

**BOWIE H S**  
**James Bowie High School**  
**2022/2023**

*Pride in Performance*



Mark Robinson  
4103 W. Slaughter Lane Austin, TX 78749  
512-414-5247  
[mark.robinson@austinisd.org](mailto:mark.robinson@austinisd.org)

# BOWIE H S

## **Mission**

*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.*

### *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.*

#### Nondiscrimination Notice

BOWIE H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# BOWIE H S

## Vision

*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:***

*Regulate, Relate and Reason*

*Cultural Proficiency & Inclusiveness*

*Mindset*

***PEDAGOGY FOCUS:***

*Differentiation*

*Blended Learning*

*Professional Learning Communities*

***THE BOWIE IDENTITY:***

*Community & Traditions*

*Student Empowerment*

*Campus Safety & Security*

Nondiscrimination Notice

BOWIE H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

List your campus strengths here:

A strength is that we began monitoring our discipline through an equity lens last year. While there are still disproportionate numbers, it has helped our administrative team focus on the topic this year.

### Demographics Weaknesses

List areas you would like to grow here:

We would like to level the discipline data to reduce the inequities among minority students. The administrative team is working on developing more restorative learning process in regards to discipline.

### Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, \_\_\_\_% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, \_\_\_\_% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?  
As a campus, we plan to use more restorative practices to reduce disciplinary actions. We have developed learning courses in Blend for plagiarism, and we are developing a learning course in Blend for anti-vaping. Students will be assigned courses to ensure there is learning in the process of discipline.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?  
The systems we are developing to support our special education students involve the case manager, counselor and administrator. Special education students will have all adults present if there is a situation. By involving all parties, we will develop a plan to support the student rather than a consequence.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

List your campus strengths here:

Our campus strength in student achievement is our EOC performance. Overall, our approaching and meets percentages are strong in almost all areas. Our mastery in Social Studies is noticeably strong.

### Student Achievement Weaknesses

List areas you would like to grow here:

We would like to grow the number of students completing CCMR requirements. We received 81%, but would like to grow to 88%.

### Student Achievement Summary

"Access your EOC and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

What trends do you observe in EOC mastery for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

I notice that African American and Hispanic are the lowest performing student groups.

Using your 2021-22 EOC data, what are your TWO lowest performing students groups? Use Campus Bar Charts (Gap Charts)

African American and Hispanic

For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

We notice that students are increasingly progressing in the advanced category by 11th and 12th grades.

Access your CCMR Reports here: <https://drive.google.com/drive/folders/1-lhKoiaO7ZaDm7qhn6SE1GrzhKYwP017?usp=sharing>

Reflection Questions:

How many of your campus 2023 graduates:

1.) Have met at least one of the CCMR Accountability indicators?

543

2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)?

535

3.) Are enrolled in Level 4 CTE courses?

68

Does your campus leadership team have a plan in place for the following:

- Progress monitoring your 2023 graduates student achievement as it relates to CCMR Accountability and Outcomes Bonus Funding?  
Yes, the academic director, college and career counselor and school improvement facilitator monitor CCMR.

- Progress monitoring industry Based Certification attainment for your campus 2023 graduates?  
Yes, the academic director and CTE department chari monitor industry based certifications.

- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a level 4 CTE Course?  
Yes, we provide a plan for other courses to provide Google certifications.

- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a CTE course that is eligible to earn an industry based certification?  
No

- A plan to provide students academic preparation and TSIA2 testing opportunities?  
Yes, we offer math and reading courses specifically for TSI preparation.

If a plan is not in place, please add strategies in the PreK-12+ College, Career, and Life Readiness section."

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

## List your campus strengths here:

We have monitored our Coordinated School Health status throughout the year and successfully improved almost every area from the prior year. We are specifically proud to have improved our Community Engagement considering this was a focus point last year.

## School Culture and Climate Weaknesses

### List areas you would like to grow here:

The one area we need to grow is Physical Environment. However, with our 5-year construction project ending and HVAC installations, we are hoping to improve this area next year.

## School Culture and Climate Summary

"Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

### Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

### Reflection Questions:

- 1.) In 2021-22, using the CSH list, 1 of the 11 areas did not reach 70% implementation.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

The physical environment is the only area that did not reach 70%. We are hopeful that with our 5-year construction project complete, we can move these scores up this year.

(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.)"

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Our community feels that our school is welcoming and inviting. We strive to make our campus friendly and respectful, and we feel it is a strength that our parents feel that way.

### Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We would like to grow our feedback and coaching feedback. Since this area received a low score from our staff, the administrative team has developed strategies with walkthroughs to make them meaningful.

### Staff Quality, Recruitment and Retention Needs



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary

"Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

### Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

### Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

We will focus on feedback and coaching since that was our lowest score.

2.) Why did you select this/these area(s)?

We selected this area because it was our lowest score on the survey.

### Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

### Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

### Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

We will strengthen our SELebrations committee to provide opportunities for staff to be involved. We will have quarterly gatherings of Coffee with Counselors to connect teachers and counselors more. We will provide opportunities in professional development to intentionally group staff from different departments.

2.) What are your customer service celebrations/strengths?

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Parents overwhelmingly feel that the school is welcoming to parents, and inclusive of all families.

3.) What are your areas of growth?

We can develop more ways for parents to get involved at our school and participate.

4.) What will be your priority for customer service this year?

Our priority will be offering more opportunities for family involvement.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

#### List your campus strengths here:

We have created systems to ensure our GT compliance is monitored and accurate.

Our counseling team and GT leads review scheduling every year for our GT students to ensure they are scheduled properly in the program.

### Curriculum, Instruction and Assessment Weaknesses

#### List areas you would like to grow here:

One area we would like to develop is monitoring our language acquisition more systematically. While we do monitor through checkpoints throughout the year, we could develop a stronger system to have checkpoints with individual students more frequently.

### Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZI5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 1 of the 5 areas were out of compliance. In 2022-23 0 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

We have our counselors and academic director cross check schedules of GT students to ensure they are meeting their requirements.

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

We communicate with all families through our weekly newsletters, we have academic planning night for our families, and we use Blend announcements.

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

We use AP Potential reports to find students that should move into advanced courses. We have counseling meetings with every student to ensure students are reaching their potential, and we allow students to enroll in advanced courses.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Our teachers are trained to intentionally incorporate linguistic skills in every lesson to focus on reading, writing, listening and/or speaking. By every teacher incorporating linguistic needs in every lesson, our teachers are distinguishing between linguistics and academic need.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Our students are offered accelerated instructional supports during FIT as well as after school and Saturday camps. We have math and reading supports specifically during these times to support our students.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

The campus is monitoring language acquisition through our LPAC as well as through our teacher feedback. As teachers monitor our students in MAS, they are able to track their progress as well as their needs.

4.) How does the campus welcome families and students that are new to the country?

Our counselors have an international student organization that meets every month. Students that are new to the country (1st and 2nd year) are signed up for these sessions and attend. They develop a cohort that creates support and comradery for our new to the country students.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

All teachers were involved in professional development that enforced SEL implementation into every lesson. Teachers were provided 3 strategies: welcoming ritual, brain breaks, and optimistic closures. Teachers are also provided SEL resources from the district, and we encourage teachers to have at least 1 FIT session focused on SEL every week.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

Administration will work with our fine arts department to ensure students have opportunities for experiences. Our fine arts department produces events throughout the entire year that are open to the public. We also have pep rallies during the school day that involve our band, dance and cheer teams.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Our counselors ensure our students have all credits required for graduation, including Fine Arts and PE credits.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Data Sources

% of beginning teachers (TAPR)  
% teacher turnover  
% unfilled sub vacancies  
CAC  
customer service trends  
District Family Survey results  
SEL Implementation Survey results  
Staff (TELL) Survey results

### Family and Community Involvement Strengths

List your campus strengths here:

Our strength is within our community engagement. Our organizations on our campus have made long-standing connections within our community and have built relationships that continue to strengthen.

### Family and Community Involvement Weaknesses

List areas you would like to grow here:

We would like to grow family engagement since it was our area of greatest need. We want to make our campus a welcoming place for our families to get involved and be active members.

### Family and Community Involvement Summary

"Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboards/#/dashboards/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboards/#/dashboards/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

We will focus on family engagement

2.) Why did you select this/these area(s)?"

We selected family engagement because that was the area of greatest need.

# BOWIE H S

**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) SMART Goal: By the end of SY 22-23, 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)	Academy Director	1st 9 Weeks		Criteria: Google Form survey, data analysis of student responses
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)	Academy Director, School Improvement Facilitator	1st 9 Weeks		Criteria: Monthly meeting agendas, meeting minutes, list of attendees.
3. Routinely inform parents and students of student health resources, and promote campus health initiatives. (Target Group: All)	Academy Director, Principal, School Improvement Facilitator	1st 9 Weeks, Ongoing		Criteria: Blend Community Course, Announcements, Bowie Star Newsletter, website.

# BOWIE H S

**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 and Emotional School Climate) SMART Goal: By the end of school year 22-23, build campus-wide cultural proficiency among the student 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. Develop and support 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 air, bi-monthly meetings, meeting minutes, sponsor debriefs.
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		Criteria: Lesson Plans for each grade level, Speak Up resources
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.



# BOWIE H S

**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) SMART Goal: By the end of school year 22-23, 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, and the Speak Up training. (Target Group: All)	Campus Committees	2nd 9 Weeks		Criteria: Blend Community Course, list of attendees, meeting minutes
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.	Academy Director, Counselor	2nd 9 Weeks, Ongoing		Criteria: Choice sheets, course offerings, Showcase Night, PSAT & SAT Registration, career licensing, Blend
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)	Coaches, Counselor, Nurse	2nd 9 Weeks, Ongoing		Criteria: Blend

# BOWIE H S

**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Insert SMART Goal: In school year 22-23, 100% of PLCs will routinely incorporate daily use of high-quality instructional materials and formative assessments to develop MTSS and interventions that meet the needs of all students and special populations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will participate in professional development to understand how to access and implement MTSS within the classroom for all students in order to ensure individualized education for all students. (Target Group: All)	Academy Director, Administrators	1st 9 Weeks, Ongoing		Criteria: Professional development slides, PLC observations, walkthroughs
2. All teachers will attend professional learning to develop skills to strategically develop interventions for special population, document and track accommodations, and support students academically in the classroom. (Target Group: All)	Academy Director, Department Chairs, School Improvement Facilitator	1st 9 Weeks, Ongoing		Criteria: Professional development slides, PLC observations
3. PLC team leaders and department chairs will routinely collaborate on systems of supports, strategies and interventions to ensure our implementation of MTSS. (Target Group: All)	Academy Director, Principal, School Improvement Facilitator	1st 9 Weeks		Criteria: PLC Team Leaders, Department Chairs, agenda

# BOWIE H S

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Throughout Semester 1, we will maintain a campus enrollment at capacity by December 21, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023 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, pep rally, and comradery. This event displays all organizations, clubs, and extra curricular activities that Bowie has to offer to promote committment from the community. (Target Group: All)	Administrators, Campus Club Sponsors, Coaches, PTA	1st 9 Weeks		Criteria: Organizations present, budget
2. All projected 8th grade students from our feeder schools will be welcomed to Bowie for a "Dawg Show" on December 15th to begin learning about the campus, culture and traditions. Bowie student leaders will provide campus tours, and teach students the many traditions of Bowie High School. (Target Group: All)	Academy Director, Administrators, Principal, School Improvement Facilitator	2nd 9 Weeks		Criteria: 8th grade participant list
3. The school will host a "Showcase Night" in the Spring of 2023 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)	Academy Director, Administrators, Counselor, Teachers	3rd 9 Weeks		Criteria: Organizations, participation list, performance displays

# BOWIE H S

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

**Objective 1.** (Exemplary Customer Service) SMART Goal: Throughout the 22-23 school year, 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. The campus will routinely provide weekly communications to all community members and stakeholders that details initiatives, procedures, and reminders so that all parents and staff are informed of pertinent information. The newsletters are available through multiple platforms to reach all community members. (Target Group: All)	Principal, School Improvement Facilitator	Ongoing		Criteria: Bowie Star Newsletter, website
2. All Bowie staff, calssified 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)	Administrators, Principal, School Improvement Facilitator	Ongoing		Criteria: Professional development, staff meetings  09/13/22 - Pending
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)	Principal, School Improvement Facilitator	Ongoing		Criteria: attendee list, meeting minutes

2022 - 23 A-F Estimator Longitudinal Worksheet

Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2022 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				95.6
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
TAR Performance Approaches	92				93
STAAR Performance Meets	79				80
STAAR Performance Masters	36				40
STAAR Performance Raw Score	69				71
STAAR Performance Scaled Score	92				93
CCMR - State Raw Score	81	--	--	--	85
CCMR - State Scaled Score	95	--	--	--	96
Grad Rate Raw Score	99.2	--	--	--	100
Grad Rate Scaled Score	95	--	--	--	100
		Leave Blank			

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	82				90
Grade	B	--	--	--	A

School Progress Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	72				80
Academic Growth Scaled Score	82				90
Academic Growth Grade	B	--	--	--	A
Economically Disadvantaged %	11	11	11	11	11
Economically Disadvantaged % Grouping	10.1 to 11	10.1 to 11	10.1 to 11	10.1 to 11	10.1 to 11
Relative Performance Raw Score	75				78
Relative Performance Scaled Score	80				82
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89	73	73	73	90
Grade	B	C	C	C	A

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	19	out of 22	2022 Values:	7	out of 7
SCA 1:	0	out of 0	Leave Blank	--	out of --
SCA 2:	0	out of 0	Leave Blank	--	out of --
SCA 3:	0	out of 0	Leave Blank	--	out of --
2023 Goals:	20	out of 22	2023 Goals:	7	out of 7

English Language Proficiency			School Quality (CCMR)		
2022 Values:	1	out of 1	2022 Values:	9	out of 9
SCA 1:	--	out of 1	Leave Blank	--	out of --
SCA 2:	--	out of 1	Leave Blank	--	out of --
SCA 3:	--	out of 1	Leave Blank	--	out of --
2023 Goals:	1	out of 1	2023 Goals:	9	out of 9

Campus Name: **Bowie**  
 Campus Number: **227901013**

Template by Campus & District Accountability



# BOWIE H S Site Base

Name	Position
Robinson, Mark	Principal
Brett, Kaylin	Academic Director
Widner, Ruth Ann	School Improvement Facilitator
Uzzle, Wendy	Social Studies Department Chair
Lankes, Jamie	Mathematics Department Chair
Mccaffrey, Chelsea	English Language Arts Department Chair
Kowalik, Erin	Science Department Chair
Skola, Andrea	Special Education Department Chair
Shirack, Lindsay	CTE Department Chair
Wissel, Elizabeth	PE Department Chair
Cornwell, Diane	Fine Arts Department Chair
Preston, Rachel	LOTE Department Chair