

Midland Independent School District
Bonham Elementary
2025-2026 Campus Improvement Plan



Mission Statement

We are Bonham. We are dedicated to shaping creative leaders, while fostering a love for learning through innovative teaching practices, engaging curricula, and a safe atmosphere that respects and values each students' unique abilities, while leading by example.

Vision

We are Bonham.

One team.

One goal.

Student Success.

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	Count	Percent
Gender		
Female	334	47.92%
Male	363	52.08%
Ethnicity		
Hispanic-Latino	511	73.31%
Race		
American Indian - Alaskan Native	1	0.14%
Asian	30	4.30%
Black - African American	41	5.88%
Native Hawaiian - Pacific Islander	3	0.43%
White	91	13.06%
Two-or-More	20	2.87%

School Population	Count
Student Total	697
Early Education Grade	2
Pre-Kindergarten Grade	44
Kindergarten Grade	100
1st Grade	95
2nd Grade	99
3rd Grade	80
4th Grade	100
5th Grade	93
6th Grade	84

Student Programs

	Count	Percent
Dyslexia	18	2.58%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	1.00%
Special Education (SPED)	102	14.63%
Bilingual/ESL		
Emergent Bilingual (EB)	246	35.29%
Bilingual	167	23.96%
English as a Second Language (ESL)	75	10.76%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	655	93.97%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	25	3.59%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	449	64.42%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	51	7.32%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	12	1.72%
Transfer In Students	3	0.4304%
Unschoolled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	522	74.89%
Free Meals	435	62.41%
Reduced-Price Meals	66	9.47%
Other Economic Disadvantage	21	3.01%
Homeless and Unaccompanied Youth		
Homeless Status Total	26	3.73%
Shelter	1	0.14%
Doubled Up	19	2.73%
Unsheltered	5	0.72%
Hotel/Motel	1	0.14%
Not Unaccompanied Youth	22	3.16%
Is Unaccompanied Youth	4	0.57%

Special Education Services

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	6.86%
Auditory impairment	1	0.98%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	16	15.69%
Emotional disturbance	3	2.94%
Learning disability	26	25.49%
Speech impairment	21	20.59%
Autism	25	24.51%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	3	2.94%
Instructional Settings		
Speech Therapy	21	20.59%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	8	7.84%
Resource Room	47	46.08%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	25	24.51%
Full-Time Early Childhood	1	0.98%
Nonpublic Day School	0	0.00%

Staff Information	Count	Percent
Administrative Support	16	24.62%
Teacher	39	60.00%
Educational Aide	10	15.38%
Auxiliary	0	0.00%

Bonham Elementary had 56 disciplinary incidents during the 2024-2025 school year. Discipline infractions based on ethnicity are as follows: Hispanic students had 31 disciplinary infractions while African American students had 6. White students had 8 infractions and two or more races had 2. Total special education student infractions were 11 and general education student infractions were 45. Emergent bilingual students had 9 disciplinary infractions, while students who are noted as economically disadvantaged had 36 infractions. In-school suspensions account for 5.58% of disciplinary consequences. DAEP accounts for 0.78%, OSS 0.13%. Disciplinary consequences by ethnicity: Hispanic- ISS- 4.96%, DAEP 0.88%, Total discipline: 5.49%; African American- ISS- 10.87%, DAEP- 2.17%, Total discipline: 13.04%; Two or More races- ISS- 9.52%, total discipline: 9.52%; White: ISS- 7.09%, total discipline: 7.69%.

Bonham's teacher retention rate is 52.3%. Our teacher's years of experience for 2023-2025 is as follows:

Beginning Teachers: 11%

1-5 years of experience: 37.6%

6-10 years of experience: 18.2%

11-20 years of experience: 14.9%

Over 20 years of experience: 18.2%

Bonham's yearly attendance for 2024-2025 was 92.5%. Lowest average attendance was Kindergarten with 89.7%, while the highest grade level attendance was 4th with 93.8%. Bonham's lowest 6 weeks attendance was 3rd 6 weeks with 91.1%. When looking at attendance and Bonham's special populations, our lowest attendance percentages were unaccompanied youth - 86.8% and Homeless status - 87.1%, while our highest attendance percentages were military connected students- 94.6% and Section 504 students- 93.7%.

Demographics Strengths

Our school framework is focused on strong school leadership and planning, strategic staffing, and positive school culture, high-quality instructional materials and assessments, and effective instruction. Bonham Elementary serves 246 (35.26%) students who are identified at Emergent Bilingual. Of those 246 students, 167 (23.96%) are Bilingual and 75 (10.76%) are ESL. We serve students through Dual Language and/or English as a Second Language in PreK-6th grade. Bonham Elementary is evenly dispersed with male (52.08) and female (47.92%) students. Our largest population is Hispanic/Latino students at 511 (73.31%) with white students second at 91 (13.06%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bonham's attendance rate was 92.5 for the 2024-2025 school year.

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

Problem Statement 2: 14% of parents, 15% of students, and 12% of campus staff expressed concern in the School Quality Survey that discipline was not enforced fairly for all students.

Root Cause: Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, and students, lack of staff training.

Problem Statement 3: Parents, Teachers, and Students expressed concern in the School Quality Survey that bullying is not addressed with students.

Root Cause: Bonham failed to implement clear anti-bullying policies and systems of reporting, providing awareness and training for staff, and providing families with updates regarding reports.

Student Learning

Student Learning Summary

Students at Bonham Elementary take NWEA MAP assessment three times a year at Fall, Winter, and Spring. Growth data is measured from Fall to Spring. Our growth results indicate significant growth across multiple grade levels and content.

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	53%
1st	62%
2nd	63%
K-2 Total Mathematics	59%
3rd	65%
4th	67%
5th	56%
6th	86%
3rd-6th Total Mathematics	69%

Reading

Grade Level	% of students who met or exceed growth goal
Kinder	55%
1st	51%
2nd	47%
K-2 Total Reading	51%
3rd	60%
4th	69%
5th	65%

Grade Level	% of students who met or exceed growth goal
6th	71%
3rd-6th Total Reading	66%

Science

Grade Level	% of students who met or exceed growth goal
3rd	63%
4th	59%
5th	62%
6th	79%
3rd-6th Total Science	66%

The following grade levels did not reach our campus goal of 60%: Kinder math and reading, 1st reading, 2nd reading, 4th Science and 5th math. The following grade levels showed high growth: 6th math, 6th reading, and 6th science.

mClass is given to K-2 students three times a year at Fall, Winter, Spring. Bonham's end of year percentage of students reading on or above grade level for K-2 is 64%. 1st grade English and Spanish instruction is the highest performing with 84% and 74% respectively. Bonham's lowest performing grade level is Kinder in both English and Spanish instruction with 50% and 57% respectively.

Bonham students are also given the iReady diagnostic three times a year at Fall, Winter, and Spring. Achievement data is collected on content specific domains in Reading, Math. Bonham iReady achievement data is as follows with emphasis on lowest performing domain:

Reading

Grade Level	% of students on or above grade level	Lowest Performing Domain
Kinder	52%	High Frequency Words
1st	30%	Vocabulary
2nd	33%	Vocabulary & Comprehension: Informational Text
3rd	43%	Comprehension: Informational Text
4th	25%	Comprehension: Informational Text
5th	22%	Comprehension: Informational Text
6th	31%	Comprehension: Informational Text

Grade Level	% of students on or above grade level	Lowest Performing Domain
Total Reading	33%	Comprehension: Informational Text

Mathematics

Grade Level	% of students on or above grade level	Lowest Performing Domain
Kinder	42%	Number & Operations
1st	34%	Measurement & Data
2nd	38%	Measurement & Data
3rd	31%	Measurement & Data
4th	41%	Geometry
5th	25%	Measurement & Data
6th	51%	Geometry
Total Math	33%	Geometry

Our 27 week benchmark district data indicates high performance in 4th-6th grade Reading and 6th grade Math. Our 27 week benchmark data indicates underperformance in 3rd-5th Math. Growth data in 4th-6th grades indicate the same trends as achievement on 27 week benchmark.

2025 STAAR data for all contents and grade levels for % of students at meets/masters.

Grade Level	% at Meets/Masters
3rd Reading	38%
3rd Math	26%
4th Reading	36%
4th Math	20%
5th Reading	39%
5th Math	24%
5th Science	18%
6th Reading	47%
6th Math	62%

27 week benchmark data correlates with current meets/master percentages with underperformance in 3rd-5th Math.

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 successes across grade levels and language instruction. Bonham also uses iReady diagnostic to make instructional decisions for students and provide intervention or enrichments based on student need. Majority of grade levels at Bonhams' strength is Number and Operations; 1st grades strength is Algebra and Algebraic Thinking and Kindergarten strength is Geometry. Bonham's strength according to iReady end of year diagnostic assessment is high frequency words, except for Kinder and 2nd. Kindergarten highest performing domain is literature comprehension and 2nd grade is phonological awareness. Bonham has shown growth across multiple assessment from 2023-2024 school year to 2024-2025 school year with opportunities for continuous improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 65% of K-2 students were at or above grade level on mClass.

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

Problem Statement 2 (Prioritized): 59% of K-2 students met their EOY MAP Mathematics growth goal including both monolingual and bilingual.

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

Problem Statement 3 (Prioritized): 38% of 3rd grade students scored meets or higher in reading on 2025 STAAR assessment.

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

Problem Statement 4 (Prioritized): 26% of 3rd grade students scored meets or higher in mathematics on 2025 STAAR assessment.

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

Problem Statement 5 (Prioritized): 36% of 4th grade students scored meets or higher in reading on 2025 STAAR assessment.

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

Problem Statement 6 (Prioritized): 20% of 4th grade students scored meets or higher in mathematics on 2025 STAAR assessment.

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

Problem Statement 7 (Prioritized): 39% of 5th grade students scored meets or higher in reading on 2025 STAAR assessment.

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

Problem Statement 8 (Prioritized): 24% of 5th grade students scored meet or higher in Mathematics on 2025 STAAR assessment.

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

Problem Statement 9 (Prioritized): 47% of 6th grade students scored meet or higher in Reading on 2025 assessment.

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

Problem Statement 10 (Prioritized): 62% of 6th grade students scored meet or higher in mathematics on 2025 assessment.

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

Problem Statement 11 (Prioritized): 18% of 5th grade students scored meet or higher in Science on 2025 assessment.

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

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 on 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, 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 to refine discipline systems for students, staff, and parents to ensure an increase in student respectful behavior and a decrease in disciplinary referrals. 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 has adopted Centegix, a district wide system, to alert administration if staff members need help or if a lockdown is required. Staff used this system effectively this school year with 1 mispress that results in an inadvertent lockdown. Bonham takes feedback from district safety department to increase our protocols and create a safe environment for students at Bonham.

Bonham uses their instructional 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 an Opportunity Culture framework on campus which provides teachers with proven student outcomes to mentor, model, coach, and co teach in order to reach more students and develop team members.

Bonham administration uses instructional leaders to develop and implement strategic plans in order to reach campus goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parents, students, and staff expressed concerns in the School Quality Survey that discipline was not enforced fairly for all students.

Root Cause: Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, and students, and lack of staff training.

Problem Statement 2: 51% of K-2 students met their EOY MAP Reading growth goal including both monolingual and bilingual.

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

Problem Statement 3: 59% of K-2 students met their EOY MAP Mathematics growth goal including both monolingual and bilingual.

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

Problem Statement 4: 38% of 3rd grade students scored meets or higher in Reading on 2025 STAAR assessment.

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

Problem Statement 5: 26% of 3rd grade students scored meet or higher in Mathematics on 2025 STAAR assessment.

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

Problem Statement 6: 36% of 4th grade students scored meets or higher in Reading on 2025 STAAR assessment.

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

Problem Statement 7: 20% of 4th grade students scored meeting of higher in Mathematics on 2025 STAAR assessment.

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

Problem Statement 8: 39% of 5th grade students scored meets or higher in Reading on 2025 STAAR assessment.

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

Problem Statement 9: 24% of 5th grade students scored meet or higher in Mathematics on 2025 STAAR assessment.

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

Problem Statement 10: 47% of 6th grade students scored meet or higher in Reading on 2025 assessment.

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

Perceptions

Perceptions Summary

According to the 2024-2025 School Quality Survey Data, parents expressed concern regarding the the belief that Bonham does not fairly enforce discipline and needs refinement with bullying policies. Parents also expressed concerns with teachers giving helpful feedback about student work; which will be a focus for Bonham to improve. Parents expressed significant concern regarding wanting to regularly receive materials and information to help their child at home. Parents also indicated teachers do not inform parents of their students work and do not maintain open two-way communication. 99% of parents indicate they feel their child belongs at Bonham and Bonham is supportive and inviting place to learn. Parents also noted their child's teacher genuinely cares for them.

According to the 2024-2025 School Quality Survey Data, teachers expressed concern regarding the school being clean and maintained. Teachers also expressed concern with giving helpful feedback about student work and clearly explaining learning expectations. Teachers also indicated areas of need to be in showing students how lesson related to life outside of school and students receive support that addresses their individual needs, i.e. intervention and enrichment. Teachers indicated that Bonham is a supportive place for students to learn and there is someone a student can go to with a problem. Teacher also expressed Bonham is safe and staff members treat students with respect.

According to the 2024-2025 School Quality Survey Data, students indicated a concern regarding students treating each other with respect and feeling encouraged by adults to pursue their dreams. Students also indicated a concern regarding bullying and students respecting their teachers. Students believe our school community is aware of safety and security procedures. They also indicated teacher explain learning standards and expectations, they have at least one friend, teachers treat students with respect, and teachers inform them of academic progress.

During the 2024-2025 school year, Bonham opened their lunches to parents daily. Bonham also had parent engagement nights related to literacy, mathematics, and science. Fine arts also had musical performances for each grade level throughout the year for parents and students. Parents have been positive about these events, but have asked for more opportunities for engagement.

Perceptions Strengths

Professional Learning Communities create a forum for teacher 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. We will continue to refine our PLC systems ensuring we are targeted in our time together. To address behavioral concerns, Bonham will begin a TOPS (Team of Positive Support) team for students who may need additional support. Bonham will continue our Tiger store and Teacher store, which received positive feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents have expressed a need regarding more opportunities for parent engagement during and after the school day.

Root Cause: Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2 (Prioritized): Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home.

Root Cause: Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3 (Prioritized): Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students.

Root Cause: Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Priority Problem Statements

Problem Statement 1: 65% of K-2 students were at or above grade level on mClass.

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 38% of 3rd grade students scored meets or higher in reading on 2025 STAAR assessment.

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 26% of 3rd grade students scored meets or higher in mathematics on 2025 STAAR assessment.

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 36% of 4th grade students scored meets or higher in reading on 2025 STAAR assessment.

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

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 20% of 4th grade students scored meets or higher in mathematics on 2025 STAAR assessment.

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

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 39% of 5th grade students scored meets or higher in reading on 2025 STAAR assessment.

Root Cause 6: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 24% of 5th grade students scored meet or higher in Mathematics on 2025 STAAR assessment.

Root Cause 7: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to

change student outcomes.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 47% of 6th grade students scored meet or higher in Reading on 2025 assessment.

Root Cause 8: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Bonham's attendance rate was 92.5 for the 2024-2025 school year.

Root Cause 9: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home.

Root Cause 10: Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day.

Root Cause 11: Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students.

Root Cause 12: Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: 59% of K-2 students met their EOY MAP Mathematics growth goal including both monolingual and bilingual.

Root Cause 13: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 62% of 6th grade students scored meet or higher in mathematics on 2025 assessment.

Root Cause 14: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: 18% of 5th grade students scored meet or higher in Science on 2025 assessment.

Root Cause 15: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 15 Areas: Student Learning

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade in ELAR will increase from 93% to 95% by May 2026. The percentage of PreK students performing at grade level in Math will increase from 93% to 95% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement daily targeted, small group early literacy and mathematics interventions for Pre-K students focused on phonological awareness, vocabulary development, and mathematical foundations.</p> <p>Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes</p> <p>Staff Responsible for Monitoring: Administrators, PreK Teachers</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 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance classroom environments to intentionally develop oral language, vocabulary, and comprehension through embedded reading and mathematics experiences throughout the day.</p> <p>Strategy's Expected Result/Impact: Students will increase expressive and receptive vocabulary, increased engagement and comprehension during oral language and structured conversations.</p> <p>Staff Responsible for Monitoring: Administrators, PreK Teachers</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 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will attend monthly collaboration PD with district early childhood leaders to strengthen teacher knowledge and instructional practice in early language, literacy development, and mathematics, including strategies for English Learners.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 65% of K-2 students were at or above grade level on mClass. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kinder students performing at grade in ELAR will increase from 54% to 64% by May 2026. The percentage of Kinder students performing at grade level in Math will increase from % to % by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: mClass, iReady

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 1: 65% of K-2 students were at or above grade level on mClass. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 1st grade students performing at grade in ELAR will increase from 78% to 80% by May 2026. The percentage of 1st grade students performing at grade level in Math will increase from % to % by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: mClass, iReady

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 1: 65% of K-2 students were at or above grade level on mClass. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 2nd grade students performing at grade in ELAR will increase from 63% to 71% by May 2026. The percentage of 2nd students performing at grade level in Math will increase from % to % by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: mClass, iReady

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>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</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</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: Demographics 1 - Student Learning 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</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: Demographics 1 - Student Learning 1 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 1: 65% of K-2 students were at or above grade level on mClass. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 38% to 46% by May 2026.

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 26% to 36% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading, STAAR Mathematics

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</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: Demographics 1 - Student Learning 3, 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</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: Demographics 1 - Student Learning 3, 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 3, 4 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 3: 38% of 3rd grade students scored meets or higher in reading on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 4: 26% of 3rd grade students scored meets or higher in mathematics on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 38% to 46% by May 2026.

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 26% to 36% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading, STAAR Mathematics

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>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</p> <p>Problem Statements: Demographics 1 - Student Learning 5, 6 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</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: Demographics 1 - Student Learning 5, 6 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</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: Demographics 1 - Student Learning 5, 6 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>
Student Learning
<p>Problem Statement 5: 36% of 4th grade students scored meets or higher in reading on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>

Student Learning

Problem Statement 6: 20% of 4th grade students scored meets or higher in mathematics on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 36% to 44% by May 2026.

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 20% to 35% by May 2026.

The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 18% to 35% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading, STAAR Mathematics, STAAR Science

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>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</p> <p>Problem Statements: Demographics 1 - Student Learning 7, 8, 11 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</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: Demographics 1 - Student Learning 7, 8, 11 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 7, 8, 11 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 7: 39% of 5th grade students scored meets or higher in reading on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 8: 24% of 5th grade students scored meet or higher in Mathematics on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 11: 18% of 5th grade students scored meet or higher in Science on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 39% to 50% by May 2026.

The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 24% to 55% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading, STAAR Mathematics

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</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: Demographics 1 - Student Learning 9, 10 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</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: Demographics 1 - Student Learning 9, 10 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 9, 10 - Perceptions 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 9: 47% of 6th grade students scored meet or higher in Reading on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 10: 62% of 6th grade students scored meet or higher in mathematics on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 65 to 72 by June 2026.

Evaluation Data Sources: Accountability Systems

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>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, 7, 8, 9, 10, 11</p>	Formative			Summative
	Nov	Feb	Apr	June
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 strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</p> <p>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, 7, 8, 9, 10, 11</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.</p> <p>Strategy's Expected Result/Impact: Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 65% of K-2 students were at or above grade level on mClass. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 2: 59% of K-2 students met their EOY MAP Mathematics growth goal including both monolingual and bilingual. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 3: 38% of 3rd grade students scored meets or higher in reading on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 4: 26% of 3rd grade students scored meets or higher in mathematics on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 5: 36% of 4th grade students scored meets or higher in reading on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 6: 20% of 4th grade students scored meets or higher in mathematics on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 7: 39% of 5th grade students scored meets or higher in reading on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>
<p>Problem Statement 8: 24% of 5th grade students scored meet or higher in Mathematics on 2025 STAAR assessment. Root Cause: Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.</p>

Student Learning

Problem Statement 9: 47% of 6th grade students scored meet or higher in Reading on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 10: 62% of 6th grade students scored meet or higher in mathematics on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 11: 18% of 5th grade students scored meet or higher in Science on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 3: Parents, students, and teachers expressed concern in the School Quality Survey that discipline was not enforced fairly for all students. **Root Cause:** Bonhams' discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, students, and lack of staff training.

Goal 3: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teachers who is rigorously coached and evaluated on the Board's adopted Student Outcomes will increase from 90% to 94% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Coaching Cycle Reports, Instructional walkthrough/observation data, T-TESS evaluation ratings, Student performance on local and state assessments, PLC engagement, Professional Development engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Bonham instructional leaders will attend TLAC sessions and other district provided professional development opportunities, that align to coaching, in order to strengthen their capacity to support teacher growth and positively impact student achievement.</p> <p>Strategy's Expected Result/Impact: Instructional leaders are able to provide actionable feedback and support to teachers and develop a deeper understanding of high-impact instructional practices, which will increase student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in weekly observation and feedback cycles led by MCLs and other instructional leaders, resulting in actionable feedback and ongoing, targeted support to strengthen instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their capacity and confidence, which results in higher level of engagement, clarity, and academic rigor for increased student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>Funding Sources: MCLI - 211 Title 1 - \$15,540, MCL I - 211 Title 1 - \$15,540</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Through PLC and data meetings, leadership will facilitate the creation of targeted intervention plans that align with Domain 3 indicators, including attendance, special populations, and growth metrics. Plans will be adjusted based on student progress monitoring.</p> <p>Strategy's Expected Result/Impact: Teachers will target their instruction based on student need which will lead to accelerated academic growth in students.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, Teachers</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: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.</p>

Student Learning

Problem Statement 1: 65% of K-2 students were at or above grade level on mClass. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 2: 59% of K-2 students met their EOY MAP Mathematics growth goal including both monolingual and bilingual. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

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Problem Statement 6: 20% of 4th grade students scored meets or higher in mathematics on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 7: 39% of 5th grade students scored meets or higher in reading on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 8: 24% of 5th grade students scored meet or higher in Mathematics on 2025 STAAR assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 9: 47% of 6th grade students scored meet or higher in Reading on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 10: 62% of 6th grade students scored meet or higher in mathematics on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 11: 18% of 5th grade students scored meet or higher in Science on 2025 assessment. **Root Cause:** Lack of effective Tier 1 instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Perceptions

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Goal 4: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: By May 2026, 100% of students in Grades K-5 will participate in at least two college, career, or military exploration activities.

High Priority

HB3 Goal

Evaluation Data Sources: Calendar of Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Bonham will host a campus-wide Career Day designed to expose students to a diverse range of professions, including careers in skilled trades, the military, and higher education. Guest speakers from various fields will engage students through interactive presentations, hands-on activities, and demonstrations that highlight real-world application of knowledge and skills.</p> <p>Strategy's Expected Result/Impact: Career Day will broaden students' awareness of future college, career, and military pathways by providing firsthand exposure to a variety of professions. Through engaging, real-world interaction with professionals, students will begin to connect their learning to potential future goals, develop curiosity about different fields, and gain a deeper understanding of the skills and education required for various careers. This early exposure will support long-term college and career readiness by fostering aspiration, motivation, and informed decision-making.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bonham will host a College and Career Spirit Week designed to immerse students in exploring diverse post-secondary pathways. Throughout the week, students will participate in themed dress-up days and interactive activities that highlight different careers, colleges, and military options. This spirit week will foster enthusiasm, awareness, and excitement about future opportunities in a fun and memorable way.</p> <p>Strategy's Expected Result/Impact: College and Career Spirit Week will increase student awareness and understanding of a variety of post-secondary pathways by engaging them in creative and interactive experiences. This immersive approach will spark student interest and motivation to explore future educational and career opportunities, build a positive school culture around college and career readiness, and encourage students to begin envisioning their own goals early in their academic journey.</p> <p>Staff Responsible for Monitoring: Counselor, Admin, Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and Teachers will collaboratively create "Dream boards" that visually represent their future aspirations and goals. These boards may include personal ambitions such as desired careers, educational goals, places to live or visit, and milestones they hopes to achieve. This activity will encourage self-reflection, goal-setting, and a growth mindset by helping participants envision and articulate their dreams for the future.</p> <p>Strategy's Expected Result/Impact: The creation of Dream Boards will foster a culture of goal-setting and self-awareness among students and teachers. By visually articulating their aspirations, participants will develop a stronger sense of purpose and motivation to pursue their personal and academic goals. This process will support the development of a growth mindset, enhance engagement, and encourage ongoing reflection on progress toward future success.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Bonham's attendance rate was 92.5 for the 2024-2025 school year. **Root Cause:** Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.

Perceptions

Problem Statement 1: Parents have expressed a need regarding more opportunities for parent engagement during and after the school day. **Root Cause:** Bonham needs to refine and add more opportunities for parents to engage with their student and school.

Problem Statement 2: Parents have expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause:** Bonham failed to support parents at home with instructional engaging materials and information.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	MCLI		\$15,540.00
3	1	2	MCL I		\$15,540.00
Sub-Total					\$31,080.00
Budgeted Fund Source Amount					\$31,080.00
+/- Difference					\$0.00
Grand Total Budgeted					\$31,080.00
Grand Total Spent					\$31,080.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025