Corsicana Independent School District

2025-2026 Bowie Campus Improvement Plan

2025-2026 Campus Improvement Plan

Mission Statement

Bowie Elementary School strives to cultivate a safe and positive learning environment that caters to the needs of all students' academic achievement directed by highly qualified staff and supported by all stakeholders.

Vision

Bowie Elementary faculty and staff members will support students in being the model of a learner-centered school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie students make up is: 13.5% African American, 34.4% Hispanic, 41.2% White, 3.6% Pacific Islander, 1.3% Asian, 0.8% American Indian/Alaskan, 5.3% Multi-Race . Currently, we have 11.5% of students identified as Gifted and Talented. Teachers make up 0% Pacific Islander, 15.9% Hispanic, 8.3% African American, 75.4% White, 0% Two-or More. We have approximately 227 students on free lunch and reduced lunches - 46.50% free/reduced lunch. We have 50.9% of students identified At Risk. We have 11.1% Dyslexia, 7.0% 504, 9.0% LEP, and 19.5% Special Education. Total enrollment per grade level is 89 Kindergarten, 101 1st Grade, 108 2nd Grade, 110 3rd Grade, 124 4th Grade. Bowie attendance rating - approximately 93.1%. Perfect attendance incentives are given per 9weeks. Demographics fluctuate due to enrollment and withdrawal.

Demographics Strengths

Bowie met Math Academic Achievement Status in All Students, Hispanic, White, Economically Disadvantage, Special Education, Continuously Enrolled, and Non-Continuously Enrolled.

Student Achievement

Student Achievement Summary

Bowie Elementary 2022-2023

All Test:

Approaches 74%, Meets 44%, Masters 16%

Met Standard:

Domain 1 Student Achievement - 0%

Domain 2 School Progress - 70%

Domain 3 Closing The Gaps - 30%

Bowie student academic achievements are as follows with the STAAR score:

3rd Reading - Approaches - 71%
Meets - 36%
Masters - 10%

Math - Approaches - 64%
Meets - 30%
Masters - 9%

4th Reading - Approaches -76%
Meets - 39%
Masters - 14%

Math - Approaches - 86%
Meets - 69%
Masters - 30%

Campus Accountability Rating

Bowie Elementary C

Student Achievement Strengths

Bowie's Strengths: Accountability Rating Overall Summary is MET STANDARD with no additional targeted support area.

Teachers use appropriate interventions that are focused and purposeful. Teachers collaborate vertically and have strong Tier 1 instruction. Teachers also use the NWEA MAP, Age of Learning, DRA, TX-KEA, Moby Max-Fact Master data, and common assessment/benchmark data discussed in Data talk meetings to make appropriate instructional decisions.

Bowie Distinction Designation 2022-2023

Math

Comparative Academic Growth

Comparative Closing the Gaps

School Culture and Climate

School Culture and Climate Summary

Bowie has an outstanding school culture. Students, teachers, and parents are happy and positive. Students are happy to be at school and the overall attitude is a positive one. Teachers truly are about the students and work together well with one another to ensure student success. Our school is getting back to normal and looking forward to our school programs this year with the teachers help to develop the new way of doing school programs: Thanksgiving Feast, Veteran's Day, Black History Month, Cinco do Mayo, and Memorial Day.

The Bowie PTO is very supportive of our teachers, students, academic needs, and campus needs. Fundraisers are supported by parents and community.

School Culture and Climate Strengths

1. Involvement of students, staff, and supporting parents for the entire campus.

2. 4th Grade Leadership program - Students learn the Leader in Me 8 habits of Manage Yourself, Lead Others, and Unleash Potential. These students lead the morning pledges during announcements. Due to DCD and TEA guidelines, we are still in the creative process of adding new ways to serve our campus.

3. Principal, Assistant Principal, Counselor, and campus Officer greet and welcome all students before school every day.

4. Our campus police officer is very involved with campus activities and leads students in raising and lowering the flags everyday. Completes a walk around the campus to make sure all exterior doors are secure. Our campus police officer has started a campus Explorer Program that will guide students to a better path for the future through leadership, teamwork and friendship.

5. The campus custodians are helpful, friendly, and keep the school looking great. They help students daily during their lunch time.

6. Excellent communication through Class Dojo, Bowie's Facebook page, Twitter, Bowie's page on the district website, campus marquee, grade level news letter, Wednesday folders, and Campus News Letter.

7. High Fridays: We welcome student groups from the Corsicana High School and Navarro College as well as community organizations to come and help greet our students before school by giving them a high five to start their day while music is playing.

8. Students participate in morning announcements by saying the pledge of allegiance to the American Flag and Texas Flag.

9. Spotlighting Teachers and Staff for making a difference in every child's life on our campus.

10. Monthly Morning Message and Weekly Messages from the Principal.

11. MAP Celebrations and Acknowledgment for growth

12. Nine-week Perfect Attendance recognition

13. Nine-week Behavior Celebration with Tiger Prize Patrol/Bowie Store

14. Positive Office Referrals

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

1. Strong teachers with experience

2. Low teacher turnover

3. Highly qualified teachers for all subjects

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

1. This is our 4th year with the Reading and Language Arts curriculum adoption of Houghton Mifflin Harcourt that is aligned with the Texas Essential Knowledge and Skills in all grade levels.

2. This is our 1st year with the StemScopes adoption for Math and Science that is aligned with the Texas Essential Knowledge and Skills in all grade levels

3. All curriculum is vertically aligned through the different grade levels.

4. All weekly assessments that are aligned with instruction.

5. Our teachers are focused on teaching with engagement and higher-order thinking.

Family and Community Engagement

Family and Community Engagement Summary

Our Bowie family overall is an involved group of concerned parents, community members, and staff. They participate in our PTO and in our Site-Based team. They attend our campus school activities: Kinder Cub Camp, Meet the Teacher Night, Reading Night, Math Night, Bilingual Literacy Night, PTO Event, Veteran's Day, Scholastic Book Fair. Our staff members strive to build positive relationships with the families of their students and communicate with them regularly to keep them informed of campus happenings. Bowie Facebook Page, Class Dojo, Bowie PTO Facebook Page, CISD Facebook Page, CISD website, Campus News Letter, and Classroom News Letters are all designed to share valuable information and reminders to families of upcoming events at Bowie and across CISD. When volunteers are needed for various campus events, we have no problem getting help from our families and the community.

Family and Community Engagement Strengths

Our Bowie PTO is a small, yet very actively involved group of parents. They have an annual fundraiser through the Big Kahuna that provides for many needs on the campus including help with financing and supporting with classroom activities, and many other things. They also provide workers for our Scholastic Book Fairs and monthly staff appreciation. They are a hard-working group of parents and teachers.

Our campus also participates in other community engagement activities:

- Waste Not Want Not - Food Program
- Grade level service projects
- Tiny Teeth - Pediatric Dental
- Voice
- Kids Connection

Technology

Technology Summary

Bowie Elementary students regularly and routinely use technology; one-to-one student laptops and computer labs are used by our students for lesson activities, intervention, and reinforcement of lesson concepts. Our students are continuing to learn how to use Canvas in their classrooms for daily learning. Our technology teacher and our classroom teachers receive regular technology updates.

Technology Strengths

1. Bowie has one-to-one laptop technology campus-wide.

2. We have a cart per classroom of laptops to use in the classroom for Canvas, NWEA MAP, Imagine Learning, Education Galaxy, and Moby Max. Our teachers are receptive to new technology resources and regularly find new ways to use technology in their classrooms.

3. Our Librarian is using technology with our students on a daily basis.

4. Technology is being used on a daily basis with all students and teachers with the application of Canvas.

5. Teachers are now saving things to One Drive.

6. STAAR Test will be taken online with the use of the students one-to-one device.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: September 8, 2025

Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be actively engaged in rigorous and relevant instruction that will develop deeper understandings of TEKS objectives.

Evaluation Data Sources: STAAR Reports, Lesson Plans, Benchmarks, T-TESS Walkthroughs/Observations, DMAC, Common Assessments,, NWEA MAP, TX-KEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Bowie will sustain a consistent K-4 RTI framework in math and reading with common progress monitoring, clear entry/exit criteria, and consistent documentation to ensure equitable support and student growth. **Strategy's Expected Result/Impact:** Students in need of intervention will be identified earlier and supported more effectively, leading to accelerated growth in math and reading. RTI practices will be consistent across all classrooms. Overall student achievement in reading and math will improve, contributing to Bowie meeting or exceeding state standards. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Department, and Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Bowie will implement and refine Professional Learning Communities (PLCs) across all campuses, with 90% of PLC agendas and artifacts showing evidence of data-driven planning, lesson internalization, and collaborative design of engaging, relevant instruction **Strategy's Expected Result/Impact:** Lessons and assessments will consistently reflect TEKS expectations and ensure curriculum fidelity. Teachers will demonstrate stronger lesson design, higher rigor, and more engaging, relevant classroom instruction as a result of PLC collaboration. Student achievement and growth on STAAR and MAP will improve as a direct result of more intentional, collaborative planning. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Department, and Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Bowie will implement Bluebonnet HQIM with fidelity in grades K-4 by providing ongoing professional development, lesson internalization, and coaching cycles to ensure daily instruction aligns to TEKS, embeds research-based practices, and provides students access to rigorous, grade-level content with scaffolds to close learning gaps. **Strategy's Expected Result/Impact:** Teachers will demonstrate consistent use of Bluebonnet instructional routines and lesson internalization, leading to stronger Tier 1 instruction. Students will receive daily access to high-quality, TEKS-aligned instruction that builds foundational skills, background knowledge, and comprehension. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Curriculum Department, and Classroom Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. **Strategy's Expected Result/Impact:** Increase student achievement and content mastery in all grades and content areas. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Curriculum Department, and Classroom Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Bowie teachers will close gaps in foundational literacy skills by implementing Bluebonnet Foundational Skills Lessons with fidelity in grades K-2 and during interventions in grades 3-4, ensuring daily phonics instruction, monitoring oral reading fluency, and providing targeted interventions using district resources. **Strategy's Expected Result/Impact:** Students in grades K-2 will develop strong phonemic awareness, phonics, and fluency skills through daily foundational instruction. Students in grades 3-4 receiving intervention will make accelerated progress in closing literacy gaps, as measured by oral reading fluency and district assessments. Assessment data (MAP/ progress monitoring) will show increased percentages of students meeting grade-level benchmarks in foundational literacy and fluency. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Curriculum Department, Classroom Teachers **ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: The percentage of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase to a minimum of 45% by June 2026 . HB3 Early Childhood Literacy Goal

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement Bluebonnet HQIM with fidelity in grades K-3, focusing on daily access to grade-level text, foundational skills, and comprehension strategies. **Strategy's Expected Result/Impact:** Students in K-3 receive rigorous, TEKS-aligned literacy instruction that builds knowledge and skills necessary for STAAR success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide targeted Tier 2 and Tier 3 interventions in reading for students not on track, monitored through RTI processes. **Strategy's Expected Result/Impact:** Students receiving intervention show accelerated progress in closing reading gaps **Staff Responsible for Monitoring:** Campus Administrators & classroom teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Provide ongoing professional development and coaching for teachers in Research-Based Instructional Strategies (RBIS), lesson internalization, and literacy practices. **Strategy's Expected Result/Impact:** Teacher capacity increases; literacy instruction becomes more consistent and effective across classrooms. **Staff Responsible for Monitoring:** Campus administration & instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The percentage of 3rd-grade students who score "Meets" grade level or "Above" on STAAR Math will increase to a minimum of 47% by June 2026. HB3 Early Childhood Math Goal.

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment, TAPR Report, State Accountability Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Bowie teachers will incorporate Research-Based Instructional Strategies (RBIS) in daily math instruction, including multiple representations, academic discourse, and problem-solving routines, to deepen student understanding and increase proficiency on grade-level TEKS. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase to 47% by June 2026. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Instructional Coaches, and Curriculum Department **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bowie will promote and develop positive relationships through communication, involvement, and partnerships with all stakeholders.

Performance Objective 1: Bowie will improve and increase partnerships with parents, community organizations, and businesses.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Administration, Counselor, Classroom Teachers, parent & community surveys, newsletter data, and PTO

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Collaborate with campus leadership to intentionally plan family engagement opportunities nearly every month for parents to feel involved and welcome in their child's learning and educational environment. **Strategy's Expected Result/Impact:** Participation in campus activities, comments from parents, and attendance **Staff Responsible for Monitoring:** Campus Administration, Counselor, and Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Communicate clearly and often with parents, staff members, and community stakeholders using various and innovative methods to keep everyone informed and connected with Bowie Elementary School. **Strategy's Expected Result/Impact:** Participation in campus activities, attendance sign-in sheets, rise in student achievement **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Bowie will promote and develop positive relationships through communication, involvement, and partnerships with all stakeholders.

Performance Objective 2: The campus will increase student attendance through targeted interventions, family engagement, and support plans for at-risk students.

High Priority

Evaluation Data Sources: Improved attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will use SchoolStatus to track real-time attendance, enabling automated parent alerts, targeted interventions for at-risk students, and data-driven strategies to improve attendance rates. **Strategy's Expected Result/Impact:** Improved attendance rates **Staff Responsible for Monitoring:** Campus leadership, PEIMS clerk				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Leverage county resources to support district attendance efforts by collaborating with the local court system to file truancy cases when appropriate, partnering with wraparound services for families, and maintaining consistent communication with parents to address barriers to regular school attendance. **Strategy's Expected Result/Impact:** Increased school attendance rates **Staff Responsible for Monitoring:** Campus administration, Counselor, & PEIMS				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Bowie Elementary will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 1: Bowie will implement and sustain a consistent, districtwide behavior management framework that addresses students' behavioral, emotional, and social needs, ensures fair and consistent application across all grade levels, and actively engages parents as partners in supporting positive student outcomes.

Evaluation Data Sources: Discipline data, student outcome data, referrals to special programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement Capturing Kids' Hearts (CKH) as the districtwide framework for behavior management that addresses students' behavioral, emotional, and social needs. **Strategy's Expected Result/Impact:** Students will experience stronger relationships, a more supportive classroom environment, and improved self-regulation. Discipline referrals will decrease as proactive strategies replace reactive discipline. **Staff Responsible for Monitoring:** Campus Administration, Counselor, and Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Ensure the discipline management framework is applied consistently at all grade levels by aligning campus plans to the district model **Strategy's Expected Result/Impact:** Variability in discipline practices will be reduced. Students will experience equitable expectations and consequences Office discipline referral trends will show greater consistency and fairness **Staff Responsible for Monitoring:** Campus Administration, Counselor, Classroom Teachers, and Campus Staff Members **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Positive Behavior Interventions and Strategies are used on campus to promote positive behavior choices; Tiger Prize Patrol/School Store (once each nine weeks) and Class Dojo are awarded as incentives. **Strategy's Expected Result/Impact:** Students consistently modeling appropriate campus and classroom behavior **Staff Responsible for Monitoring:** Campus Administration, Counselor, Classroom Teachers, and Campus Staff Members				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Implement the Tier 1 Behavior Support position to provide proactive, schoolwide support by modeling classroom management strategies, coaching teachers in the use of Capturing Kids' Hearts and district behavior expectations, and coordinating preventive interventions that promote positive student behavior across campuses. **Strategy's Expected Result/Impact:** Reduction in office discipline referrals and repeat behavior incidents Increased teacher implementation of proactive classroom management practices Improved instructional time on-task due to fewer classroom disruptions **Staff Responsible for Monitoring:** Campus administration, counselor, classroom teachers, and staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I