Grand Prairie Independent School District



Bowie Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Bowie Fine Arts Academy is a PK-5th Grade Campus with a One-Way Dual Language Program at all grade levels. Bowie houses the district's K-5th CARE LS and FS units. In addition, it provides a fine arts program in all grade levels. Ethnic distribution is 85% Hispanic, 7% African American, 5% White, 1% Am. Indian, and 2 % other. Additional student demographic data shows 93% Economically Disadvantaged, 83% English Language Learners, 81% At-Risk and 13.2% Mobility. BFAA is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Bowie is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds. With our school having a population of 83% Economically disadvantaged and more than 53% ELL students, a majority of our students are at-risk. There is still room for improvement, especially in the area of Reading, Math, and Science. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP, including documentation of purchase orders. Improvements are targeted to correlate and maximize special revenue funds to expected CIP goals. Improved processes and documentation for coordinating Title I federal funds and State Compensatory Education (SCE) funds are noted in the CIP formative review. Particularly Title I Schoolwide Program campuses will include improvements in this area of comprehensive planning. Improvements will include: Program planning and budgeting for services to at-risk students Documented connections of expenditures to planned services Planning and Budgeting: Budgeting processes for Title I and SCE are similar and are being conducted in tandem.

Mission

Bowie Fine Arts Academy is wholeheartedly committed in cultivating a community of vibrant, talented lifelong learners and problem solvers who will prosper academically, expressively, and artistically.

Vision

At Bowie, everybody grows!

Strengths

Our campus strengths are that we have an excellent fine arts program. We have a good retention rate of teachers, many teachers have not left since I have been assigned as the principal and we also have a strong I-coach that is modeling lessons but also expecting the teachers to model lessons in PLC. Our PLC processes are solid, too.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus needs to ensure we provide equitable access to a rigorous education to our neediest groups within a diverse population. Our special ed and EB students have unique learning needs and they face barriers to high achievement.	Our campus has high needs. We have 4 units of most restrictive environments and high number of low socioeconomic which is challenging in closing the gap due to various factors

★ = Priority

Student Learning

Summary

BFAA currently has a C rating on the state accountability system. The numerical grade was a 79 and the campus is striving for a 90 with the goal being to achieve a rating of an A. The campus mission statement is "Bowie Fine Arts Academy is wholeheartedly committed in cultivating a community of vibrant, talented lifelong learners and problem solvers who will prosper academically, expressively, and artistically."

The vision statement is "At Bowie, everybody grows!"

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our campus is currently performing at a C rating in reading and math, which does not reflect our aspirations for academic excellence. Student achievement in the areas of reading and math are below our goals.	Attendance is one factor but also our students are struggling with their fixed mindset. A survey has shown they believe they are not capable of hard things.

★ = Priority

School Processes & Programs

Summary

Bowie FAA is a PK-5th grade fine arts academy. Students participate in the 5 strands of fine arts every week. Our campus also has the ACE program after school. In regards to curriculum, our campus follows the HMH curriculum and use MAP Growth along with district assessments to monitor student growth. This academic year, we incorporated an intervention block during the day to help close gaps. Also, for professional development, we are meeting weekly to internalize reading and math content with our various grade levels and modeling of lessons is occurring during PLC. The staff is practicing the modeling of lessons and unpacking the upcoming skills to master the delivery prior to attending PLC as a way to show preparedness.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	To move our students higher, we must evaluate the current process and foster a more motivating environment.	Perhaps the root cause is lack of tangible prizes our students can work for. We will be opening our "store" this year.

★ = Priority

Perceptions

Summary

BFAA must increase family engagement based on a survey conducted by the district. Also, student surveys revealed our student body needs more SEL lessons focused on the growth mindset. Staff survey indicated administration had to be more communicative with testing procedures. All information/data was accepted and we will be including it in our CIP.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Our perception is that we should be a high performing campus due to or stellar fine arts program, our school can be a high-performing school.	Perhaps we are aligning more with the arts and not the academics.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our campus needs to ensure we provide equitable access to a rigorous education to our neediest groups within a diverse population. Our special ed and EB students have unique learning needs and they face barriers to high achievement.	Our campus has high needs. We have 4 units of most restrictive environments and high number of low socioeconomic which is challenging in closing the gap due to various factors
2 ★	Our campus is currently performing at a C rating in reading and math, which does not reflect our aspirations for academic excellence. Student achievement in the areas of reading and math are below our goals.	Attendance is one factor but also our students are struggling with their fixed mindset. A survey has shown they believe they are not capable of hard things.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**

- [x] **Student failure and/or retention rates**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

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

Parent/Community Data

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

☑ Targeted Support Strategy

The campus will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

Strategy's Expected Result/Impact: Move more students into Meets and Masters (goal is to have 80% to 85% of the student population in meets and masters).

Staff Responsible for Monitoring: Administration
Teachers
I-coach

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

The campus will implement daily I-ready Reading instruction with fidelity by using diagnostic data to assign differentiated online lessons and teacher-led skill instruction. Students will receive targeted practice aligned to their specific learning gaps, and teachers will monitor usage, lesson completion, and growth reports to ensure students receive the appropriate interventions needed to increase reading proficiency.

Strategy's Expected Result/Impact: Students will demonstrate accelerated reading growth due to targeted practice that addresses individual skills gaps identified through identified through I-ready diagnostics.

Staff Responsible for Monitoring: Teacher
I-coach
Administrator

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November	January	March	June

Measurable Objective 2 ☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1 ☑ Targeted Support Strategy

Use on-going math screening and data meetings to drive small groups and intervention hour.

Strategy's Expected Result/Impact: Improved student mastery of essential math skills which leads to increased percentage of students achieving meets and masters on STAAR Math.

Staff Responsible for Monitoring: Teachers
I-Coach
Admin

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

The campus will implement daily I-ready MATH instruction with fidelity by using diagnostic data to assign differentiated online lessons and teacher-led skill instruction. Students will receive targeted practice aligned to their specific learning gaps, and teachers will monitor usage, lesson completion, and growth reports to ensure students receive the appropriate interventions needed to increase reading proficiency.

Strategy's Expected Result/Impact: Students will demonstrate accelerated reading growth due to targeted practice that addresses individual skills gaps identified through identified through I-ready diagnostics.

Staff Responsible for Monitoring: Teacher
I-coach
Principal

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	January	March	June

Measurable Objective 3 ☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: Not applicable. Bowie is a PK - 5th grade campus.

Strategy 1

My campus is Pre-K to 5th grade. This objective does not apply to Bowie Fine Arts Academy since we do not have 8th grade.

Formative Reviews

Some Progress

November	January	March	June

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Strengthen tier 1 campus-wide behavior expectations and SEL supports using the district initiative of the 3 C's.

Strategy's Expected Result/Impact: Decrease in behavior issues (campus-wide) by 1% each year until 2030.

Staff Responsible for Monitoring: Teachers
Counselor
Administration

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	January	March	June

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

BFAA will review Beginning of the Year parent survey responses to design family engagement activities that are customized to the specific needs of their families. Our campus along with our with family engagement liaison will collaborate to increase participation in these events, and submit a monthly data report to monitor and assess participation levels.

Strategy's Expected Result/Impact: Strengthened parent-school relationships.

Staff Responsible for Monitoring: Administration
Family Engagement Liaison

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	January	March	June

Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Bowie Fine Arts Academy will establish weekly and monthly attendance celebrations (class prizes) and recognition of the class over the morning announcements and awards assemblies. Also, providing fun "dess-up" days on a weekly basis to help increase students motivation to attend school.

Strategy's Expected Result/Impact: Improved attendance each quarter.

Staff Responsible for Monitoring: Teachers
Counselor
Administration

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

This campus will build early college, career, and life-readiness foundations through instruction, exposure, and student agency. We will implement a school-wide system that strengthens student's academic foundations, self-management skills, and early college/career awareness through high-quality instruction, student goal-setting structures, and intentional exposure to post-secondary pathways.

Strategy's Expected Result/Impact: Increase student ownership of learning and provide college & career awareness experiences.

Staff Responsible for Monitoring: Teachers
Counselor
Administration

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June
Some Progress			

Priority Focus Area Tables

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	The campus will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.
1	2	1	Use on-going math screening and data meetings to drive small groups and intervention hour.

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024