

Bowie High School

Campus Improvement Plan

2020/2021

Pride in Performance



BOWIE HIGH SCHOOL
AUSTIN Independent School District

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DMAC Solutions ®

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Campus Mission

The mission of James Bowie High School is to nurture all learners in their academic and career goals, social needs, and personal interests while celebrating diversity and preparing students for their futures.

Campus Vision

Bowie will be a collaborative community of learners where students are empowered to own their learning so they will engage in and contribute to a diverse global society.

Campus Values

SOCIAL & EMOTIONAL LEARNING: (Relationships)

- ? Digital Citizenship: Helping students to learn, communicate and collaborate safely, responsibly balanced with human interaction.
 - ? Student connections: promoting SEL competencies in our classroom.
 - ? Faculty connections: Strengthening bonds with Faculty Badges.
 - ? Community connections: AISD Cares about customer service.

PEDAGOGY FOCUS: (The Instructional Core)

- ? Growth mindset: Intelligence and attributes are developed.
- ? Standards-based mindset: grades reflect learning and maintain student confidence.
- ? Incorporating blended learning strategies and BLEND protocol: combining online educational materials with traditional classroom practices to empower learners.

THE BOWIE IDENTITY: (Equity)

- ? Bowie Modernization: Creating 21st century learning spaces. #AISDFuture
- ? Cultural Proficiency: Building learning partnerships through culturally responsive teaching.
- ? Campus Safety/Security: Providing a physically and emotionally safe learning environment.

Core Values: Responsibility, Integrity, Community, Ethics, Honesty, & Tradition

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- strong academic climate
- A accountability rating and excellent state assessment scores in all areas
- strong AP scores
- closing the gap in several demographic areas
- survey data from various stakeholders show strong support for Bowie's values, mission, goals, etc.
- good climate ratings from various stakeholders
- strong SEL program
- highly trained successful teaching staff
- excellent extracurricular programs in all areas
- high number of graduates moving on to college/career paths

Demographics Weaknesses

- ELL achievement gap
- improving TELPAS data/scores
- achievement gaps across some sub-pops
- some SPED systems need improvement - compliance rates & ARD procedures
- working with SPED students to close that achievement gap
- raised graduation rates for some sub-pops in 19-20, but need to monitor all sub-pops including Asian sub-pop
- individual departments noted specific areas they want to improve (example: English teams see weaknesses in inferencing, critical reading skills, etc)
- students/staff report lack of culturally proficiency amongst our students/staff/stakeholders
- large number of students needing emotional support
- equity in discipline across all student sub-pops

Demographics Needs

- support for all staff in virtual learning environment
- support for students & parents in virtual learning environment
- support from district for staffing, teaching, professional development, etc.
- professional development for specific virtual tools
- professional development for specific content areas

Comprehensive Needs Assessment

Demographics Needs (Continued)

- continuing our self-study of cultural proficiencies as a staff with resources needed from AISD Equity team
- continuing to promote cultural proficiencies with our students; extending SPEAK UP student trainings begun in 19-20
- support from central office for students with emotional needs

Demographics Summary

Bowie has an overall strong academic background as well as strong extracurricular programs in all areas. Our focus has been to study our data, look for areas of growth, and focus in on those small groups of students who need support, whether academic, emotional, or behavioral. We also have created systems to delve into data, look at our problem areas/weaknesses and set goals to support improved practices in academics, behavioral/emotional arena, communication, etc. Teachers appreciate all the input they have, but during this pandemic, need support for virtual learning in all areas from academics to PE, to CTE, to SPED, to Fine Arts. Our parents and the community are highly involved, and we seek out input/feedback from all.

Ethnicity Counts by Campus

10/07/2020

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Campus: **Bowie High**

Enrollment Date: **10-07-2020**

Grand Totals

Grand Total Hispanic/Latino HI F	390	
Grand Total Hispanic/Latino HI M	466	
Grand Total Hispanic/Latino HI F,M	856	29.63%
Grand Total American Indian or Alaska Native AI F	2	
Grand Total American Indian or Alaska Native AI M	4	
Grand Total American Indian or Alaska Native AI F,M	6	0.21%
Grand Total Asian AS F	76	
Grand Total Asian AS M	89	
Grand Total Asian AS F,M	165	5.71%
Grand Total Black or African American BL F	17	
Grand Total Black or African American BL M	36	
Grand Total Black or African American BL F,M	53	1.83%
Grand Total Native Hawaiian or Other Pacific Islander HP F	3	
Grand Total Native Hawaiian or Other Pacific Islander HP M	2	
Grand Total Native Hawaiian or Other Pacific Islander HP F,M	5	0.17%
Grand Total White WH F	775	
Grand Total White WH M	896	
Grand Total White WH F,M	1,671	57.84%
Grand Total Two or More Races 2+ F	68	
Grand Total Two or More Races 2+ M	65	
Grand Total Two or More Races 2+ F,M	133	4.60%
Grand Total Declined To Answer DA F	0	
Grand Total Declined To Answer DA M	0	
Grand Total Declined To Answer DA F,M	0	0.00%
Grand Total F	1,331	
Grand Total M	1,558	
Grand Total F,M	2,889	

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

CCMR disaggregated by student group
MOY disaggregated by grade, subj., & stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

- overall STAAR achievement data; particularly in comparative academic growth & postsecondary readiness
- overall AP scores for all subject areas
- strong access to college statistics
- ACT/SAT/TSI data
- closing some achievement gaps across sub-populations

Student Achievement Weaknesses

- Eco-Dis graduation rates in comparison with other groups (11.7%)
- Need to close achievement gap for ELLs and SPED students
- Federal graduation rates for Asians & Eco-Dis
- higher failure rates from spring of 2020 so more need for credit recovery
- With new teachers and just need for readjustments, some PLC teams need more support with common assessments including how those common assessments are valued, scored, and used to drive instruction.

Student Achievement Needs

- continued support from AISD & HR for staffing in all areas
- strong need for second Delta teacher & second Delta TA
- continued need for Garza online programs to support students

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- support for intervention programs including staffing
- professional development to support teachers in content areas & instructional strategies

Student Achievement Summary

Bowie has strong achievement data, but we have gaps and areas of concern that we want to address while maintaining high performance in many areas. Our PLC teams and our leadership teams have studied the data and come up with concrete plans to support all learners. Needs are listed in the DMAC Planworks document above.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Focus on SEL
Strong Community Support
Positive campus climate

School Culture and Climate Weaknesses

Continuation of Cultural Proficiency for staff & students

School Culture and Climate Needs

Continued support from district for cultural proficiency

Continued support from district for SEL activities to support students

School Culture and Climate Summary

Through anecdotal evidence, focus groups, etc. Bowie staff identified that they want to work on promoting equity for our students. Staff also wants to work on self-study and faculty options to continue learning more about culturally proficient practices. We also want to keep our strong SEL efforts for continuing to train our students in Speak Up and SEL supports for our faculty during this pandemic and the problems inherent in virtual instruction combined with face-to-face instruction.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies

Staff Quality, Recruitment and Retention Strengths

Finding strong teachers and staff members to support our campus

Staff Quality, Recruitment and Retention Weaknesses

During pandemic, staff resignations and trying to hire for vacant positions.

During pandemic trying to find substitutes/monitors to support face-to-face instruction when staff members are on accommodations.

Staff Quality, Recruitment and Retention Needs

Need from HR and AISD to support certification for hard-to-find areas like SPED, Math, and Science

Need from HR and AISD to fund substitutes, monitors, etc.

Staff Quality, Recruitment and Retention Summary

Normally Bowie does well with recruiting strong staff members. We have common interview practices and common questions that have been vetted by our entire Instructional Leadership team. During this pandemic, we have experienced difficulty finding personnel for vacant positions and we need support from HR to find quality staff.

Bowie High School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans in all departmental areas that address student achievement, areas of low performance, and staff development.
- Objective 1.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support JBHS Vision Creation of Staff-Supported Values & Initiatives Goals with updates in early 2020. Staff-Supported & Staff-Led Professional Development with feedback cycles including virtual teaching support for the 20-21 school year. (Strategic Priorities: 1)	Academic Dean, Academic Leadership Team, Campus Leadership Team, Principal	June 3, 2021		Criteria: Documented mission statement Documented V & I document Calendars, emails, TELL surveys 06/01/21 - Completed 10/29/20 - On Track 10/27/20 - Significant Progress

Bowie High School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans in all departmental areas that address student achievement, areas of low performance, and staff development.
- Objective 2.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. STAAR/AP/SAT/Benchmark/ and /or Continuous Improvement plans by department. All departmental CIPs will be attached in the section for "Attachments." (Target Group: All) (Strategic Priorities: 1,2,3)	Academic Dean, Administrators, Assistant Principal, Campus Leadership Team, Department Chairs, Instructional Leadership Team	June 2021		Criteria: PLC agendas, lesson plans, data from assessments, MOY results, AP exam scores, dual credit results, EOC results stakeholder surveys. 06/16/21 - Completed 11/01/20 - Significant Progress

Bowie High School

- Goal 2.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
- Objective 1.** (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Common Interview Questions & inclusion of teachers on interview committees.</p> <p>Reinforce Bowie's mission statement with staff & community. Update the Bowie values/initiatives document that utilizes teacher input & is communicated to community.</p> <p>Add Teacher Liaisons to promote effective communication & to share input. Increase Team Leaders for CTE, Fine Arts, and SPED particularly. (Strategic Priorities: 1)</p>	Academic Leadership Team, Administrators, Teacher Leaders	June 2021		<p>Criteria: Hiring of new staff; posted Mission Statement; posted updated Values document; CAC agenda/minutes; Team Leader agendas/minutes</p> <p>06/16/21 - Completed 11/01/20 - Significant Progress</p>
<p>2. Hold six sessions with New-to-Bowie teachers that provide professional development as well as routine/procedural support.</p> <p>Create a Bowie staff community hub for asynchronous & synchronous professional development that focuses on virtual instruction. Create at least four different training opportunities with choice for staff during 20-21. (Strategic Priorities: 1)</p>	Academic Dean, Academic Leadership Team, Administrative Team, Principal	June 2021		<p>Criteria: Agendas/minutes/surveys for New-to-Bowie sessions.</p> <p>Calendars/agendas/surveys for professional development as well as continual updates to the Bowie staff community BLEND resources.</p> <p>06/01/21 - Completed 11/01/20 - On Track 11/01/20 - Significant Progress</p>

Bowie High School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All new-to-Bowie staff will be trained in the district's cultural proficiency Speak UP model. (All of the 19-20 Bowie staff received this training last year.)</p> <p>All Bowie students will receive campus-provided level two training for the Speak UP model. (All 19-20 Bowie students received the initial training last year.)</p> <p>Campus will begin an Equity Committee with volunteer staff membership & will create at least two action plans for the 20-21 school year with progress made on those action plans. As an SEED Model campus, we will use resources from the district to support our learning and our specific action plans.</p> <p>Campus SEL initiatives support overall proactive & responsive support. (Target Group: All) (Strategic Priorities: 3)</p>	Admin, Instructional Leadership Team, School Improvement Facilitator, Teachers	June 2021		<p>Criteria: PD agenda, calendars, Principal newsletters, CAC minutes, Equity Committee minutes/agendas/specific action plans & SMART goals</p> <p>06/01/21 - Completed 11/01/20 - Significant Progress</p>

Bowie High School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add staff newsletter to promote communication in-house. Increase communication to staff for each phase of the school re-opening stages. Increase Principal newsletters to provide more communication for 20-21. Develop protocol for Coffee with Counselors & hold four events in 20-21. (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team, Administrative Team, Counselor, Principal	June 3, 2021		Criteria: (Target does not allow us to select "parents" or "school community" but those are our target audiences as well as targeting support for all students.) Publication of all types of newsletters. Agenda/artifacts from departmental & formal faculty meetings on school reopening phases. Communication with CAC & PTSA. Parent surveys, TELL surveys 06/16/21 - Completed (S) 11/01/20 - Significant Progress

Bowie High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers share data & instructional strategies in PLC meetings with instructional coaches & with administrators. (Target Group: All) (Strategic Priorities: 2,3)	Academic Dean, Administrators, Instructional Coaches, Instructional Leadership Team, PLC Leaders, School Improvement Facilitator, Teachers	Each grading period 20-21		Criteria: Yearly & monthly guides, PLC agendas/minutes, Google documents; data results from assessments including MOYs; standards-based data, EOC data, AP data, etc. 06/01/21 - Significant Progress 11/01/20 - Significant Progress

Bowie High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrator/instructional Leader Pair will meet with all ELL students in need of TELPAS improvement. They will also provide targeted, specific information about the importance of TELPAS to parents of all ELL students. Set up an ELL mentoring program with teacher volunteers. Hold at least four meetings this year between the ELL student and the teacher mentor. (Target Group: ESL,LEP) (Strategic Priorities: 2,3)	Administrators, Department Chairs, Instructional Leadership Team, Teachers	June 2021		Criteria: Agendas/minutes/communication from the new ELL teacher mentor program; passing rates; data results from assessments; standards-based data, EOC data, AP data, etc. 06/01/21 - Significant Progress 11/01/20 - Significant Progress

Bowie High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize PLC team data to drive instruction for FIT Blitz activities for all EOC test areas prior to those tests.</p> <p>Utilize PLC team data to drive instruction for FIT Blitz activities for all students in AP classes prior to the May AP Exams.</p> <p>CTE & Fine Arts teachers will meet in PLC teams to plan for and provide instruction and assessment that fosters student growth and improvement. (Target Group: All,ECD,ESL,LEP,GT,AtRisk) (Strategic Priorities: 2,3)</p>	Academic Dean, Administrators, Instructional Leadership Team, PLC Leaders, Teachers	June 2021		<p>Criteria: Yearly & monthly guides, PLC agendas/minutes, Google documents; data results from PLC common assessments; standards-based data, EOC data, AP data, CTE certification data; etc.</p> <p>06/01/21 - Completed (S) 11/01/20 - Significant Progress</p>
<p>2. Strengthen RTI support for failing students with a pilot RTI program. In the pilot, principal, SIF, and two instructional coaches will pair administrators, counselors, instructional coaches, and four core department chairs in seven trios. Goal - develop plan and choose 21 students (three students per trio) to provide interventions/support for the 21 students. (Target Group: AtRisk) (Strategic Priorities: 2)</p>	Coaches, Principal, School Improvement Facilitator	June 2021		<p>Criteria: Achievement of the 21 students; Bowie-made survey/assessment of new RTI plan; improved assessments, MOYs, passing course grades for the 21 students; 504 referral data & SPED referral data.</p> <p>06/01/21 - Significant Progress 11/01/20 - Significant Progress</p>

SY 20-21 CIP Developers List

Name	Position
Robinson, Mark	Principal
Leos, Susan	Academic Dean
Widner, Ruth Ann	SIF
Carroll, Cindi	STEM Instructional Coach
Shumate, Whitney	Humanities Instructional Coach
Conroy, Patricia	ELA Department Chair
Floyd, Carlen	Social Studies Department Chair
Lankes, Jamie	Math Department Chair
Kowalik, Erin	Science Department Chair
Jamison, Marita	SPED Dept. Chair
Winemiller, Richard	CTE Department Chair
Benson, Vickie	PE Department Chair
Cornwell, Betsy	Fine Arts Department Chair
Preston, Rachel	World Languages Department Chair
Team Leaders, PLC	from every department