

BONHAM

ELEMENTARY SCHOOL

Action Plan

2025-2026



**Magdalena Villa
Principal**

School Action Plan – Needs Assessment

Needs related to student achievement data

Demographic Profile:

- At-Risk Students: 87.3%
- Economically Disadvantaged: 98%
- Emergent Bilingual Students: 85%
 - Languages Spoken: Spanish, English, Pashto, Arabic, Urdu, Farsi, Deri, Arabic, Wanda
- Hispanic: 68%
- African American: 15%
- Asian: 15%
- Attendance: 93.8%
- Enrollment: 760

Campus 3 Year Rating:

Year	Rating
2024-2025	C (79)
2023-2024	D (64)
2022-2023	F (56)

STAAR Data:

	Math				Reading				Science			
	2023	2024	2025	Diff	2023	2024	2025	Diff	2023	2024	2025	Diff
Approaches %	56	50	57	+7	59	50	54	+4	39	30	42	+12
Meets %	26	23	35	+12	29	25	33	+8	17	10	4	-6
Masters %	10	7	15	+8	10	10	11	+1	5	4	2	-2

The STAAR data for Bonham Elementary from the past years reveals consistent growth trends with the overall with approximately 10 points growth each year. In 2022, Bonham received an influx of Refugee students from the Middle East of about 15% unschooled and speaking a variety of languages different than English. In addition to the culture shock, students also faced social and emotional challenges since they came from a country that was in a war. The 2023 STAAR scores reflect the Newcomer challenges on the assessments. In 2023-2024, Bonham became an NES-A campus and moved the Bilingual traditional program to Dual Language for PK to 2nd grade and Early Exit Bilingual program for 3-5 grades challenging our Emergent Bilingual students to receive instruction in English regardless the proficiency language level. While the growth was evident, the campus rating moved only one letter grade from F to a D. This year 2024-2025, the campus experienced 17 points growth on the STAAR results reflecting the students' academic growth with an overall of a C rating.

NWEA MAP Data

2024-2025 EOY % Met Goal of 1.4 RIT Growth	
GOAL: 60% of the students	
Math	47.00%
Reading English	35.83%
Science	35.01%

The EOY NWEA Map results indicate a need for improvement in all different content areas. The annual goal was that 60% of the students to grow 1.4% RIT. However, only 40% of the students met their annual goal in reading, math, and science combined, leaving 60% of the students not growing as expected.

CIRCLE, Dibels, Lectura:

EOY	2024-2025	2023-2024
CIRCLE (PRE-K)	98.94%	100.00%
DIBELS (K-2)	45.58%	35.36%
LECTURA (K-2)	44.62%	77.36%

The Dibels/Lectura data results indicate that approximately 45% of the students are at or above benchmarks in the reading English or Spanish. The other 55% of the students struggle to read due to a variety of challenges such as second language acquisition or At-Risk factors.

SPED Data:

CAMPUS NUMBER	DIVISION	CAMPUS NAME	Action Plan Required	ARD timeliness	Quality of IEP	Progress Monitoring	Quality of Instruction	Avg. Score	
111	West	Bonham ES	Yes	5	2	5	4	92	2024-2025
111	West	Bonham ES	Yes	5	1	5	5	80	2023-2024

The Special Education review team report for the 2024-2025 school year indicates that the need of the campus to continue to focus on the quality of the IEPs due to the limited improvement. In addition, the campus experienced a small decreased on the quality of instruction especially on Monitor and Adjust throughout the lessons.

STAAR Special Education Data									
Year	SPED All Test			Reading			Math		
	App	Meets	Master	App	Meets	Master	App	Meets	Master
2024-2025									
2023-2024	38%	17%	13%	41%	21%	13%	36%	15%	13%
2022-2023	38%	21%	5%	41%	19%	4%	35%	23%	8%

The STAAR 2024 results indicate that SPED students who took the STAAR demonstrated no growth from 2023 to 2024. Only 38% of these students met the standards in Reading and Math across grades 3, 4, and 5, highlighting a need for increased focus on the quality of instruction and more rigorous IEP goals. Additionally, the data reveals that the Meets and master's levels dropped in Math 13% but increased in Reading 5%.

TELPAS Data:**2024-2025 Emergent Bilingual Composite Data**

	Recommended for Action Plan (Yes/No)	# of students who grew one level of Proficiency	Denominator (# Students In-Scope at Campus)	Recommended Target Metric
2024-2025	Yes	142	346	42 (-7)
2023-2024	Yes	176	478	49

Levels	2024-2025	2023-2024	2022-2023
Beginning	253	318	275
Intermediate	270	252	248
Advanced	110	113	104
Advanced High	32	30	37
Total	665	713	664

Emergent bilingual students at Bonham Elementary have faced considerable challenges over the years, especially during and after the pandemic. While there have been improvements in some areas, sustaining these gains remains a challenge. Focused interventions are needed to support EB's, particularly in reading and science, where consistent underperformance is evident. Enhanced language support, targeted instruction, and continuous monitoring will help in better addressing the academic needs of emergent bilingual students.

Needs related to improving the quality of instruction

IRT Data:

2024-2025					
	IRT 1	IRT 2	IRT 3	IRT 4	AVG
2024-2025	10.6	9.5	9.5	10.4	10.51
2023-2024	9.0	4.25	9.5	9.88	9.69

The analysis of the IRT visits and scores reveals that while there is a strong performance in Domain 1(Planning) across all visits, there is a notable variance in Domain 2 (Instruction) scores, suggesting targeted PD for faculty and staff are needed to elevate the performance in these areas.

Areas to improve:

- Teacher Capacity
- Engage & Deliver and Monitor & Adjust
 - Scaffolding and differentiating strategies for EB students

Key findings:

The majority of students come from economically disadvantaged backgrounds, and 87% are considered at-risk and 85% are emergent bilingual learners. Bonham recently welcomed an influx of Refugee unschooled students from the Middle East. While there are variations across subjects and grades, overall academic performance indicates great gaps across all content areas. These can be attributed to the challenge of acquiring a new language with limited support from home.

Needs related to improving the quality of instruction

- Data-Driven Instruction: Utilize data analysis to monitor student progress, daily/weekly identify areas of need, and adjust instruction accordingly. Implement regular assessments to track student growth and inform instructional decision-making. Prediction data meetings will be scheduled monthly to analyze data trends focusing on individual students and adjust instruction.
- Targeted LSAE block: Implement High Quality of Instruction during differentiated instruction, closely monitor students' progress in both, the re-teaching in the classroom and enrichment progress in the team center.
- An English Language Development Teachers system supporting the students' English skills. Data based intervention system targeting language and reading skills.
- Professional Development: Build teacher density in unit internalization, lesson internalization, intentional MRS and scaffolds. Language development, and designated supports for Special Populations (EBs, SPED, Tier 3). Targeting the new to NES teachers/Beginner Teacher (50%)
- On the spot coaching: After each professional development session, administrators and teacher leaders will conduct follow-ups to ensure that strategies are promptly implemented in the classroom. Administrators will provide on-the-spot coaching to refine instructional practices in alignment with professional development. A minimum of 2 SPOTS per Month for each teacher.
- Targeted Language Supports: Implement strategies such as, the use of visuals, sentence stems, differentiated instruction, and targeted support for English language learners.

System evaluation (philosophy, processes, implementation, capacity)

Systems to Improve:

- Data progress monitor and tracking system
- Intervention blocks best practices, implementation, and monitor progress.
- Special education systems and data tracking students' services progress.

Key Actions

- Improve staff capacity to provide high quality instruction.
- Improve Special Education Instruction and Service Delivery
- Improve English Proficiency for Emergent Bilingual Students

School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	● Improve staff capacity to provide high quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	● 6 out of 8 teachers will score proficient or higher on IRT2 as measure on the spot form; that will increase to 7 out of 8 teachers by IRT 4 ● 80% of the teachers will average 9 points or higher on the instruction portion of the spot form as defined by MOY spot averages by January 2026; that point average will increase to 10 points by May 2026. ● IRT 1 and 2 scores will average 11 and will increase to a 12 by IRT 4 May 2026. ● 55% or more students will receive a .6 growth in Math, Reading, & Science as defined by NWEA MAP MOY. ● 50% or more students in K-2 will perform at or above benchmarks in Dibles/Lectura by the MOY January 2026 and will increase to 70% by May 2026.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Train teachers on the “Great Eight” and “Next Eight” during August PD and thread throughout the year during Campus PD Day. ● Monitor student data through writing samples, DOL, and authentic student work samples. ● Provide on-the-job coaching regularly around best practices for the Instruction portion of the spot. ● Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. ● Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Engage weekly in effective PLC focused on lesson internalization, the “Great Eight” and the “Next Eight”, and data. ● All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction. ● Implement the use of engagement strategies and aggressive monitoring techniques daily. ● Engage in daily planning consisting in lesson internalization, customization, and demoing to ensure effective delivery of instruction. ● Respond openly to on-the-job coaching both in the moment and/or during planning.

Key Action One: Staff Development

Who: Principal, Assistant Principals, Teachers, and Support Staff.

What: Coaching in the moment, planning & internalization sessions, PLC's, professional development "Great 8", and data driven PLCs to monitor student's progress.

When: Pre-Service week, monthly professional development, weekly PLCs, daily planning, daily coaching, and demo day on Thursdays.

Where: Bonham Elementary School

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Great 8, Data Analysis	\$0.00
Materials/resources	Whiteboards, markers, pencils, response cards, handouts, PLC Protocol Form, SPOT Form, etc.	
Purchased services	NA	\$0.00
Other	NA	\$0.00
Other	NA	\$0.00
TOTAL		

Funding sources: NES Funding

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	• Improve Special Education Instruction and Service Delivery
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 100% of the Special Education teachers will average 9 points or higher on the instruction portion of the sport form as defined by MOY spot averages by January 2026; that point average will increase to 10 points by May 2026. • By the end of the 2025-2026 school year, the principal will ensure that 90% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through reviews during Fall 2025 and Spring 2026. • Throughout the 2025-2026 school year, 100% of the State Folders audits will receive a score of 80% or higher as measured by the Special Education State Folders' checklist by November 2025 and will increase to 90% or higher by April 2026. • During the 2025-2026 school year, 100% of the ARDs will be held on or before the deadline as measured by the Special Education compliance monthly reports.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Train Special Education teachers on the "Great Eight" and "Next Eight" during August PD and thread throughout the year during Campus PD Day. • Provide on-the-job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust • Schedule weekly review of the campus IEPs using the standardized rubric and Special Education checklist to ensure 100% accuracy by May 2026. • Schedule weekly State Folders campus reviews using the checklist and using collected data to update missing or out of data items. • Principal/Assistant Principal conduct monthly checks of accommodations and modifications in the general education classrooms and in PowerSchool every end of grading cycle. • Monitor all ARD's to be schedule and held before the deadline. • Leader(s) will meet weekly (PLC) with the special education department chair to identify immediate support needed and develop weekly targets.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Core teachers and special education teachers engage weekly in effective PLC focused on lesson internalization, the "Great 8", and data. • Respond openly to on-the-job coaching both in the moment and/or during planning. • Special education case managers will calibrate through peer observations once a quarter to gain insight on identifying effective accommodations implementation. • Special education case managers will review 100% of the students' IEPs using the standard rubric and checklist to ensure 100% accuracy. Regularly use Goal Book during IEP planning to ensure all student goals are clearly defined, measurable, and tailored to individual needs. • General Education Teachers follow and implement accommodations as per special education students' IEP's. Submit every resource student accommodation report from Power School every grading cycle to the sped case managers. • Collaboration among Resource and General Education teacher to track students' grades in both General Education and Resource classes. Track all students' grades, ensuring that accommodations are captured in the assignments, DOL, Unit Assessments, etc. If students have inadequate progress or failing grades, an action plan must be designed and documented in Easy IEP progress reports. • Case managers schedule all annual ARD's before the deadline at the beginning of the school year and continue to schedule all other ARD's before the deadline throughout the school year. IEP's drafts must be completed with a minimum of three days before the ARD.

Key Action Two: Staff Development

Who: Principal, Instructional Leaders, Teachers (General Ed and Special Ed), and Support Staff

What: Coaching in the moment, planning & internalization sessions, PLC's, professional development "Great 8", Goalbook, Writing IEP's, Reading by Design (Dyslexia), Accommodations/Designated Supports, and data driven PLCs to monitor student's progress.

When: Pre-Service week, monthly professional development, weekly PLCs, daily planning, daily coaching, and demo day on Thursdays.

Where: Bonham Elementary School

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Great 8, Goalbook, Reading by Design, Designated Supports, and Data Analysis	\$0.00
Materials/resources	Whiteboards, markers, pencils, response cards, handouts, PLC Protocol Form, SPOT Form, etc.	
Purchased services	NA	\$0.00
Other	NA	\$0.00
Other	NA	\$0.00
TOTAL		

Funding sources: NES Funding

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	• Improve English Proficiency for Emergent Bilingual Students
	Indicators of success (Measurable results that describe success.)
	• 95% of the Emergent Bilingual teachers will average 9 points or higher on Engage and Deliver and Monitor and Adjust as defined by MOY spot averages by January 2026; that point average will increase to 10 points by May 2026. • By May 2026, the percentage of students scoring advanced and advanced high on composite ratings in Grades K-5, will increase from 17% to 30% as measured on TELPAS • NWEA - By June 2026, 60% of Emergent Bilingual students will meet their individual growth target on Grades 2-5 NWEA MAP Reading. • DIBLES/Lectura K-2 – By June 2026, Emergent Bilingual students will increase 15% of the composite score benchmark as compared to EOY 2026
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Train teachers serving Emergent Bilingual students on the “Great Eight” and “Next Eight” during August PD and thread throughout the year during Campus PD Day. And include training on specific instructional skills for EB students to differentiate and scaffold lessons and content-language development strategies. • Provide on-the-job coaching regularly around best practices for Emergent Bilingual students through the instruction portion of the spot form. • Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching for teachers serving Emergent Bilingual students. • Facilitate planning sessions during weekly PLC focus on Emergent Bilingual students that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities. • Lead data analysis during pre-service week focusing on the identification of each student starting points using TELPAS, STAAR, NWEA, and any other data available. Guide the goal setting for all EB students. Monitor (admin-teacher conferences) and guide the tracking of EB student data (B, I, A, AH) through writing samples, speaking rubric, DOL, Unit Assessments, and authentic student work samples. • Lead Dibles/Lectura data analysis for K-2 and guide the design of small group and intervention instruction. Monitor and track students’ progress.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?) • Engage weekly in effective PLC focused on lesson internalization, the “Great Eight” and “Next Eight”, and data. • Implement the use of instructional strategies targeting Emergent Bilingual students such as scaffolding and differentiation. • Engage in daily planning consisting in lesson internalization, customization, and demo’ing to ensure effective delivery of instruction. • Respond openly to on-the-job coaching both in the moment and/or during planning. • Engage in data analysis sessions using TELPAS, STAAR, and NWEA to identify EB students’ strengths and needs. Develop short-term and long-term goals for all categories of listening, speaking, reading, and writing. Track and monitor students progress throughout the school year using different points of data such as writing samples, speaking rubrics, DOLs, Unit Assessments, and authentic work samples. • Engage in Dibles/Lectura data analysis and develop small group intervention plan including HQI, HQ resources, grouping-based on needs, and tracking progress.

Key Action Three: Staff Development

Who: Increase Student English Language Proficiency in grades K-5

What: Effective backward planning and internalization. Training on content-language development strategies. Weekly PLCs are used to monitor students' progress. Effective daily implementation of the Multiple Response Strategies (MRS) to increase reading, writing, listening, and speaking.

When:

Where:

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Great Eight and Next Eight, Data Analysis, ELPS, Linguistic Accommodations, MRS, Scaffolding	\$0.00
Materials/resources	Whiteboards, markers, pencils, response cards, handouts, PLC Protocol Form, SPOT Form, etc. ELPS booklets	
Purchased services	NA	\$0.00
Other	NA	\$0.00
Other	NA	\$0.00
TOTAL		

Funding sources: NES Funding