

Austin Independent School District

Bowie High School

2026-2027 Performance Objectives



Board Approval Date: October 29, 2026
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Mission Statement

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.

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.

Value Statement

SOCIAL & EMOTIONAL LEARNING:

- **Connection Before Content** - Intentional, year-long community building that happens in the instructional block with explicit and embedded SEL instruction in lesson design, teacher led Character Strong lessons delivered during Advisory, and the reinforcement of digital citizenship
- **Cultural Proficiency & Inclusiveness** - Sustaining inside-out learning that focuses on seeing diversity as an asset and making decisions through an equity lens with an emphasis on the Speak Up strategies and representation on the AISD Student Equity Council
- **Mindsets** - Creating experiences that promote the development of positive academic behaviors and learning through a growth mindset, belonging, and purpose driven mindset

PEDAGOGY FOCUS:

- **Rigorous Instruction at All Levels** - Meeting students where they are academically and providing the appropriate level of challenge to engage students in the application and extension of their learning
- **21st Century Blended Learning** - Building teacher capacity to emphasize best practices in a modern, hybrid classroom that engages multiple learning styles through the integration of digital or online resources, activities, and materials with face-to-face interaction and teacher guidance

- **Professional Learning Communities** - Equipping teachers to be instructional leaders, utilizing best PLC practices, and routinely engaging in data analysis to drive instructional decision-making

BULLDOG NATION - THE BOWIE IDENTITY:

- **Community & Traditions** - Growing community inclusiveness with staff, students, community, and future Bulldogs by reimagining and returning traditions to Bowie
- **Belonging** - Creating an identity safe school that provides programs and spaces for all students to connect to the campus community with meaningful opportunities to contribute and potential to lead
- **Campus Safety & Security** - Creating a common understanding among staff regarding systems that provide physical and emotional safety

Table of Contents

Goals 5

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner. 5

Goal 2: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation. 7

Goals

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 1: (TEC) 100% of campuses will develop a program or initiative to enhance community collaboration and facilitate parental involvement at the school

Dual Capacity/Caregiver Engagement Goal

Performance Objective 2: (TEC) 100% of campuses will implement coordinated school health (CSH) activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.

Performance Objective 3: (TEC) 100% of campuses will review their campus data to create, at minimum, one violence prevention strategy in their Campus Improvement Plans.

Campuses with grades 6 and above must have a strategy to prevent dating violence (state requirement).

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 14% in July 2026 to 10% by July 2027.

Performance Objective 5: (TEC) Each Campus will implement positive behavior interventions and supports that integrate best practices on grief-informed and trauma-informed care.

Performance Objective 6: (CPM 1.2) The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 33% in August 2024 to 20% in August 2029.

Performance Objective 7: (TEC) The percentage of Emergent Bilingual (EB) students earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments will increase from 60% (math) and 59% (reading) in June 2026 to 65% (math) and 65% (reading) by June 2027.

Performance Objective 8: (TEC) 100% of instructional staff will be provided the opportunity to engage in high-quality, differentiated professional learning opportunities in support of the implementation of district provided instructional materials in order to increase acceptable accountability ratings at all campuses across the district as measured by district professional learning attendance records and TEA accountability ratings.

Performance Objective 9: (TEC) The Percentage of students identified as Gifted and Talented (GT) in Austin ISD earning Masters across all state assessments will increase from 62% to 65% (by 2027).

Goal 2: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 1: (TEC) The percentage of high school students earning meets grade level or above on the Algebra I EOC will increase from 39% in June 2026 to 50% by June 2027.

Performance Objective 2: (TEC) The percentage of high school students earning approaches grade level or above on the English I & II EOC Assessments will increase from 78% (English I) in June 2026 to 80% by June 2027, and from 83% (English II) in June 2026 to 85% in June 2027.

Performance Objective 3: (TEC) The percentage of high school students earning meets grade level or above on the STAAR Biology EOC Assessment will increase from 87% in June 2026 to 90% by June 2027.

Performance Objective 4: (TEC) The percentage of high school students earning meets grade level or above on the STAAR US History EOC Assessment will increase from 93% in June 2026 to 95% by June 2027.

Performance Objective 5: (TEC) The percentage of high school students receiving special education services (SpEd) earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR EOC Assessments will increase from 74% in June 2026 to 78% by June 2027.

Performance Objective 6: (GPM 3.1) The percentage of 11th & 12th-grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 82% in June 2026 to 85% by June 2027.

HB3 Goal

Performance Objective 7: (GPM 3.2) The percentage of 11th & 12th-grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 50% in June 2026 to 55% by June 2027.

HB3 Goal

Performance Objective 8: (GPM 3.3) The percentage of 11th-12th grade students who enroll in courses aligned with an Industry-Based Certification and persist to successful course completion will increase from 26% in June 2026 to 30% by June 2027.

HB3 Goal

Performance Objective 9: (TEC) Campuses will monitor CCMR performance among all 14 student groups evaluated in Domain 3 of the TEA's accountability system. Campuses will ensure that each group achieves either the most current interim target or expected growth in the School Quality

Component of Domain 3.

HB3 Goal

Performance Objective 10: (TEC) Campuses will ensure that 100% of students have opportunities to graduate within 4 years, or in alignment with their personalized graduation plan.