

BOWIE H S

Campus Improvement Plan 2021/2022 2021/2022

Pride in Performance



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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.

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.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMARTIE Goal: By the end of SY 21-22, the campus will utilize a CSH Steering Committee representing diverse community interests and groups to achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a health and wellness needs assessment to inform development and implementation of student services. (Target Group: All)	Counselor	1st 9 Weeks		Criteria: Google Form survey; data analysis of student responses 10/28/21 - Completed
2. Recruit additional members for the CSH Steering Committee representative of varied campus interests and groups that meets monthly to monitor campus goals. (Target Group: All)	Administrators	1st 9 Weeks; Ongoing		Criteria: Monthly meeting agendas, meeting meetings, list of attendees, and clear next steps. 10/28/21 - Completed
3. Routinely inform parents and students of student health resources, and promote campus health initiatives. (Target Group: All)	Campus Committees	1st 9 Weeks, Ongoing		Criteria: Blend Community Course Announcement, Bowie Star Newsletter, Morning PA announcements, website, social media. 10/28/21 - On Track

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMARTIE Goal: By the end of school year 21-22, build campus-wide cultural proficiency among the students and the staff that promotes inclusivity, equity, and empowerment as demonstrated by a subscale score of 100% in the CSH category SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Initiate and develop teacher-led cohorts of Students Organized for Anti-Racism, which focuses on creating identity safe spaces where students are equipped to confront systems of injustice. (Target Group: All)	Campus Committees	1st 9 Weeks; Ongoing		Criteria: Recruiting videos, interest form survey, session sign-up, club fair, bi-monthly meetings, meeting minutes, sponsor debriefs. 10/28/21 - Completed
2. Promote, teach, and uphold Speak Up strategies to all students, which will foster a simple and common campus approach to interrupt biased language and actions. (Target Group: All)	Teachers	1st 9 Weeks; Ongoing		Criteria: Lesson plans for each grade level, Speak Up information video 10/28/21 - On Track 10/28/21 - Completed
3. Expand the Equity Committee that organizes, engages and actively promotes equity on our campus to include parents, students and community members. (Target Group: All)	Campus Committees	1st 9 Weeks; Ongoing		Criteria: Monthly agenda and meeting minutes, list of attendees, Bowie Star Newsletter, announcements, invitations to participate. 10/28/21 - On Track

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Family Engagement) SMARTIE Goal: By the end of school year 21-22, develop a Family Learning Academy that offers all parents multiple learning opportunities in cultural proficiency, academic planning, and physical health and safety, with 70% of the parents attending a minimum of one learning activity. These sessions will be offered in a variety of modalities to ensure accessibility for all families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a self-paced course and face-to-face discussion that engages parents in the campus equity work including Students Organized for Anti-Racism, a book study on This Book is Anti-Racist, and the Speak Up training. (Target Group: All) (Strategic Priorities: 3)	Campus Committees	2nd 9 Weeks; Ongoing		Criteria: Blend Community Course, list of attendees, meeting minutes 10/28/21 - On Track
2. Develop a self-paced course and face-to-face discussion that engages parents in the campus academic planning of course requirements, elective opportunities, and college, career and military readiness. (Target Group: All) (Strategic Priorities: 3)	Academic Dean, Counselor	2nd 9 Weeks; Ongoing		Criteria: Choice sheets, course offerings, PSAT and SAT registration and participation, career licensing, Blend Community Course, list of attendees, meeting minutes 10/28/21 - On Track
3. Develop a self-paced course and face-to-face discussion that engages parents in the campus health and safety initiatives, including anti-vaping campaigns, mental health awareness and physical activity campaigns. (Target Group: All) (Strategic Priorities: 3)	Coaches, Counselor	2nd 9 Weeks; Ongoing		Criteria: Blend community course, list of attendees, meeting minutes 10/28/21 - On Track

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-Driven Instruction) SMARTIE Goal: In school year 21-22, 100% of campus PLCs will routinely develop instructional plans that incorporate strategies focused on social and emotional learning, address the needs of all student groups, and incorporate instructional adjustments based on formative assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will participate in professional development to learn how to conduct data-driven meetings, utilize School City and other data-collection tools, and adjust instruction in advance of summative assessments. (Target Group: All) (Strategic Priorities: 3)	Academic Dean, Academic Leadership Team, Administrators	1st 9 Weeks; Ongoing		Criteria: List of attendees, Professional Development slides, agenda, PLC observations, walkthroughs. 10/28/21 - Completed
2. PLC team leaders will collaboratively develop a standard campus agenda that will be used to guide every PLC meeting. The purpose of the agenda will ensure all lessons include components of social and emotional learning, data-driven instruction, and differentiation. (Target Group: All) (Strategic Priorities: 3)	Administrators, Instructional Coaches, PLC Leaders	1st 9 Weeks; Ongoing		Criteria: PLC agenda template, School City, PLC meeting minutes, Team Leader Day presentation 10/28/21 - Completed
3. All teachers will attend professional learning to develop skills to strategically plan lessons that incorporate social and emotional skills and culturally responsive instruction consistently throughout the school year. (Target Group: All) (Strategic Priorities: 3)	Administrators, PLC Leaders, Teachers	1st 9 Weeks; Ongoing		Criteria: PLC agenda template, SEL weekly lessons, PLC agenda minutes 10/28/21 - Completed

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMARTIE Goal: Throughout school year 21-22, we will maintain enrollment at capacity by December 15, 2021 and ensure 85% of current students will be registered for SY 22-23 by June 1, 2022 by opening our campus for multiple opportunities for all community members and potential students to see the diverse offerings and opportunities available at Bowie High School academically and culturally.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The PTSA will partner with all school organizations to plan and organize the community event "Bulldogs and Hotdogs", which welcomes all stakeholders to engage in activities, games, and comradery. This event displays all organizations, clubs and extra curricular activities that Bowie has to offer to promote commitment from the community. (Target Group: All) (Strategic Priorities: 3)	Administrators, Campus Club Sponsors, Coaches, PTA	1st 9 Weeks		Criteria: Organizations present, participant list, budget 10/28/21 - Completed
2. The school will host a "Showcase Night" in the spring of 2022 that invites all community members to an open house at Bowie to witness displays of academic achievement, extra curricular participation, and Pride in Performance. Students and teachers will have the opportunity to welcome newcomers to Bowie and provide ample opportunities for students to be involved in our school. (Target Group: All) (Strategic Priorities: 3)	Administrators, Campus Club Sponsors, Students, Teachers	2nd 9 Weeks; Ongoing		Criteria: Organization participation list, attendees list, performance displays 10/28/21 - On Track
3. All projected 8th grade students from our feeder schools will be welcomed to Bowie for a "Dawg Day" to begin learning about the campus, culture and traditions. Bowie student leaders will provide campus tours, team-building activities, and teach students the many traditions of Bowie High School. (Target Group: All) (Strategic Priorities: 3)	Administrators, Campus Club Sponsors, Counselor, Students	2nd 9 Weeks; Ongoing		Criteria: 8th grade participant list, student leader participant list, club/organizations participants. 10/28/21 - On Track

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMARTIE Goal: Throughout SY 21-22, Bowie High School will ensure all staff members are equipped to serve all community members of all backgrounds, as well as provide ample opportunities to communicate with all stakeholders of our community to provide service to all demographics. This will be measured by achieving a minimum score of 70% in Community Engagement on our Campus Needs Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Throughout the school year, the campus will routinely provide weekly communication to all community members and stakeholders that details initiatives, procedures, and reminders so that all parents and staff are informed of pertinent information. These newsletters are available through multiple platforms to reach all community members. (Target Group: All) (Strategic Priorities: 3)	Principal	Ongoing		Criteria: Bowie Star Newsletter, JBHS website 10/28/21 - On Track
2. All Bowie staff, classified and non-classified, participates in campus-wide meetings and professional development in order for the entire campus to have the same expectations, guidelines, and understanding of our campus initiatives and values. All staff members will understand the expectations and development of cultural proficiency and social and emotional learning so that we can meet the needs of our students and parents. (Target Group: All) (Strategic Priorities: 3)	Administrators, Principal	Ongoing		Criteria: Professional development attendees list, staff meeting attendees list 10/28/21 - On Track
3. The principal will continue to sustain and expand the Principal's Panel made up of students from all grade levels and all backgrounds to ensure all voices from the student body are heard and considered. The Principal's Panel will meet routinely so that leadership can meet the needs of our students. (Target Group: All) (Strategic Priorities: 3)	Administrators, Principal	1st 9 Weeks; Ongoing		Criteria: Principal's Panel attendee list, student initiatives, meeting minutes 10/28/21 - On Track

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

BOWIE H S Site Base

Name	Position
Robinson, Mark	Principal
Brett, Kaylin	Academic Director
Widner, Ruth Ann	School Improvement Facilitator
Floyd, Carlen	Social Studies Department Chair
Lankes, Jamie	Mathematics Department Chair
Skola, Andrea	Special Education Department Chair
Carroll, Cindi	STEM Instructional Coach
Shumate, Whitney	Humanities Instructional Coach
Conroy, Patricia	English Language Arts Department Chair
Kowalik, Erin	Science Department Chair
Shirack, Lindsay	CTE Department Chair
Benson, Victoria	PE Department Chair
Cornwell, Diane	Fine Arts Department Chair
Preston, Rachel	LOTE Department Chair

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - James Bowie High School

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	66	33	82	58	91	50	100	47	15	63	92	100
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Family engagement needs to change to improve our score. We will address Family Engagement in our CIP to focus on moving this score towards 70%.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - James Bowie High School

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	2905	97	0	1	7	0	952	0	9	55	4	1557	1	31	81	14	1455	0	13	35	9
2018-2019	2941	87	0	5	9	1	901	4	38	61	20	1635	1	41	76	21	1452	0	23	24	14
**2019-2020	2877	65	0	1	6	0	859	2	15	37	6	1631	6	33	47	7	1382	2	16	26	5
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	2905	1450	1	35	134	11	352	0	15	42	6	247	0	11	31	4					
2018-2019	2941	1489	5	70	139	35	369	0	21	59	12	274	0	28	53	10					
**2019-2020	2877	1495	6	38	72	11	314	2	18	22	9	294	2	17	25	3					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

I definitely saw a noticeable trend of an overall rise in discipline for the 2018-2019 school year, but then a noticeable downward trend in discipline the following year. Our SPED population and Hispanic populations are disproportionately high.

What are the top 3 reasons students get referrals?

Vaping/substance abuse on campus

Skipping/cutting class

Inappropriate/disrespectful language and actions.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - James Bowie High School

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9	12	25	3	NA	NA	43	43	44	80
10	9	22	14	64	+42	36	86	64	53
11	7	29	7	71	+42	100	43	75	64
12	0	NA	7	71	NA	67	50	57	80
All						56	62	61	64

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

It is difficult to observe trends between 2020 and 2021 since many schools did not complete TELPAS in the 2019-2020 school year. However, I notice that progress tends to trend upward at the age group advances.

SY 20-21 EOC Results

		All Students					African American					Hispanic					White					Econ Disadvantaged				
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																										
Algebra I	A1	367	80	70	27	8	11	79	45	1	1	125	83	63	22	6	200	78	74	30	9	63	72	57	17	3
English I	E1	655	87	93	85	31	14	82	71	36	21	187	86	90	81	20	386	88	96	88	36	90	83	86	70	20
English II	E2	634	87	95	89	24	12	92	58	50	17	192	86	91	87	19	357	87	98	91	26	65	72	77	71	11
Biology	BI	685	90	95	82	39	17	89	82	47	18	195	92	91	73	30	400	90	97	86	42	96	87	92	66	24
U.S. History	US	666	92	98	94	79	8	89	88	88	63	188	91	96	89	70	392	93	99	95	84	81	86	95	84	59
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									

SY 21-22 CIP/TIP Comprehensive Needs Assessment - James Bowie High School

2021 STAAR	Tes t Gr ad e	# Sc or ed Tes ts	% Par tici pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par tici pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par tici pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par tici pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs
Algebra I	A1	63	72	57	17	3	16	89	38	1	1	53	75	47	23	7	50	82	60	16	4
English I	E1	90	83	86	70	20	16	76	56	31	6	61	79	72	54	7	68	84	84	65	6
English II	E2	65	72	77	71	11	19	86	63	53	5	66	79	79	62	9	70	90	81	69	6
Biology	BI	96	87	92	66	24	18	90	61	39	1	67	85	82	58	25	72	88	90	67	28
U.S. History	US	81	86	95	84	59	14	82	93	64	36	51	80	78	63	37	53	90	96	83	68

EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Our underserved student groups are noticeably lower on the mastery score than the overall mastery score. This is especially true in our Special Education Services and Economically Disadvantaged.

Advanced Academics - I can not enter the 2020-21 % of Hispanic Students in GT programs 22.69%

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	1.15%	0.87%	1.06%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	21.78%	20.52%	
# African American students that enrolled in an AP Course (HS only)	DRE Data	27	17	8
# African American students that enrolled in an IB Course (HS only)		0	0	0
# African American students that enrolled in a Dual Credit (DC) Course (HS only)		7	7	3
# Hispanic students that enrolled in an AP Course (HS only)		318	289	288
# Hispanic students that enrolled in an IB Course (HS only)		0	0	0
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		104	135	114

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?
GT students are scheduled in advanced courses to ensure they are scheduled correctly.

How are you communicating with all families about GT and/or advanced learning opportunities?

Our campus does a showcase night, as well as scheduling night for parents to understand the opportunities of GT and advanced courses.

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How do you support a culture that provides advanced learning opportunities to all students?

All students are eligible to enroll in advanced courses and are encouraged to enroll in advanced courses. Our campus has a level-down policy where students must commit to advanced courses if they chose it for a minimum of 6 weeks before receiving a schedule change to ensure all enrolled student put forth their best effort.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E		E	E	O		E	E	E		E	E	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

3 Strategies for Advanced Academics Service Design

- In Spring 2022, when students are selected courses on choice sheets, ensure GT students have knowledge of their GT Identification to understand which advanced courses fit in their identification.
- When students have specialized classes that conflict with their GT advanced courses, discuss with parents about furloughing for 1 year instead of exiting GT.
- In Summer of 2022, have list of GT identifications for counselors to prioritize during scheduling.

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.	454	478	542
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	100%	100%	100%
% of African American SpEd students	SEEDS	4.71%	2.47%	2.68%
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

Special Populations reflection question:

There was no question to answer.

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Domain 3 Campus Reports

Graduation Rate 10%		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continued Enrollment	Not Continued Enrollment	Total Met	Total Eligible	% of Eligible Met
Federal Graduation Rate (High Schools and K-12)																		
# in Cohort		622	24	181	331	0	51	1	34	62	15	50	n/a	n/a	n/a			
2020 Fed Grad Rate		97.7		97.2	98.2		96.1		100	91.9		82	n/a	n/a	n/a			
2019 Fed Grad Rate		98.1		96.3	99		96.7		100	88.5		88.5	n/a	n/a	n/a			
Class of 2015 Baseline		89	85	87	93	86	95	89	92	86	72	78	n/a	n/a	n/a			
4 year Long Term Target		94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	n/a	n/a	n/a			
4 year Interim Target		90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a			
4 Year Growth Target		97.7		96.1	98.5		96.4		99.4	89.1		89.1	n/a	n/a	n/a			
Met Target		Y		Y	Y		Y		Y	Y		N	n/a	n/a	n/a	6	7	86%
Total																6	7	86%

*EL Current and Former

School Quality 30%		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continued Enrollment	Not Continued Enrollment	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																		
# of Graduates		634	24	189	335	0	51	1	34	65	19	57	11	581	53			
CCMR		86%	75%	79%	89%	0	94%	0	88%	74%	79%	46%	64%	87%	68%			
Target		47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target		Y		Y	Y		Y		Y	Y		Y		Y	Y	9	9	100%
Total																9	9	100%

College, Career, and Life Readiness reflection question: What trends do you observe in CCMR and graduation rates for your students from [historically underserved student groups](#)?

Our Special Education and African American populations are noticeably the lowest underserved student groups. We were more successful at meeting our CCMR than our Graduation Rate.

*EL Current and Former

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Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	2867	2914	2839	2875
	Students in enrollment area	2867	2914	2839	2876
Transfers	Transfers to other AISD schools	481	507	479	446
TELL Survey	General School Climate	93%	91%	87%	94%
	Managing Student Conduct	92%	90%	82%	94%
	Principal Leadership	87%	94%	87%	97%

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

We have less students transferring to other AISD schools. I believe our programs and opportunities have gained greater potential than our competing schools especially in fine arts.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website			X	
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language		X		
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds				X

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Safety Protocols				X
Signage				X
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We will focus on phone/voicemail/email practices as well as language line for preferred language. While our staff is responsive with email, we have many classroom phones that are not connected to our network and/or failure to set up their voicemail. We are currently working to ensure all phones are working and set up to receive calls.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

Additional: CSH Implementation; more people need to be involved in the process (community members; campus members)

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ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Austin ISD Data Tracker - SY 21-22

Campus Name: James Bowie High School

	Grade Level	Student Group	Subject Tested	Performance Level	2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	English I	App.	93%	SCA 1	93%	94%	SCA 2	93%	-	SCA 3	93%	-	STAAR	93%
	All	All	English I	Meets	85%	SCA 1	85%	71%	SCA 2	85%	-	SCA 3	85%	-	STAAR	85%
	All	All	English I	Masters	31%	SCA 1	32%	47%	SCA 2	32%	-	SCA 3	32%	-	STAAR	32%
	All	All	English II	App.	95%	SCA 1	95%	92%	SCA 2	95%	-	SCA 3	95%	-	STAAR	95%
	All	All	English II	Meets	89%	SCA 1	89%	69%	SCA 2	89%	-	SCA 3	89%	-	STAAR	89%
	All	All	English II	Masters	24%	SCA 1	25%	41%	SCA 2	25%	-	SCA 3	25%	-	STAAR	25%
	All	All	Algebra I	App.	80%	SCA 1	80%	60%	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	Algebra I	Meets	49%	SCA 1	30%	49%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	All	Algebra I	Masters	16%	SCA 1	10%	16%	SCA 2	10%	-	SCA 3	10%	-	STAAR	10%
	All	All	Biology	App.	95%	SCA 1	95%	93%	SCA 2	95%	-	SCA 3	95%	-	STAAR	95%
	All	All	Biology	Meets	82%	SCA 1	82%	73%	SCA 2	82%	-	SCA 3	82%	-	STAAR	82%
	All	All	Biology	Masters	39%	SCA 1	40%	63%	SCA 2	40%	-	SCA 3	40%	-	STAAR	40%
	All	All	US His.	App.	98%	SCA 1	98%	93%	SCA 2	98%	-	SCA 3	98%	-	STAAR	98%
	All	All	US His.	Meets	94%	SCA 1	94%	73%	SCA 2	94%	-	SCA 3	94%	-	STAAR	94%
	All	All	US His.	Masters	79%	SCA 1	80%	52%	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	Emer. Bilingual	Reading	Meets	52%	SCA 1	52%	9%	SCA 2	52%	-	SCA 3	52%	-	TELPA S	52%
Strategic Plan Scorecard Elements	All	African American	All	Meets	43%	SCA 1	43%	44%	SCA 2	43%	-	SCA 3	43%	-	STAAR	43%
	All	Hispanic	All	Meets	74%	SCA 1	74%	63%	SCA 2	74%	-	SCA 3	74%	-	STAAR	74%
	All	Emer. Bilingual	All	Meets	46%	SCA 1	46%	9%	SCA 2	46%	-	SCA 3	46%	-	STAAR	46%
	All	Special Education	All	Meets	52%	SCA 1	52%	45%	SCA 2	52%	-	SCA 3	52%	-	STAAR	52%

<p>Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of: **EOC COMPONENT ONLY**</p>			<p>The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).</p>
Raw	Scaled	Grade	
70	93	A	