

Midland Independent School District
Bonham Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Bonham Elementary will provide a safe, respectful, and productive learning environment with the support of parents, staff, and our community, to promote and motivate all Bonham scholars to reach their maximum potential to become successful leaders in their community.

Vision

Bonham Elementary scholars and staff will persevere to excellence so that together we reach our maximum potential, becoming successful leaders in our community.

Value Statement

At Bonham, we are committed to the habit of excellence. We are a team of data-driven practitioners that takes pride in authentic practices to meet the needs of our diverse community of scholars.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2023 - 2024 Fall PEIMS file loaded 05/08/2024)		
	Count	Percent
Gender		
Female	350	49.58%
Male	356	50.42%
Ethnicity		
Hispanic-Latino	517	73.23%
Race		
American Indian - Alaskan Native	1	0.14%
Asian	33	4.67%
Black - African American	35	4.96%
Native Hawaiian - Pacific Islander	1	0.14%
White	98	13.88%
Two-or-More	21	2.97%

School Population (2023 - 2024 Fall PEIMS file loaded 05/08/2024)		
	Count	Percent
Student Total	706	100%
Early Education Grade	3	0.42%
Pre-Kindergarten Grade	38	5.38%
Kindergarten Grade	99	14.02%
1st Grade	113	16.01%
2nd Grade	92	13.03%
3rd Grade	110	15.58%
4th Grade	100	14.16%
5th Grade	74	10.48%
6th Grade	77	10.91%

Student Programs (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Dyslexia	12	1.70%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	8	1.13%
Special Education (SPED)	83	11.76%
Bilingual/ESL		
Emergent Bilingual (EB)	257	36.40%
Bilingual	184	26.06%
English as a Second Language (ESL)	69	9.77%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	706	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
At-Risk	439	62.18%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	120	17.00%
Intervention Indicator	184	26.06%
Migrant	0	0.00%
Military Connected	9	1.27%
Transfer In Students	5	0.7082%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	520	73.65%
Free Meals	463	65.58%
Reduced-Price Meals	54	7.65%
Other Economic Disadvantage	3	0.42%
Homeless and Unaccompanied Youth		
Homeless Status Total	10	1.42%
Shelter	0	0.00%
Doubled Up	10	1.42%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	9	1.27%
Is Unaccompanied Youth	1	0.14%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	9	10.84%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	12	14.46%
Emotional disturbance	3	3.61%
Learning disability	17	20.48%
Speech impairment	27	32.53%
Autism	14	16.87%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.20%
Instructional Settings		
Speech Therapy	27	32.53%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	9	10.84%
Resource Room	30	36.14%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	20.48%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 05/08/2024)

	Count	Percent
Administrative Support	16	23.88%
Teacher	33	49.25%
Educational Aide	18	26.87%
Auxiliary	0	0.00%

82 of Bonham's discipline infractions were made by general education students and 9 infractions were made by special education students. Black or African American students had 49 disciplinary infractions while Hispanic students had 29 discipline infractions. The two most frequent infractions for general education students was scuffling and disrespectful to student/adult. The two most frequent infractions for special education students was disruptive behavior and profane/vulgar language/obscene gestures. Of the 22 scuffling referrals, 21 were violations made by general education students. Of the 20 disrespectful to student/adult referrals, 18 were violations were made by general education students and 2 were made by special education students. Of the 11 disruptive behavior referral, 3 were violations made by special education students and 8 were made by general education students. Of the 8 profane/vulgar language/obscene gesture referrals, 6 were made by general education students and 2 were made by special education students. The two highest infractions by ethnicity: Black/African American- Scuffling: 13 violations and disrespectful to student/adult: 12 violations; Hispanic- disrespectful to student/adult: 6 violations and scuffling: 6 violations.

Bonham's teacher retention rate is 50%. Our teachers' years of experience for 2023-2024 school year is as follows:

Beginning Teachers: 16.7%

1-5 years of experience: 19%

6-10 years of experience: 23%

11-20 years of experience: 19%

Over 20 years of experience: 22.6%

Demographics Strengths

Our school framework will be focused on strong school leadership and planning, strategic staffing, positive school culture, high-quality instructional materials and assessments, and effective instruction. Bonham Elementary serves 257 (36.4%) students who are identified as Emergent Bilingual. Of those 257 students, 69 (9.77%) are ESL and 184 (26.06%) are Bilingual. We serve our students through Dual Language and/or English as a Second Language in PreK- 6th grade. Bonham Elementary is evenly dispersed with male and female students at 50% each. Our largest demographic population is Hispanic/Latino students at 517 (73.23%) with white students second with 98 (13.88%).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bonham's attendance rate was 92.93% for the 2023-2024 school year.

Root Cause: Bonham did not have an effective attendance incentive program and did not have systems for truancy tracking and parent notification.

Problem Statement 2: Parents and teachers expressed concern in the School Quality Survey with a turnover of principals at Bonham during the 2023-2024 school year.

Root Cause: Previous principal accepted an opportunity in another district. Interim Principal had no investment in the campus nor created or supported systems to increase

accountability for teachers, students, and parents.

Problem Statement 3: Parents and teachers expressed concern in the School Quality Survey that teachers resigned during the school year.

Root Cause: Bonham failed to properly support teacher in order to retain teachers who left during the school year.

Problem Statement 4: Parents and teachers expressed concern in the School Quality Survey that teachers were not certified. Bonham had 10 CIF teachers in various positions throughout the campus during the 2023-2024 school year.

Root Cause: Lack of applicants for teaching positions make it difficult to recruit and retain high quality teachers.

Problem Statement 5 (Prioritized): Teachers expressed concern in the School Quality Survey that discipline was not addressed with students.

Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.

Student Learning

Student Learning Summary

Students at Bonham Elementary take the NWEA MAP assessment three times a year at Fall, Winter, and Spring. Growth data is measured from Fall to Spring. Our growth results indicate minimal growth across all grade levels and subjects with the exception of 3rd mathematics.

Our annual growth results (students who met or exceeded their growth goal) are as follows:

Mathematics

Grade Level	% of students who met or exceed growth goal
Kinder	29%
1st	34%
2nd	48%
3rd	65%
4th	22%
5th	24%
6th	39%
Total Mathematics	38%

Reading

Grade Level	% of students who met or exceed growth goal
Kinder	30%
1st	32%
2nd	30%
3rd	46%

Grade Level	% of students who met or exceed growth goal
4th	20%
5th	36%
6th	39%
Total Reading	34%

With the exception of 3rd grade mathematics, all subjects across reading and math showed minimal growth. It is noted that 2nd mathematics and 3rd reading are showing more significant gains than other grade levels and content. 4th grade reading and mathematics, regardless of bilingual or monolingual, showed significant weakness in student growth with NWEAP MAP.

Looking deeper into the mathematics categories of NWEA MAP, Kindergartens' weakness, regardless of language instruction, was in the area of computations and algebraic relationships; 1st and 2nd grades' weaknesses, regardless of language instruction, were in the area of data analysis and money. 3rd and 4th grade weakness was in numerical representations and relationships; 5th grade weaknesses were in computations and algebraic relationships, geometry and measurement, and data analysis and monetary transaction; 6th grade weakness was in geometry and measurement.

When looking deeper into reading categories of NWEA MAP, monolingual K-2 students showed weakness in composition: inquiry and research; bilingual K-2 students showed weakness in foundational skills including beginning reading and writing and vocabulary. 3-6 students, regardless of language instruction, showed weakness in Author's Purpose and/or Craft and Foundational Skills: Vocabulary.

Our 27 week benchmark district data indicates significant underperformance in the following STAAR grades and content areas with the exception of 5th and 6th grade ELAR: 3rd ELAR- F, 3rd SLAR- F, 4th ELAR- F, 4th SLAR- F, 5th ELAR- C, 6th ELAR- C. Our 27 week benchmark district data also indicates significant underperformance in all STAAR grades and content areas with the exception of 3rd Mathematics: 3rd Math- B, 4th Math- F, 5th Math- F, 6th Math- F.

2024 STAAR data indicates some correlation between performance on 27 week benchmark data and state test in many grade and content areas. Domain 1 performance in each grade level and content is as follows:

Grade/Content	App. %	Meet %	Master %	Letter Grade
3rd Reading	58%	27%	8%	F
3rd Math	54%	20%	4%	F
4th Reading	68%	35%	9%	D
4th Math	40%	11%	2%	F
5th Reading	78%	41%	14%	C
5th Math	74%	46%	9%	C
5th Science	52%	14%	4%	F

Grade/Content	App. %	Meet %	Master %	Letter Grade
6th Reading	83%	63%	20%	B
6th Math	76%	37%	11%	C

3rd grade math scored significantly below their 27 week performance, 5th grade Reading, Math and 6th Math performed significantly better than on the 27 week benchmark assessment.

Student Learning Strengths

At Bonham Elementary, we use NWEA MAP scores to guide instruction and create plans to target students' strengths and weaknesses. Our end of the year MAP data indicates some common successes across grade levels and language instruction. Our Kindergarten students showed strength in Reading in Foundational Language Skills: Vocabulary in both English and Spanish instruction; Kindergarten monolingual instruction showed strength in numerical representations and relationships and Kindergarten bilingual students showed strength in computations and algebraic relationships. Bonham's 1st grade students common strengths in both English and Spanish instruction in both content areas: RLA- Multiple Genres and Author's Purpose and Craft, Math- Geometry and Measurement. In 2nd grade, our monolingual students showed strength in Math on numerical representations and relationships and our bilingual students showed strength in Math in computations and algebraic relationships. In Reading, our 2nd grade students showed strength in Multiple Genres and Author's Purpose and Craft for monolingual students and Foundational Literacy Skills: Vocabulary for bilingual students. 2nd grade bilingual shows the same strengths as Kindergarten bilingual students. In 3rd grade and 6th grade, Bonham Elementary students showed a strength in Math in computations and algebraic relationships and in Reading students showed strength in Multiple Genres. Both 4th and 5th grade students showed strength in Reading in Author's Purpose and Craft, while they showed different strengths in Math: 4th- Data Analysis and Monetary Transaction and 5th- Numerical Representations and Relationships.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 27% of 3rd grade students scored meets or higher in reading on 2024 STAAR assessment.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 2 (Prioritized): 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 3 (Prioritized): 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.

Problem Statement 4 (Prioritized): 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.

Problem Statement 5 (Prioritized): 35% of 4th grade reading students met the standard for 2024 STAAR.

Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived

to change student outcomes. Underperforming 3rd grade students from year prior.

Problem Statement 6 (Prioritized): 11% of 4th grade mathematics students met the standard for 2024 STAAR.

Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

School Processes & Programs

School Processes & Programs Summary

Teachers have protected time weekly for collaboration to determine what students are expected to learn, how will they know if they learned it, how will we respond if they don't, and how will we respond if they do through PLC cycles. During PLCs, teachers will internalize and rehearse lessons to ensure effective Tier 1 instruction. Teachers will focus on data meetings that focus targeted instruction based on students' needs. Explicit systems will be created so teachers are able to meet the challenging state standards through intervention where students work in a small group with the teacher.

Teachers are provided professional development at the district and campus level throughout various times of the school year. Campus based professional development is based on campus trends gathered through SchoolMint. Professional Development is aligned with Teach Like a Champion, Get Better Faster, Effective Schools Framework, and a campus based playbook with key look fors. Professional development may be delivered by the campus administration or instructional leaders who demonstrate exemplar status.

Opportunity Culture is another framework that allows teachers to reach more students through intervention, co teaching, coaching, and modeling. Multi Classroom Leaders are offered a mentorship to team teachers that allow the team teachers to have a job embedded supports while students are receiving high level instruction from the multi classroom teacher. Our campus also utilized Master Team Reach Teachers, who are also high performing classroom teachers who are compensated to reach more students through coaching 1 teacher and taking on academic support for more students at various grade levels. This framework helps Bonham provide high quality Tier 1 or intervention support to students who need targeted support.

It is noted that Bonham Elementary needs clear discipline systems for students, staff, and parents to ensure a decrease of disciplinary referral. Bonham provides support for teachers through MTSS/PBIS and training. Students are provided support through SEL lessons and MTSS/PBIS practices.

Bonham Elementary also ensures safety through our monthly and quarterly drills at the campus level. Bonham takes feedback from the district safety coordinator to increase our protocols and create a safe environment for students at Bonham.

Bonham uses their leadership team to evaluate instructional practices, assess student learning trends, and to develop strategic plans that align to campus goals, which are displayed publicly.

School Processes & Programs Strengths

Teachers have protected time for collaboration to determine what students needs to know, how will they show it, how will we respond if they don't get it, and how will we respond if they do. Teacher develop assessments that provide feedback on student outcomes.

Bonham has opportunity culture framework on the campus which provides teachers with proven student outcomes to mentor, model, coach, and co teach in order to reach more student and develop team teachers.

Bonham administration uses their leadership team to develop and implement strategic plans in order to reach campus goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers expressed concern in the School Quality Survey that discipline was not address with students.

Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student

discipline.

Problem Statement 2 (Prioritized): Parents and teachers expressed concern in the School Quality Survey that teachers were not certified. Bonham had 10 CIF teachers in various positions throughout the campus during the 2023-2024 school year.

Root Cause: Lack of applicants for teaching positions make it difficult to recruit and retain high quality teachers.

Problem Statement 3: 27% of 3rd grade students scored meets or higher on 2024 STAAR Reading.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 4: 20% of 3rd grade students scored meets or higher on 2024 STAAR Mathematics.

Root Cause: Lack of Tier 1 instruction and systems to support effective intervention/enrichment. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 5: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 6: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual.

Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 7: 35% of 4th grade students scored meets or higher on 2024 Reading STAAR.

Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

Problem Statement 8: 11% of 4th grade students scored meets or higher on 2024 Mathematics STAAR.

Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

Perceptions

Perceptions Summary

According to the 2023-2024 School Quality Survey Data, parents expressed concern regarding the turnover of principals during the school year. Bonham Elementary over the course of the school year had 3 principals. Parents also expressed concern with teachers leaving during the school year. 4th grade lost their reading and mathematics teacher in December due to resignations. According to the survey, parents expressed concern regarding certified teachers. Bonham had 10 CIF teachers during the 2023-2024 school year. Parents did feel communication from the school was better than previous years and felt teachers were supportive of their students academic efforts.

According to the 2023-2024 School Quality Survey Data, teachers expressed concern regarding the turnover of principals during the school year. The teachers felt the turnover caused a decrease in instructional efficacy and cohesion of expectations. Teachers also expressed concerns regarding student discipline. Teachers felt administration was not supportive of teachers in regards to discipline and student misbehavior went unpunished. Teachers also expressed frustration with Amplify and its use in the classroom. Teachers expressed excitement for the new leadership.

Staff and parents have expressed concern regarding the lack of parent engagement opportunities on the campus. Parents and teachers alike believe that there should be more activities for students and parents on our campus and more events inviting parents to our school during the school day. Parents have express feeling a sense of non-transparency with the campus being closed to lunches and minimal engagement activities. Teachers have express a sense of a lack of cohesive team with parents due to lack of engagement opportunities.

Perceptions Strengths

Parents and teachers felt a sense of instability over the course of the 2023-2024 school year; Bonham has placed a principal with a strong systems background into the role to help facilitate a more cohesive and targeted approach to alleviate concerns of parents and teachers. Bonham has address certification concerns with reducing the number of Associate Teachers from 10 to 5. 4 of the 5 Associate Teachers have completed a bachelor's program and are enrolled or actively seeking enrollment into a Texas Educator Certification program.

Professional Learning Communities create a forum for teachers to reflect on their teaching practices and grow as educators. It has created a culture of collaboration where staff members share their strategies and observations. This upcoming school year, we will focus on refining our PLC systems ensuring we are targeted in our time together. To address behavioral concerns, Bonham will being a TOPS (Team of Positive Support) team for students who need specialized support with behavior and create Tiger Store in connection with PBIS initiative.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers expressed concern in the School Quality Survey that discipline was not address with students.

Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.

Problem Statement 2: Parents and teachers expressed concern in the School Quality Survey that teachers were not certified. Bonham had 10 CIF teachers in various positions throughout the campus during the 2023-2024 school year.

Root Cause: Lack of applicants for teaching positions make it difficult to recruit and retain high quality teachers.

Problem Statement 3: Bonham's attendance rate was 92.93% for the 2023-2024 school year.

Root Cause: Bonham did not have an effective attendance incentive program and did not have systems for truancy tracking and parent notification.

Problem Statement 4: Parents and teachers expressed concern in the School Quality Survey with a turnover of principals at Bonham during the 2023-2024 school year.

Root Cause: Previous principal accepted an opportunity in another district. Interim Principal had no investment in the campus nor created or supported systems to increase accountability for teachers, students, and parents.

Problem Statement 5: Parents and teachers expressed concern in the School Quality Survey that teachers resigned during the school year.

Root Cause: Bonham failed to properly support teacher in order to retain teachers who left during the school year.

Problem Statement 6 (Prioritized): Parents and Teachers have express concern regarding the lack of opportunities for parent engagement during and after the school day.

Root Cause: Bonham has not fully opened their doors to parents since COVID.

Priority Problem Statements

Problem Statement 1: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students.

Root Cause 1: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 27% of 3rd grade students scored meets or higher in reading on 2024 STAAR assessment.

Root Cause 2: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments.

Root Cause 3: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual.

Root Cause 4: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual.

Root Cause 5: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 35% of 4th grade reading students met the standard for 2024 STAAR.

Root Cause 6: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 11% of 4th grade mathematics students met the standard for 2024 STAAR.

Root Cause 7: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans

derived to change student outcomes. Underperforming 3rd grade students from year prior.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parents and teachers expressed concern in the School Quality Survey that teachers were not certified. Bonham had 10 CIF teachers in various positions throughout the campus during the 2023-2024 school year.

Root Cause 8: Lack of applicants for teaching positions make it difficult to recruit and retain high quality teachers.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parents and Teachers have express concern regarding the lack of opportunities for parent engagement during and after the school day.

Root Cause 9: Bonham has not fully opened their doors to parents since COVID.

Problem Statement 9 Areas: Perceptions

Goals

Goal 1: Board Goal: 1

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028. (data source: TAPR)











Campus Goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 29% to 44% by May 2025.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 91% to 93% by May 2025.

Evaluation Data Sources: CLI

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Considerable</div>	

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance, increase staff and student accountability Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
Strategy 3: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, English learner, and other student groups. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal: 1




The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028. (data source: TAPR)







Campus Goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 29% to 44% by May 2025.




Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 33% to 60% by May 2025.





Evaluation Data Sources: NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 4</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create data driven action plans, individually and PLCs, that include analyzing student work, identifying trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased student performance and teacher/student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Administration and Teachers will create opportunities for parents to be engaged in learning with their student through engagement activities on campus during and after the school day to increase parent understanding into their child's education and to establish and grow a connection between home and school.</p> <p>Strategy's Expected Result/Impact: Increase sense of school community, increase student outcomes through parental support</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4 - Perceptions 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Bonham Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.
Student Learning
Problem Statement 4: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.
Perceptions
Problem Statement 6: Parents and Teachers have express concern regarding the lack of opportunities for parent engagement during and after the school day. Root Cause: Bonham has not fully opened their doors to parents since COVID.

Goal 1: Board Goal: 1




The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028. (data source: TAPR)











Campus Goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 29% to 44% by May 2025.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 51% to 60% by May 2025.

Evaluation Data Sources: mCLASS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increase staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance, increase staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
Strategy 3: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:




Student Learning
Problem Statement 4: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.







Goal 1: Board Goal: 1
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028. (data source: TAPR)




Campus Goal: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 29% to 44% by May 2025.





Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 20% to 35% by May 2025.

Evaluation Data Sources: NWEA MAP
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations and establishing routines and procedures that maximize instructional time, and build strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased student performance, increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Administration and Teachers will create opportunities for parents to be engaged in learning with their student through engagement activities on campus during and after the school day to increase parent understanding into their child's education and to establish and grow a connection between home and school. Strategy's Expected Result/Impact: Increase sense of school community, increase student outcomes through parental support. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - Perceptions 6		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.
Student Learning
Problem Statement 1: 27% of 3rd grade students scored meets or higher in reading on 2024 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.
Perceptions
Problem Statement 6: Parents and Teachers have express concern regarding the lack of opportunities for parent engagement during and after the school day. Root Cause: Bonham has not fully opened their doors to parents since COVID.



Goal 2: Board Goal: 2











The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028. (data source: TAPR)

Campus goal: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 19% to 40% by May 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 89% to 91% by May 2025.

Evaluation Data Sources: CLI
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including behavioral expectations, establishing routines and procedures that maximize instructional time and build strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 2, 3</p>	 Some Progress	 Considerable		

Strategy 2 Details		Reviews			
Strategy 2: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other students. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.

Student Learning

Problem Statement 2: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 3: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.

Goal 2: Board Goal: 2




The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028. (data source: TAPR)







Campus goal: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 19% to 40% by May 2025.




Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 39% to 60% by May 2025.





Evaluation Data Sources: NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including behavioral expectations, establishing routines and procedures that maximize instructional time and build strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 2, 3</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other students.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: Administration and Teachers will create opportunities for parents to be engaged in learning with their student through engagement activities on campus during and after the school day to increase understanding of their child's education and to establish and build a connection between home and school. Strategy's Expected Result/Impact: Increase sense of school community, increase student outcomes through parental support Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 6		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.
Student Learning
Problem Statement 2: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.
Problem Statement 3: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.
Perceptions
Problem Statement 6: Parents and Teachers have express concern regarding the lack of opportunities for parent engagement during and after the school day. Root Cause: Bonham has not fully opened their doors to parents since COVID.

Goal 2: Board Goal: 2




The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 38% to 50% by 2028. (data source: TAPR)











Campus goal: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 19% to 40% by May 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 12% to 30% by May 2025.

Evaluation Data Sources: NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including behavioral expectations, establishing routines and procedures that maximize instructional time and build strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 2, 3</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details		Reviews			
Strategy 2: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other students. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 3 Details		Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.

Student Learning

Problem Statement 2: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 3: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.




Goal 3: Board Goal :3







The percentage of 4th-English II students who meet or exceed their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.
(data source: TAPR)








Campus goal: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 65% to 70% by 2025.

Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 22% to 60% by May 2025.
GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 36% to 60% by May 2025.
GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 42% to 60% by May 2025.

Evaluation Data Sources: NWEA MAP
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and build strong relationships. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 5 - Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased student performance and increase staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>	
Strategy 3 Details	Reviews			
<p>Strategy 3: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>	

Strategy 4 Details	Reviews			
Strategy 4: Administration and Teachers will create opportunities for parents to be engaged in learning with their student through engagement activities on campus during and after the school day to increase parent understanding into their child's education and establishing and build a connection between home and school. Strategy's Expected Result/Impact: Increase sense of school community, increase student outcomes through parental support. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 6 Funding Sources: - 211 Title 1 - \$1,563	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.
Student Learning
Problem Statement 5: 35% of 4th grade reading students met the standard for 2024 STAAR. Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.
Perceptions
Problem Statement 6: Parents and Teachers have express concern regarding the lack of opportunities for parent engagement during and after the school day. Root Cause: Bonham has not fully opened their doors to parents since COVID.

Goal 4: Board Goal : 4

The percentage of 4th-Algebra 1 students who meet or exceed their Math STAAR Annual Growth will increase from 61% to 71% by 2028. (data source: TAPR)

Campus goal: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 48% to 65% by 2025.




Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 23% to 60% by May 2025.







GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 24% to 60% by May 2025.




GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 42% to 60% by May 2025.





Evaluation Data Sources: NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and build strong relationships.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 6</p>	 Some Progress	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased student performance and increase staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<p>Strategy 3: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.</p> <p>Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 4 Details		Reviews			
Strategy 4: A Reach Associate will be added to 4th Math MCL so the teacher can coach and model/co-teach assigned teachers in grade 3-6. Strategy's Expected Result/Impact: Increased students performance on district assessments, MAP, and STAAR Staff Responsible for Monitoring: Administration, Opportunity Culture Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 6 Funding Sources: - 211 Title 1		Formative			Summative
		Nov	Feb	Apr	June
		 Accomplished	 Accomplished	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.
Student Learning
Problem Statement 6: 11% of 4th grade mathematics students met the standard for 2024 STAAR. Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.











Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All Bonham teachers will attend PLCs that are student centered and focused on the 4 questions. Strategy's Expected Result/Impact: Students receive strong and targeted tier 1 instruction and increased student outcomes. Staff Responsible for Monitoring: Administration and Campus Instructional Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Bonham instructional leaders will provide training and ongoing support so that teachers effectively use high quality instructional materials and research-based teaching strategies that promote critical-thinking and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups. Strategy's Expected Result/Impact: Increase student outcomes in all demographics. Staff Responsible for Monitoring: Administration and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	

Strategy 3 Details		Reviews			
Strategy 3: Bonham campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 5 - Student Learning 1, 2, 3, 4, 5, 6		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	
Strategy 4 Details		Reviews			
Strategy 4: Bonham Instructional Leaders will perform walkthroughs framed by Bambrick-Santoyo's Get Better Faster and Teach Like A Champion. Strategy's Expected Result/Impact: Increased student outcomes through increased teacher effectiveness. Staff Responsible for Monitoring: Administration and Instructional Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Teachers expressed concern in the School Quality Survey that discipline was not addressed with students. Root Cause: Bonham failed to support teachers with student misbehavior and did not have discipline systems created school wide to ensure a collective process to handle student discipline.

Student Learning

Problem Statement 1: 27% of 3rd grade students scored meets or higher in reading on 2024 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 2: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 3: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.

Problem Statement 4: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.

Problem Statement 5: 35% of 4th grade reading students met the standard for 2024 STAAR. **Root Cause:** Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

Problem Statement 6: 11% of 4th grade mathematics students met the standard for 2024 STAAR. **Root Cause:** Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.




Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.





Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Considerable</div>	

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use a corrective instruction action planning process, individually and in PLC, to analyze student word, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable	 Considerable	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 27% of 3rd grade students scored meets or higher in reading on 2024 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.
Problem Statement 2: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.
Problem Statement 3: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.
Problem Statement 4: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.
Problem Statement 5: 35% of 4th grade reading students met the standard for 2024 STAAR. Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.
Problem Statement 6: 11% of 4th grade mathematics students met the standard for 2024 STAAR. Root Cause: Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.











Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Document and perform all drills that are required throughout the school year and allow for adjustment in practices to increase student safety campus wide. Strategy's Expected Result/Impact: Increase in student safety Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Work closely with the office of Emergency Management to keep up to date on all State Laws and Regulations. Strategy's Expected Result/Impact: Maintenance of a safe learning environment. Staff Responsible for Monitoring: Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Reviews			
Strategy 1: Document and perform all drills that are required throughout the school year and allow for adjustment in practices to increase student safety campus wide. Strategy's Expected Result/Impact: Increase in student safety. Staff Responsible for Monitoring: Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bonham leaders will list campus vacancies on NCATE and accredited D1 and D2 university job boards. Strategy's Expected Result/Impact: Increased percentage of high qualified and TX certified campus personnel. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Bonham leaders will participate in one district appointed and approved job fair during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased percentage of highly qualified and TX certified personnel. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 2: Parents and teachers expressed concern in the School Quality Survey that teachers were not certified. Bonham had 10 CIF teachers in various positions throughout the campus during the 2023-2024 school year. Root Cause: Lack of applicants for teaching positions make it difficult to recruit and retain high quality teachers.











Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bonham will create a leadership team with teachers who have exhibited an interested in leadership and provide opportunities for professional progression on the campus. Strategy's Expected Result/Impact: Increased teacher capacity and growth in career goals. Staff Responsible for Monitoring: Administrations and Leadership Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Bonham will collect staff feedback 3 times a year and adjust support of administration to meet the needs of staff to increase retention and satisfaction. Strategy's Expected Result/Impact: Increased sense of school community. Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	







Strategy 3 Details	Reviews			
Strategy 3: Bonham will recognize staff monthly on social media and on campus to increase appreciation and acknowledgement of hard work while strategically planning incentive for teachers throughout the year to boost morale. Strategy's Expected Result/Impact: Increased staff appreciation and retention. Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Bonham Administrators and Teachers will display their data publicly on campus that track student progress towards campus and board goals. Strategy's Expected Result/Impact: Increased student outcomes and staff accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Bonham will recognized publicly, on social media, and to stakeholders achievements towards goals of students staff and campus. Strategy's Expected Result/Impact: Increased sense of school community. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 27% of 3rd grade students scored meets or higher in reading on 2024 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 2: 20% of 3rd grade students scored meets or higher in Mathematics on 2024 STAAR assessments. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to change student outcomes.

Problem Statement 3: 37% of K-2 students met their EOY MAP growth goal in Mathematics including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans derived to changed student outcomes.

Problem Statement 4: 31% of K-2 students met their EOY MAP growth goal in Reading including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. Lack of systems for data-driven instruction and plans to change student outcomes.

Problem Statement 5: 35% of 4th grade reading students met the standard for 2024 STAAR. **Root Cause:** Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.











Problem Statement 6: 11% of 4th grade mathematics students met the standard for 2024 STAAR. **Root Cause:** Lack of effective Tier 1 instruction, systems to support effective intervention/enrichment for students, and lack of systems for data-driven instruction and plans derived to change student outcomes. Underperforming 3rd grade students from year prior.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teacher or appointed alternate will attend all DEIC meetings to provide feedback to district staff and to engage with and contribute to success. Strategy's Expected Result/Impact: Increased sense of community as a district. Staff Responsible for Monitoring: Teacher Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Stakeholders will complete K12 Insight Surveys shared by MISD to empower stakeholders to contribute to the growth and success of the campus. Strategy's Expected Result/Impact: Adjustments on campus to meet the needs or expectations of stakeholders Staff Responsible for Monitoring: Administration Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$1,563.00
4	1	4			\$0.00
Sub-Total					\$1,563.00
Budgeted Fund Source Amount					\$35,000.00
+/- Difference					\$33,437.00
Grand Total Budgeted					\$35,000.00
Grand Total Spent					\$1,563.00
+/- Difference					\$33,437.00