Ector County Independent School District

Bonham Middle School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Closing the Gaps Score			31

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Tot Me
Academic Achievement Status															
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	
Target Met	No	No	No	No					No	No	Yes	No	No	No	
% at Meets GL Standard or Above	29%	26%	28%	37%	*	*	*	30%	25%	23%	21%	17%	29%	26%	
# at Meets GL Standard or Above	242	12	185	40	*	*	*	3	130	58	21	7	205	37	
Total Tests (Adjusted)	841	46	666	109	*	*	*	10	520	252	99	41	699	142	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%	
Target Met	No	No	No	No					No	No	Yes	No	No	No	
% at Meets GL Standard or Above	26%	18%	25%	30%	*	*	*	20%	22%	21%	23%	7%	26%	27%	
# at Meets GL Standard or Above	216	8	170	32	*	*	*	2	117	53	23	3	178	38	
Total Tests (Adjusted)	840	45	668	107	*	*	*	10	521	256	99	41	698	142	
Total Indicators															
Growth Status															
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%	
Target Met	Yes	Yes	Yes	Yes					Yes	Yes	Yes	Yes	Yes	Yes	
Academic Growth Score	76%	71%	76%	83%	*	*	*	69%	72%	79%	76%	65%	76%	74%	
Growth Points	581.5	29.0	464.5	78.5	*	*	*	5.5	339.5	178.5	62.5	24.0	501.5	80.0	
Total Tests	764	41	611	95	*	*	*	8	469	225	82	37	656	108	
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%	
Target Met	No	No	No	No					No	No	Yes	No	No	No	

Target Met	NO	NO	NO	NO				NO	NO	Yes	NO	NO	NO
Academic Growth Score	66%	66%	67%	62%	*	*	*	69%	66%	64%	62%	57%	66%	66%
Growth Points	513.5	26.5	418.0	57.0	*	*	*	5.5	318.5	154.0	53.0	21.5	437.0	76.5
Total Tests	777	40	628	92	*	*	*	8	481	240	85	38	661	116
Total Indicators														

Texas Education Agency
2020-21 Student Information
BONHAM MIDDLE (068901042) - ECTOR COUNTY ISD - ECTOR COUNTY

	Membership				Er	
	Campus				Campus	
Student Information	Count	Percent	District	State	Count	Perc
Total Students	1,036	100.0%	31,775	5,359,040	1,036	10
Students by Grade:						
Grade 6	340	32.8%	7.8%	7.7%	340	
Grade 7	363	35.0%	7.7%	7.9%	363	
Grade 8	333	32.1%	7.7%	7.9%	333	
Ethnic Distribution:						
African American	61	5.9%	3.9%	12.7%	61	
Hispanic	782	75.5%	78.0%	52.9%	782	
White	169	16.3%	15.4%	26.5%	169	
American Indian	2	0.2%	0.2%	0.3%	2	
Asian	7	0.7%	1.0%	4.7%	7	
Pacific Islander	4	0.4%	0.3%	0.2%	4	
Two or More Races	11	1.1%	1.3%	2.7%	11	
Economically Disadvantaged	567	54.7%	55.4%	60.3%	567	
Non-Educationally Disadvantaged	469	45.3%	44.6%	39.7%	469	
Section 504 Students	13	1.3%	0.7%	7.2%	13	
EB Students/EL	215	20.8%	21.3%	20.7%	215	
Students w/ Disciplinary Placements (2019-20)	65	5.4%	1.8%	1.2%		

Students w/ Dyslexia	62	6.0%	3.4%	4.5%	62
Foster Care	0	0.0%	0.2%	0.3%	0
Homeless	24	2.3%	2.9%	1.1%	24
Immigrant	30	2.9%	2.2%	2.0%	30
Migrant	0	0.0%	0.0%	0.3%	0
Title I	1,036	100.0%	67.2%	64.5%	1,036
Military Connected	9	0.9%	1.3%	2.7%	9
At-Risk	754	72.8%	57.1%	49.2%	754

Demographics Strengths

All student sub pops met target on the reading STAAR test.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students are performing over 10 percentage points lower than all students when considering all test all students.
Root Cause: There is lack of providing streamlined content and TEK specific support.

Student Learning

Student Learning Summary

Closing the Gaps Score				31

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Tot Me
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Total Indicators															

Student Learning Strengths

Students are showing progress in MAP, Reading STAAR, and Istation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More than 50% of BMS students are failing to meet minimum passing score on STAAR MATH. **Root Cause:** 50% of staff lack the instructional foundation needed to deliver Tier I instruction.

Priority Problem Statements

Problem Statement 1: Economically disadvantaged students are performing over 10 percentage points lower than all students when considering all test all students.

Root Cause 1: There is lack of providing streamlined content and TEK specific support.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2023 school year.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP

Strategy 1 Details		Reviews			
Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Shorten the academic growth in reading for grades 6-8. **Staff Responsible for Monitoring:** Grade Level 6th ELAR- MCL, AP, Principal					

Strategy 2 Details		Reviews			
Strategy 2: BMS will train all staff members on the delivery of quality instruction. The BMS staff will receive training from Daryl Williams (Teach like A Champion) in July.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will benefit from solid tier I instruction. Students performance levels will increase. **Staff Responsible for Monitoring:** 6th- MCL, AP, Principal 7th- DH, AP, Principal 8th- MCL, AP, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Teach Like A Champion PD - Title One School- Improvement - $10,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 59% to 69 % in the 2023 school year.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP

Strategy 1 Details		Reviews			
Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Student growth.
    Staff Responsible for Monitoring: Admin
 	
    ESF Levers:
    Lever 5: Effective Instruction					

Strategy 2 Details		Reviews			
Strategy 2: After school tutoring will be targeted. Students will be pulled strategically.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will close gaps in low performing TEKS.		**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Teachers
Admin
 	
    ESF Levers:
    Lever 5: Effective Instruction					

	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Student achievement on reading STAAR will increase from 55% to 65% by the end of 2022.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR ASSESSMENT

Strategy 1 Details	Reviews			
Strategy 1: BMS will implement effective instructional strategies from TLAC.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance. **Staff Responsible for Monitoring:** Admin IC **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Student achievement on Math STAAR will increase from a 28% meets to a 40% meets.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: MCL's will lead effective PLC's. MCL's will use the DDI process and include highly effective instructional strategies.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student performance. **Staff Responsible for Monitoring:** Teachers Admin **ESF Levers:** Lever 5: Effective Instruction					
Strategy 2 Details		Reviews			
Strategy 2: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased learner academic achievement - Professional Learning Community data -Stronger learner engagement - Healthy learner social-emotional skills development **Staff Responsible for Monitoring:** Teachers Admin **ESF Levers:** Lever 5: Effective Instruction					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 51% to 65% by the end of the 2023 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama data
Observations

Strategy 1 Details	Reviews			
Strategy 1: BMS will host two family nights to help encourage parent involvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback on the panorama data. School Culture.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors Admin team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted intervention strategies	**Oct**	**Jan**	**Mar**	**May**
- Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Reduced discipline and behavior incidents, specifically incidents involving student conflict. **Staff Responsible for Monitoring:** Admin Counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Bonham will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: AVID participation.

Strategy 1 Details	Reviews			
Strategy 1: AVID will be implemented with fidelity. Students will be encouraged to participate in AVID.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in graduates.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: AVID coordinator. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: All BMS learners will participate in at least two activities focused on career, college and life readiness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, & post-HS planning meetings).	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors AVID coordinator **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	2	BMS will train all staff members on the delivery of quality instruction. The BMS staff will receive training from Daryl Williams (Teach like A Champion) in July.

Campus Funding Summary

Title One School- Improvement					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Teach Like A Champion PD		$10,000.00
				Sub-Total	$10,000.00