

# **Ector County Independent School District**

## **Bonham Middle School**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

*Bonham Middle School* will *promote* a **positive social, emotional, and academic well-being in every person** by embracing **diversity, delivering high-quality, rigorous Tier I instruction** and establishing **structured systems of collaboration and communication.**

## Vision

*Creating*

**O**pportunities *while*

**W**orking towards

**L**ife Long Learning *and*

***Success!***

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bonham Middle School is a 6-8campus located in Ector County Independent School District which serves the city of Odessa, Texas. It is located in the central part of the city and serves a student population of approximately 900 students. The campus is 82% Economically Disadvantaged with ethnic demographics of:

- 76% Hispanic
- 6% African American
- 16% White
- 1% Asian
- 1% Two or More Races

Additionally, the Special Education Population is 11%, Emergent Bilingual Population is 25%, and Student Mobility is 24%. The female student population of 51% is higher than the male population of 49%.

### Demographics Strengths

Relatively all ethic populations and gender populations are performing at the same level in core areas- Reading, Math, Science and Social Studies. Data indicates that math is stronger among all subpopulations, other than Reading, Science and Social Studies.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students.

**Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Problem Statement 2 (Prioritized):** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population.

**Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

# Student Achievement

## Student Achievement Summary

When comparing Bonham scores to the district and state averages, we scored below in all tested subjects. This indicates a need for increasing teacher capacity in quality Tier 1 instruction, differentiation, progress monitoring, and data-driven instruction. Data must be used to pinpoint specific needs in a timely manner. Consistent implementation of English Language Proficiency strategies will continue to be a focus in 2024-2025. We will conduct intentional training to increase teacher understanding of the content based sheltered instruction. Specifically in the area of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.

## Student Achievement Strengths

The campus was rated a C in the Accountability System for the 2022-2023 school year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024.

**Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 2 (Prioritized):** In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached.

**Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3 (Prioritized):** When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard.

**Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 4 (Prioritized):** When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard.

**Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

# School Culture and Climate

## School Culture and Climate Summary

Over the past 4 years there has been a steady decline overall in the culture and climate. During the 2023-2024 there was a slight increase in student and staff opinions in the campus culture and climate. Staff turnover, three campus administrator changes and consistency in implementation and monitoring of campus systems heavily impacted the campus culture and climate.

## School Culture and Climate Strengths

Four campus administrative roles have returned for the 2025-2026 school. We have increased teacher leadership roles through Opportunity Culture and Advanced Instructional Leadership Team. Staff morale and collaboration on campus vision was reestablished last year. Faculty and staff are optimistic in continuing to build a positive morale through collaboration, communication, and instructional support.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Mistrust and inconsistency among staff impacted the quality of service to students.

**Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The district continues to offer multiple opportunities to receive tiered professional learning at the the district level. ECISD has restructured its calendar to include monthly professional development for teachers in a variety of areas.

New teacher mentorship program was implemented district-wide to support new teachers by pairing each teacher who is new to the profession or new to the district with a teacher with three or more years experience. During this time, teachers reflect on progress and become proficient in district expectations.

Professional learning is based on the needs of our campus as identified by the campus improvement plan and data walks. Professional learning opportunities will be provided by our own teacher leaders, campus administrators, and district personnel. In addition to our professional learning, daily PLC meetings will help to reinforce professional development and district initiatives that are crucial to student success.

We have hired four Instructional Facilitators, three Master Classroom Leaders, and a Reach Associates to increase the quality of instruction.

## Staff Quality, Recruitment, and Retention Strengths

We have hired four Instructional Facilitators, three Master Classroom Leaders, one Master Team Reach Teacher, and three Reach Associates to increase the quality of instruction.

We have also conducted strategic staffing moves to maximize on student learning and teacher efficacy.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Limited opportunities for planned training on high yield quality instructional strategies.

**Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

**Problem Statement 2 (Prioritized):** Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies.

**Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The data indicates a need for increasing teacher capacity in Tier 1 instruction. Data must be used to pinpoint specific needs in a timely manner. Relay Graduate School Methods for "Get Better Faster" were in the beginning stages of implementation with building capacity through PLCs.

Data shows that the gap between sub populations continue to widen, thus continuing to increase the need for intervention to close gaps. We must monitor sub groups regularly. During PLCs we will train leaders and teachers on the observation feedback process through weekly data meetings. During these meetings we will address what we want students to know and learn, how we will get them there, what we do when they do not master or show growth, and what we will do for enrichment.

Core teachers meet daily in PLCs to review data, create exemplars, know/show charts, and develop lesson plans based on this data. These lessons are evaluated daily for effectiveness using Aggressive Monitoring.

## Curriculum, Instruction, and Assessment Strengths

We have hired four Instructional Facilitators, three Master Classroom Leaders, one Master Team Reach Teacher, and three Reach Associates to increase the quality of instruction.

We have also conducted strategic staffing moves to maximize on student learning and teacher efficacy.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Lack of quality Tier 1 instruction impacted student performance in all areas.

**Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

**Problem Statement 2 (Prioritized):** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population.

**Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3 (Prioritized):** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students.

**Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.



# Family and Community Engagement

## Family and Community Engagement Summary

Online registration allow our parents to register all of their children from the comfort of their home and Parent Portal provides our parents with instant access to their student's grades and progress.

Bonham will establish communication methods to keep parents and community informed on a consistent basis. The current modes of communication include: call outs, social media and the school website. We will add a parent newsletter to current modes. In an efforts to reach all stakeholders, we will include Spanish and English translated media. Our campus homepage will continuously provide updated information to our families and community. Our social media accounts are Twitter, Facebook, and Instagram that will provide additional platforms for all of our stakeholders to stay in touch and informed.

## Family and Community Engagement Strengths

We have partnered with Communities in Schools organization, which serves as a liaison between our families and community resources. With their assistance, our families are able to have their basic and extensive needs met. Through the Education Foundation, our campus is able to connect at risk students with prominent community leaders in a mentorship program.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Lack of effective timely communication with families and the community.

**Root Cause:** Inconsistent expectations and communication methods.

**Problem Statement 2:** Lack of consistency in community and parent involvement.

**Root Cause:** Parent working hours and availability.

# School Organization

## School Organization Summary

Bonham Middle School is organized into an eight period day. Every class period is approximately 45-50 minutes in length. Students are expected to transition each class with five minutes designated as their "passing period". The campus organizational leaders are as follows: one principal, three assistant principals, three counselors, one Teen Leadership teacher, one ISS teacher, two Campus Counselors, one Crisis Counselor, one librarian, one District Police Officer, one nurse, one Communities in Schools representative.

We currently have five department chairs scheduled to meet monthly to build among each team. We have an OC team that meets monthly as well.

All core instructional areas have time to meet with their Department Chairs, mentors, coaches, etc. during the instructional day. During PLCs teachers lesson plan and/or receive pertinent professional learning from district and campus administration, department chairs, lead teacher/coach /mentor. This is especially helpful to build and promote a culture of collaboration, growth mindset and becoming a life-long learner to enhance the district's student-centered philosophy. Any student that was unsuccessful in Math and Reading STAAR will receive remedial classes in addition to grade level content classes. Students that were successful in meeting STAAR requirements will continue to be accelerated during Tier 1 instruction.

The bell schedule has been reformatted to optimize student learning time in classes.

The Leadership Team and MCLs will serve as the Campus Improvement Team (CIT) committee and will meet monthly to discuss decisions about the campus such as budgeting, scheduling, and campus improvement strategies.

## School Organization Strengths

Professional Learning Community meetings are scheduled daily during the instructional day along with direct coaching and support from MCLs during instruction.

Bell schedule and master schedules are designed to optimize student learning, differentiation, progress and performance.

Campus Leadership Team will meet to make decisions allowing growth to be a collaborative process.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1 (Prioritized):** Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation.

**Root Cause:** Not all teachers used classroom management strategies.

**Problem Statement 2 (Prioritized):** Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories.

**Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

# Technology

## Technology Summary

The campus is currently all students 1 to 1 with a technology device. Teachers, paraprofessionals are equipped with laptop computers.

## Technology Strengths

The campus is currently all students with 1 to 1 technology devices. Teachers, and paraprofessionals are equipped with laptop devices. Promethean boards are installed in all instructional areas.

# Priority Problem Statements

**Problem Statement 1:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students.

**Root Cause 1:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population.

**Root Cause 2:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024.

**Root Cause 3:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached.

**Root Cause 4:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard.

**Root Cause 5:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard.

**Root Cause 6:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Limited opportunities for planned training on high yield quality instructional strategies.

**Root Cause 7:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress

monitoring of identified students.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 8:** Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies.

**Root Cause 8:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

**Problem Statement 8 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 9:** Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation.

**Root Cause 9:** Not all teachers used classroom management strategies.

**Problem Statement 9 Areas:** School Organization

**Problem Statement 10:** Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories.

**Root Cause 10:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

**Problem Statement 10 Areas:** School Organization

**Problem Statement 11:** Lack of quality Tier 1 instruction impacted student performance in all areas.

**Root Cause 11:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 12:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population.

**Root Cause 12:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 13:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students.

**Root Cause 13:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

# Board Goals


**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.






**Performance Objective 1:** The percentage of students achieving or exceeding their Math projected MAP growth will increase from 41% to 52% in the 2025-2026 school year.

**High Priority**

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. <b>Strategy's Expected Result/Impact:</b> Overall student performance on MAP Math assessments across 6th-8th grade will increase. <b>Staff Responsible for Monitoring:</b> Math Department Chair, MCLs, AP and Principal  <b>Title I:</b> 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, MCL, DC,</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


**Performance Objective 2:** The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 48% to 55% in the 2025-2026 school year.

**High Priority**






**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

**Evaluation Data Sources:** EOY READING MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. <b>Strategy's Expected Result/Impact:</b> Overall student performance on MAP ELAR assessments across 6th-8th grade will increase. <b>Staff Responsible for Monitoring:</b> Principal, APs, MCL, DC,  <b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, MCL, DC,</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.






**Performance Objective 3:** The percentage of students achieving or exceeding their Science projected MAP growth will increase from 58% to 65% in the 2025-2026 school year.

**High Priority**

**Indicators of Success:**  
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** EOY MAP SCIENCE

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. <b>Strategy's Expected Result/Impact:</b> Overall student performance on MAP ELAR assessments across 6th-8th grade will increase. <b>Staff Responsible for Monitoring:</b> Principal, APs, MCL, DC,  <b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, MCL, DC,</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 4:** Students overall achievement (6th-8th) at meets or above on Math STAAR will increase from 34% to 48% by the end of May 2026.


**High Priority**


**HB3 Board Goal**





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

**Evaluation Data Sources:** STAAR Math (6th-8th)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase by 10% by the end of the two week cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>	 <p>Some Progress</p>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 instruction will be evident in every classroom <b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

#### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms. <b>Problem Statement 2:</b> In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited opportunities for planned training on high yield quality instructional strategies. <b>Root Cause:</b> Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Lack of quality Tier 1 instruction impacted student performance in all areas. <b>Root Cause:</b> Lack of teacher quality in effective Tier 1 instruction in multiple areas.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 5:** Students overall achievement (6th-8th) at meets or above on ELAR STAAR will increase from 40% to 48% by the end of May 2026.


**High Priority**


**HB3 Board Goal**





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

**Evaluation Data Sources:** STAAR ELAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase by 10% by the end of the two week cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>	 <p>Some Progress</p>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 instruction will be evident in every classroom <b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms. <b>Problem Statement 2:</b> In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited opportunities for planned training on high yield quality instructional strategies. <b>Root Cause:</b> Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Lack of quality Tier 1 instruction impacted student performance in all areas. <b>Root Cause:</b> Lack of teacher quality in effective Tier 1 instruction in multiple areas.



## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.


**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


**Performance Objective 6:** Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 22% to 48% by the end of May 2026.





**High Priority**

**Indicators of Success:**  
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

**Evaluation Data Sources:** STAAR SCIENCE-8th Grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase by 10% by the end of the two week cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>	 <div>Some Progress</div>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 instruction will be evident in every classroom <b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 6 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms. <b>Problem Statement 2:</b> In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited opportunities for planned training on high yield quality instructional strategies. <b>Root Cause:</b> Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Lack of quality Tier 1 instruction impacted student performance in all areas. <b>Root Cause:</b> Lack of teacher quality in effective Tier 1 instruction in multiple areas.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


**Performance Objective 7:** Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 9% to 20% by the end of May 2026.


**High Priority**





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

**Evaluation Data Sources:** STAAR SOCIAL STUDIES- 8th GRADE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase by 10% by the end of the two week cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>	 <p>Some Progress</p>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 instruction will be evident in every classroom <b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 7 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms. <b>Problem Statement 2:</b> In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited opportunities for planned training on high yield quality instructional strategies. <b>Root Cause:</b> Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Lack of quality Tier 1 instruction impacted student performance in all areas. <b>Root Cause:</b> Lack of teacher quality in effective Tier 1 instruction in multiple areas.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


**Performance Objective 8:** Students overall achievement at masters level in Algebra 1 will increase from 59% to 65% by the end of May 2026.

**High Priority**






**Indicators of Success:**

Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

**Evaluation Data Sources:** STAAR ALG 1- 7th/8th

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. <b>Strategy's Expected Result/Impact:</b> Student achievement will increase by 10% by the end of the two week cycle. <b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. <b>Strategy's Expected Result/Impact:</b> Quality Tier 1 instruction will be evident in every classroom <b>Staff Responsible for Monitoring:</b> Principal, APs MCLs, teachers  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 8 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms. <b>Problem Statement 2:</b> In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited opportunities for planned training on high yield quality instructional strategies. <b>Root Cause:</b> Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Lack of quality Tier 1 instruction impacted student performance in all areas. <b>Root Cause:</b> Lack of teacher quality in effective Tier 1 instruction in multiple areas.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.


**Performance Objective 1:** Overall student attendance will increase for 92% to 93% by the end of May 2026.






**High Priority**

**HB3 Board Goal**

**Indicators of Success:**  
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

**Evaluation Data Sources:** Attendance tracking sheet

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance. <b>Strategy's Expected Result/Impact:</b> Increased sense of belonging and connection for students.  Reduced number of students identified as chronically absent.  Improvement in classroom climate and student engagement. <b>Staff Responsible for Monitoring:</b> Principals, APs, teachers, counselors  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in chronic absenteeism among McKinney-Vento and CIS-identified students.</p> <p>Increased family engagement with school services and supports.</p> <p>Improved academic participation and classroom engagement for supported students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p>McKinney-Vento Liaison</p> <p>Communities in Schools Liaison</p> <p>Attendance Clerk</p> <p>Assistant Principals</p> <p>Counselors</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.


**Performance Objective 2:** By the end of the 2025-2026 school year, the campus will reduce the number of students in grades 6-8 with chronic discipline referrals (defined as 3 or more referrals per semester) by 25% compared to the 2024-2025 school year, through implementation of proactive behavior interventions, relationship-building programs, and consistent campus-wide discipline practices.






**High Priority**

**HB3 Board Goal**

**Indicators of Success:**  
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

**Evaluation Data Sources:** Discipline Referrals in Focus and documented intervention support through MTSS/counseling/SPED

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors.  <b>Strategy's Expected Result/Impact:</b> Improved student relationships with staff, leading to a decline in repeated behavior incidents and fewer chronic referrals. <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents. <b>Strategy's Expected Result/Impact:</b> Use behavior data to identify at-risk students and apply tiered supports <b>Staff Responsible for Monitoring:</b> Principal/MTSS/Campus Behavior Coordinator  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> 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 <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


Board Goal 4: Classroom Excellence

Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.


High Priority





HB3 Board Goal

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MCLs will lead subject area teams during PLCs- Reading and Math. <b>Strategy's Expected Result/Impact:</b> Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. <b>Staff Responsible for Monitoring:</b> APs and Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Organization 1, 2 <b>Funding Sources:</b> - Title One School- Improvement - \$140,000	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. <b>Strategy's Expected Result/Impact:</b> This approach will reduce misbehavior, time out of class, and discipline referrals while increasing on-task behavior, student engagement, and academic performance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> 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 <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
<b>Problem Statement 2:</b> Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
<b>Problem Statement 2:</b> In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
<b>Problem Statement 3:</b> When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement
<b>Problem Statement 4:</b> When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Limited opportunities for planned training on high yield quality instructional strategies. <b>Root Cause:</b> Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students. <b>Problem Statement 2:</b> Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. <b>Root Cause:</b> Lack of teacher development, focus on student achieving at high levels, and data driven instruction.
Curriculum, Instruction, and Assessment
<b>Problem Statement 3:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
School Organization
<b>Problem Statement 1:</b> Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. <b>Root Cause:</b> Not all teachers used classroom management strategies. <b>Problem Statement 2:</b> Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. <b>Root Cause:</b> Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

## Board Goal 4: Classroom Excellence


**Performance Objective 2:** By May 2026, the campus will implement an instructional approach to behavioral strategies for all students by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and across all common areas, including restrooms.


### High Priority





**Evaluation Data Sources:** Staff training on Tier 1 behavior supports and common language posted and referenced expectations in every classroom.

Monthly fidelity checks to monitor implementation by campus administration.

Follow-up support through Professional Learning Community meetings and coaching cycles.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> 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 <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2</p>	 Some Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. <b>Strategy's Expected Result/Impact:</b> Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
<b>Problem Statement 2:</b> Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

### Student Achievement

**Problem Statement 2:** In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 4:** When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

**Problem Statement 2:** Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

### School Organization


**Problem Statement 1:** Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.


**Problem Statement 2:** Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.


Board Goal 5: Culture of Excellence





Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2026 school year.

High Priority  
HB3 Board Goal  
Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting. <b>Strategy's Expected Result/Impact:</b> Overall connectedness will increase as staff and students . <b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> 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 <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms.  Improved student understanding of expectations, leading to more positive behavior and fewer disruptions.  Reduction in office discipline referrals and decreased time out of class.  Increased student time on-task and improved classroom climate.  Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree.  Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors</p> <p><b>Title I:</b>  2.51, 2.52, 2.53  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  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  - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. <b>Strategy's Expected Result/Impact:</b> Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
<b>Problem Statement 2:</b> Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.



### Student Achievement

**Problem Statement 2:** In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 4:** When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

**Problem Statement 2:** Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

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### School Organization

**Problem Statement 1:** Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

**Problem Statement 2:** Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.


Board Goal 5: Culture of Excellence


Performance Objective 2: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.





High Priority

HB3 Board Goal

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MCLs will lead subject area teams during PLCs- Reading and Math. <b>Strategy's Expected Result/Impact:</b> Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. <b>Staff Responsible for Monitoring:</b> Principal, APs  <b>Title I:</b> 2.51, 2.52, 2.53 <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. <b>Strategy's Expected Result/Impact:</b> Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, counselors  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. <b>Root Cause:</b> There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
<b>Problem Statement 2:</b> Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
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<b>Problem Statement 1:</b> When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. <b>Root Cause:</b> Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

### Student Achievement

**Problem Statement 2:** In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

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**Problem Statement 4:** When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

**Problem Statement 2:** Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

**Problem Statement 2:** Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

**Problem Statement 3:** Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

### School Organization

**Problem Statement 1:** Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

**Problem Statement 2:** Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

# RDA Strategies

Board Goal	Objective	Strategy	Description
3	1	1	To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance.
3	1	2	To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions.
3	2	1	All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors.
3	2	2	A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents.
4	1	1	MCLs will lead subject area teams during PLCs- Reading and Math.
4	1	2	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
4	2	1	Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.
4	2	2	All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
5	1	2	Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.
5	1	3	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
5	2	2	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.

# Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction.
1	1	2	Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.
1	2	2	Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.
1	3	2	Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.
1	4	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	4	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	5	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	5	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	6	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	6	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	7	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	7	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	8	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	8	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.

Board Goal	Objective	Strategy	Description
3	1	1	To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance.
3	1	2	To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions.
3	2	1	All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors.
3	2	2	A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents.
4	1	1	MCLs will lead subject area teams during PLCs- Reading and Math.
4	1	2	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
4	2	1	Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.
4	2	2	All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
5	1	1	Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting.
5	1	2	Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.
5	1	3	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
5	2	2	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.

## Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	2	2	Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.
1	3	2	Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.
1	4	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	4	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	5	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	5	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	6	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	6	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	7	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	7	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
1	8	1	Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.
1	8	2	Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment.
3	1	1	To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance.



Board Goal	Objective	Strategy	Description
3	1	2	To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions.
3	2	1	All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors.
3	2	2	A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents.
4	1	1	MCLs will lead subject area teams during PLCs- Reading and Math.
4	1	2	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
4	2	1	Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.
4	2	2	All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
5	1	1	Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting.
5	1	2	Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.
5	1	3	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.
5	2	2	All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child.

# Campus Funding Summary

Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$140,000.00
Sub-Total					\$140,000.00