progress. Many students need to work, have family/ home obligations, or lack after-school transportation.

 = Priority

School Processes & Programs

Summary

FRHS follows the district-recommended scope and sequence as well as all curriculum documents. We follow KISD technology processes and guidelines.

Strengths

FRHS is aligned to KISD processes, guidelines, and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

Our current processes and programs are effective when we can engage families and students. Engagement has been low.

Families need the opportunity to engage in a format or at a time that is consistent with their needs. Families need consistent and clear communication to plan.

★ = Priority

Perceptions

Summary

Overall, families and staff feel safe. They prefer frequent communication and have stated that, while inconvenient, they are pleased with the Evolv system.

Strengths

The community views the campus as proactive and equipped to manage student safety.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1



FRHS is viewed as a campus that is not as successful academically as other KISD campuses.

Previously, FRHS needed a focus on safety and security processes and actively implemented new procedures. These efforts impacted the availability of staff to address academic needs.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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2
★

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3
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4
★

Many of our families are unable to attend evening programs.

Some of our families maintain work schedules that prevent them from attending or lack transportation for evening events.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 HB3 Goal

By May 2026, 100% of Fossil Ridge High School senior students will graduate as CCMR, College/Career/Military Ready as measured by the State Accountability Data System.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Action Step 1

FRHS will utilize student CCMR reports to ensure that points awarded are aligned with data, including SAT, ACT, FAFSA, TSI, AP, Dual Credit, and other pertinent data points. The counseling and admin team will learn how to access the reports through frequent progress checks.

Measures: Periodic checks that demonstrate trending data towards 100%.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

Problem Statements: Student Learning 1 - School Processes & Programs 1

Progress Reviews

Moderate Progress

Considerable Progress

December

April

July

August

Action Step 2

Fourth-year Math and English teachers will embed and monitor Texas College Bridge in their curriculum/class, ensuring 100% of their students will receive the Math or ELA portion.

Measures: All students will be scheduled in classes where they have an opportunity to gain a CCMR point.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
ELA and Math Teachers

Problem Statements: School Processes & Programs 1 - Perceptions 1

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 3

Alpha Counselors will meet with all Juniors and Seniors in the fall semester and ensure CCMR planning is a part of yearly meetings with students.

Measures: Number of students who are meeting with counselors
Number of students earning the CCMR classification

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

Problem Statements: School Processes & Programs 1

Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students who fall off the cohort during their freshman and sophomore years often struggle to graduate with endorsements and on time. After-school interventions and academic programs are poorly attended..	Some students experience a poor habit carryover from middle school, struggle with the autonomy afforded in high school, or lack the skills to exercise agency over their progress. Many students need to work, have family/home obligations, or lack after-school transportation.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Our current processes and programs are effective when we can engage families and students. Engagement has been low.	Families need the opportunity to engage in a format or at a time that is consistent with their needs. Families need consistent and clear communication to plan.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 FRHS is viewed as a campus that is not as successful academically as other KISD campuses.	Previously, FRHS needed a focus on safety and security processes and actively implemented new procedures. These efforts impacted the availability of staff to address academic needs.

Performance Objective 2

By May 2026, 60% of Fossil Ridge High School students will score Meets in each tested grade level and content as measured by 2026 STAAR/EOC.

Summative Evaluation: Some progress made toward meeting Performance Objective

Action Step 1

FRHS teachers will utilize district-provided assessments that are unit-based within the curriculum, and they will monitor mastery of TEKS for each student.

Measures: Progress on the unit assessments, we are looking for student growth.

Staff Responsible for Monitoring: Principal

Assistant Principals
District Coordinators
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Progress Reviews

Some Progress

December

Some Progress

April

July

August

Action Step 2

Teachers will administer and analyze data from the BOY and MOY, then MOY and EOY, ie: MAPS, and plan interventions as needed.

Measures: MAPS Progress data.

Staff Responsible for Monitoring: Principal

Assistant Principals
District Coordinators
Content Teachers

Problem Statements: Student Learning 1 - Perceptions 1

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 3

Algebra I, English I, and English II teachers will collaborate, plan, and analyze data after each common assessment. Teachers will analyze scope and sequence - targeted student interventions.

Measures: Scheduled and structured meetings aimed at addressing student needs.

Staff Responsible for Monitoring: Principal

Assistant Principals
District Coordinators
Content Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Many of our families are unable to attend evening programs.	Some of our families maintain work schedules that prevent them from attending or lack transportation for evening events.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students who fall off the cohort during their freshman and sophomore years often struggle to graduate with endorsements and on time. After-school interventions and academic programs are poorly attended..	Some students experience a poor habit carryover from middle school, struggle with the autonomy afforded in high school, or lack the skills to exercise agency over their progress. Many students need to work, have family/ home obligations, or lack after-school transportation.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Our current processes and programs are effective when we can engage families and students. Engagement has been low.	Families need the opportunity to engage in a format or at a time that is consistent with their needs. Families need consistent and clear communication to plan.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 FRHS is viewed as a campus that is not as successful academically as other KISD campuses.	Previously, FRHS needed a focus on safety and security processes and actively implemented new procedures. These efforts impacted the availability of staff to address academic needs.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

FRHS will increase the number of parent and student engagement, communication, and volunteer opportunities/interactions by 20% as compared to the 2024-2025 school year.

Summative Evaluation: Some progress made toward meeting Performance Objective

Action Step 1

FRHS will solicit parent chaperones for all dance and social activities, and FRHS will communicate the KISD volunteer application form.

Measures: Community Survey

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselors
Club Sponsors
Athletic Coaches

Problem Statements: Demographics 1 - School Processes & Programs 1

Progress Reviews

Some Progress

December

Some Progress

April

July

August

Action Step 2

FRHS will host more informative evenings for parents and improve attendance for these meetings. We will offer later start times for working guardians, and communicate these dates and times well in advance. Mass text and phone message reminders have proven successful at FRHS.

Measures: Community Feedback Surveys

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Club Sponsors
Athletic Coaches

Problem Statements: Demographics 1 - School Processes & Programs 1

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

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Some of our families maintain work schedules that prevent them from attending or lack transportation for evening events.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Families need the opportunity to engage in a format or at a time that is consistent with their needs. Families need consistent and clear communication to plan.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By July 2026, FRHS will maintain 85% of the teaching staff to maintain high-quality instruction and processes.

Summative Evaluation: Some progress made toward meeting Performance Objective

Action Step 1

FRHS will provide clear guidelines for all staff and provide training for teachers who are not hitting targets. Teachers will feel successful and valued.

Measures: Culture Surveys.

Staff Responsible for Monitoring: Administrative Team

Problem Statements: Perceptions 1

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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