

San Angelo Independent School District



Bonham Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Bonham Elementary is to create respectful and responsible life long learners that will contribute to society positively.

Vision

The Bonham vision is: Impacting our community one student at a time!

Value Statement

We believe

- Student achievement and Social Emotional Learning are at the highest priority
- All students have equitable access to resources
- Positive partnerships between students, families, and community is key
- Each employee is valued both personally and professionally
- Providing the safest, most secure, and supportive environment is detrimental

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Comprehensive Needs Assessment

Demographics

Summary

Our demographics have remained fairly stable over the past few years. Grades K-5 are served. We have about 575 students enrolled. This enrollment is up about 20 students from last year.

12% (70 students) of our students are connected to the military.

Bonham has about 42% economically disadvantaged students which is up from last year which continues to make us a Title I campus.

About 47% of the students are Hispanic, 2% are African American, and 43% are white.

About 6% of the students are ELL students. This is up from 4% last year.

About 15% of the students are special education - this is up from 8% last year

About 9% Gifted and Talented that are served on campus through the TRIYS program at Holiman one day a week 10-2. This is up from 5% last year.

1 of our instructional aides is enrolled in college to gain teaching degree.

Strengths

Parental Involvement (Meet the Teacher, Ice Cream Social, Open House, Bring Your Dad to School, Clubs, Book fair, Winter Festival, Veterans Day, Turkey Trot, Reindeer Run, Science Fair, Field Day, Spring Dance, PTO, and more.

Teacher commitment and highly qualified staff that care deeply for kids.

One nstructional aide and one INspire aide is enrolled in college pursuing Education.

Our Free/Reduced Lunch percentages keep us about 41% to continue getting Title I support.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

The staff demographics are not distributed like our student demographics.

Lack of desire to pursue a degree in teaching especially in the Hispanic and African American ethnicities as well as male and female.

 = Priority

Student Learning

Summary

2024-2025

	RLA	Math	Science
3rd	83%	66%	
4th	80%	58%	
5th	77%	68%	
Campus	80%	64%	66%

3rd RLA

App - 83%

Meets - 41%

Masters - 7%

At Risk, Sped, EB- 59-67% app

4th RLA

App - 80%

Meets - 33%

Masters - 10%

Sped, At Risk - 62-64% app

5th RLA

App- 77%

Meets - 51%

Masters - 19%

At Risk, Sped, EB - 38-53%

3rd Math

App- 66%

Meets - 41%

Masters - 10%

EB, Sped, At-risk - 22-57%

4th Math

App 56%

Meets - 29%

Masters - 15%

Sped, 504, At Risk - 29-37

5th Math

App - 69%

Meets - 38%

Masters - 24%

ED, Sped, EB, At Risk - 25-50%

5th Science

App - 66%

Meets - 22%

Masters - 4%

ED, EB, Sped, At Risk - 22-48%

2023-2024

Actual

3rd RLA	4th RLA	5th RLA
41% DNM	13% - DNM	17% - DNM
59% Approaches	87% - Approaches	83% - Approaches
26% meets	52% meets	61% - meets
6% masters	16% masters	32% - masters

Actual

3rd Math	4th Math	5th Math
56% DNM	34% DNM	11% DNM
44% approaches	66% approaches	89% approaches
25% meets	41% meets	58% meets
7% masters	21% masters	16% masters

Actual

5th Science

39% DNM
 61% - Approaches
 19% meets
 6% masters

McClass reading

K - 82% approaches - growth 26 kids to 18
 1 - 84% approaches - growth 21 kids to 12
 2 - 84% approaches - backwards slide 21 kids to 39 kids

K - 68% meets
 1 - 70% meets
 2 - 75% meets

K- 36% masters
 1 - 40% masters
 2 - 36% masters

McClass math approaches

K - 81%
 1 - 83%
 2 - 72%

2022-2023

RLA	Math
16% DNM	21% DNM
84% Approaches	79% Approaches
54% meets	47% meets
21% masters	19% masters

The percent of approaches includes approaches, meets, and masters.

The percent of meets includes meets and masters.

The percentage in parenthesis is the percent they had to get to fall in that category.

Actual

<u>3rd RLA</u>	<u>4th RLA</u>	<u>5th RLA</u>
16% DNM	13% - DNM	20% - DNM
84% Approaches (35%)	87% - Approaches (31%)	80% - Approaches (40%)
49% meets (54%)	61% meets (52%)	52% - meets (60%)
12% masters (73%)	28% masters (69%)	24% - masters (75%)

Actual

<u>3rd Math</u>	<u>4th Math</u>	<u>5th Math</u>
20% DNM	22% DNM	21% DNM
80% approaches (38%)	78% approaches (40%)	79% approaches (36%)
44% meets (57%)	53% meets (58%)	45% meets (57%)
17% masters (76%)	16% masters (78%)	25% masters (79%)

Actual

5th Science

41% DNM
 59% - Approaches (46%)
 36% meets (64%)
 9% masters (77%)

2021-2022

4th gr Reading	4th gr Math
89% approaches	82% approaches
61% meets	46% meets
33% masters	21% meetings

5th gr Reading	5th gr Math
79% approaches	62% approaches
59% meets	38% meets
37% masters	20% masters

Students are struggling in the area of reading in the primary grades especially this year with missing academic time due to COVID.

We are continuing to work on using the Student Profile to promote well rounded student learning.

2020-2021

68% of all students Approached on Reading
 65% of all students Approached on Math
 67% of all students Approached on Science
 62% of all students Approached on Writing

For 2019, our data is limited- NO STAAR Data available and no end of the year NSGRA due to COVID.

Data based on STAAR **Data 2018-2019**

77% of all students passed "All Subjects" at Approached GL standard or above.

79% of all students passed ELA/Reading at Approached GL standard or above.

78% of all students passed Math at Approaches GL standard or above.

Our overall numbers of students passing has decreased slightly since 2018 testing.

SAISD has a district curriculum that includes a YAG, scope and sequence and resources.

The STAAR test is changing to an online format and writing will be embedded- we are making adjustments instructionally to prepare for this event.

This year, during COVID our parent engagement is limited by not being able to invite parents into schools.

Strengths

Grades 3-4 RLA - approaches was 80 & 83% although we are proud of this, we believe we can push kids higher in meets and masters by utilizing a systematic curriculum across K-5 pushing beyond the script.

Grades 5 - meets 51%

Grades 5 - masters 19%

Grades 4 & 5 Math - approaches was 66& 69%

Our campus is using multiple data point to track student growth including diebels and bluebonnet assessments grades K-1, unit assessments, and MAP data grades 2-5.

We have an inteventionist in Reading and we are using a 5th grade teaching position as math interventionist.

Our teachers are internalizing their curriculum to ensure understanding.

Parents at Bonham want to participate in activities and be involved in their children's education.

Powerschool, MyPowerHub, Messenger, Facebook and the District Website are all communcation tools

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students have a poor attitude toward math often causing a block for learning.	Parents and other family do not understand the new concepts.
2	More students are Approached grade level vs meets or masters on the STAAR test than prior years tested.	Continued changing of test and rules that we do not know how to prepare for the game and the stamina continues to be a problem.
3	Students are not as strong in math as a whole as they are in reading.	Intensive intervention starts early in Reading because it impacts all subjects and math really doesn't get an intervention focus until 2nd grade and math moving to all digital.
4	Students not scoring in the meets and masters categories and not writing at the higher levels	Not practicing reading daily and not writing but instead texting without regard to grammar.

 = Priority

School Processes & Programs

Summary

We are implementing Bluebonnet Reading K-5, Bluebonnet Math K-5, and HMH Science K-5 and teachers are internalizing their curriculum to ensure understanding.

Teachers and Principals facilitate weekly Professional Learning Communities where we discuss internalization and break down assessments to ensure we are meeting needs through MTSS and we are seeing growth.

Teachers facilitate professional learning.

As a district, we have processes in place to support new teachers and staff

We have a full time interventionist that supports struggling students in both reading and math.

Teachers in grades K-2 will identify ways to create a love of reading using some type of contest/reward.

We will begin doing buddy reading at least ~~twice~~ a 9 weeks to increase confidence and build relationships between multiple grade level students.

We have a campus advisory council that checks the fidelity of our campus plan that includes parents, business, community, and school officials.

We have a safety committee to ensure we have the best possible plans and procedures in place.

We have Bonham PTO committee that creates a bridge between parents and teachers to determine events, fundraisers, celebrations, etc to make our school stand out and make decisions about school wide events for our students and families.

We have MTSS B that helps our campus create a Campus wide system of positive behavior support as well as determine events for staff.

We have a hospitality committee that takes care of our staff when someone is ill, losses, or celebrations.

We do school wide House Teams on Fridays.

We have Robotics Club that competes outside of school

We have a Bonham cheerleading squad of 35 students.

We have the RAGE program where 5th graders perform jobs to help the school run more efficiently.

We have student ambassadors and the start of a student council

We have a team of INspire staff that supports behavior or INspire students and any student in need.

Strengths

District supported curriculum

New Teacher Academy, mentors for new teachers, district developed lists of topics to cover with new staff

Instructional Coaches to support academic needs for new staff and new curriculum changes although they are shared between 3 campuses.

Our interventionist provides intervention to multiple reading groups in multiple grades to help close gaps.

Becoming a title 1 campus allows us to hire additional personnel for intervention such as a full time instructional aide.

We have an instructional aide and our Librarian provide intervention as well.

We have 2 volunteers (foster grandparents) that come weekly.

All staff members have a part and we unite to provide the best possible instruction.

We are departmentalized grades 3-5 to ensure teachers are confident in the subject they teach.

INspire behavior team data supports success of all students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Getting campus fully trained in our core initiatives and implemented at 100%	Staff Retention

 = Priority

Perceptions

Summary

The panorama survey is done twice a year. This allows staff, parents and students to provide feedback.

Mandi Meurer - moved from 4th gr to PE

Special Ed - new hire from Lamar Avery Edinburgh

INspire staff - hires from Holiman - Jon Blann, Christopher Ramos, Naomi Cruz and new hires Lourin Wheeler and Katie Shannon and part time retired special ed teacher, Yvonne Duron.

Strengths

We were able to hire 2 teachers with experience, Kelly Onstott 1st gr and Stephanie Lancaster 2nd gr.

Mandy Henley moved from 1st to 3rd grade.

Deanne Smith moved from 2nd to 5th gr and serves as a math intervention teacher.

Our new hires have found their place with their team and are contributing.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Continuing initiatives campus-wide with constant losing of staff	Staff Retention

★ = Priority



Goals

ACADEMICS

Goal 1

GOAL 1: By August 2028, San Angelo ISD will ensure 100% of district campuses meet or exceed federal performance targets in academic achievement and growth to avoid identification as Comprehensive Support and Improvement or Comprehensive Progress campuses.

Performance Objective 1

Implement and sustain a Leadership Academy to provide opportunities to grow as leaders, collaborate with colleagues, and gain hands-on leadership experience.

Evaluation Data Source: Increased leadership capacity

Strategy 1

Creation of the Fall 2025 SAISD Instructional Leadership Academy to provide opportunities to grow leadership skill and make a positive impact across SAISD.

Strategy's Expected Result/Impact: Campus teams strengthening collaboration and leadership capacity. Current leaders ready for their next growth step and teacher leaders seeking to expand their influence beyond the classroom.

Staff Responsible for Monitoring: District Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

May

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Strategy 2

Teachers will identify and claim students in each sub category with a focus on special education and Emergent Bilingual to ensure growth in those categories which in turn will impact overall data.

Strategy's Expected Result/Impact: Students will hit growth measure and score meets or masters which will increase closing the gaps and impact overall score.

Staff Responsible for Monitoring: Principal, AP, Teachers, Counselor

Formative Reviews

Considerable Progress

November

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Strategy 3

Teachers will follow the pacing guide with fidelity providing solid Tier 1 instruction and utilize MTSS time to intervene using small group instruction and IXL to target needs.

Strategy's Expected Result/Impact: Student growth will increase

Staff Responsible for Monitoring: Principal, AP, Teachers, Interventionist

Formative Reviews

 Accomplished

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Performance Objective 2 High Priority

Develop and deliver systems for learning that articulate expectations and provide support for campus staff including teaching staff and campus administrators to ensure engaging, high-levels of learning for all students.

Evaluation Data Source: Targeted training, increased number of staff receiving the training, growth in content areas, especially in reading and math.

Strategy 1

Implement a revised all district system that sets clear expectations and accountability for using data to identify high priority knowledge and skills by campus, grade level, and subject and to provide more intentional support to improve teacher and principal efficacy to support high levels of learning.

Strategy's Expected Result/Impact: MAP scores
STAAR scores
Coaching and Leadership Reports

Staff Responsible for Monitoring: Chief Superintendent of C&I, Executive Directors for Elementary and Secondary Leadership, C&I Team.

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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ACADEMICS

Goal 2

GOAL 2: San Angelo ISD will engage the Head Start program with the goal of enrolling students, providing professional learning for Head Start staff, offering a high-quality education for Head Start students, and safe learning environments for the Head Start program, by August 2025.

Performance Objective 1

SAISD's efforts to partner with the Head Start program allowed for innovative learning opportunities to SAISD's children as part of the district's overall system to ensure that every child that will enter SAISD has access to a high-quality education. Professional learning opportunities were provide for Head Start staff alongside SAISD staff that combined research-based curriculum, progress monitoring and sustainable programming to build effective preschool classrooms.

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

Professional Learning opportunities were provided for Head Start staff alongside SAISD staff that combined research-based curriculum, etc during Learning Palooza in July of 2025.

Strategy's Expected Result/Impact: Attendance alongside SAISD staff
Collaboration

Staff Responsible for Monitoring: SAISD

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

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Goal 3

ACADEMICS

GOAL 3: San Angelo ISD will increase the percentage of students meeting the expected growth measure for NWEA MAP testing for grades 2-8 Reading, English I, and English II by 8% and grades 3-8 Math and Algebra 1 by 10%

Performance Objective 1 High Priority

Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

Evaluation Data Source: NWEA MAP, DIBELS, MClass, CLI, STAAR, RDA Report Cards, San Angelo ISD Checkpoints, and Campus-based Assessments

Strategy 1

District and Campus leaders will closely monitor the learning process of student groups not meeting the Closing the Gap Domain at all levels, including students with disabilities, Emergent Bilingual, and all other student groups, and provide evidence-based feedback to teachers.

Strategy's Expected Result/Impact: Improved scores on district and state assessments. Increased success for all students including underperforming groups, improved instructional response to student needs and improved intentional planning. Implementation of data tracking and progress monitoring tools in reading and math, such as but not limited to NWEA Map, etc.

Evidence: Increased student success for all student groups, lesson plans, walk-throughs, observations of teachers providing targeted instruction at the appropriate level. Student growth/progress as evidenced by performance on curriculum based assessments and state assessments.

Staff Responsible for Monitoring: Curriculum & Instruction Team, Special Education Team, Director of Emergent Bilingual, Director of Federal Programs, District Leadership Team, and Campus Principal and Leadership Team.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Create and track quantifiable learning targets for each student in reading and math, English I and II and Algebra I, and measure progress at the student, classroom, and campus level to ensure that all students meet their annual expected academic growth.

Strategy's Expected Result/Impact: Improved academic performance overall, including reading, math, English I & II and Algebra I.

Evidence: Activities indicating progress in learning targets ensuring annual expected academic growth.

Staff Responsible for Monitoring: District Elementary and Secondary Curriculum Directors and Instructional Coaches, Campus Leadership, and District Leadership.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Teachers will continue with unit assessments aligned to the state standards and appropriate level of rigor that are administered throughout the year to determine student growth and mastery. Time for corrective instruction is built into the district curriculum.

Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery of curriculum, improved student outcomes, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and paraprofessionals.

Evidence: Alignment and implementation of MTSS consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased graduation rates, and student favorable perceptions.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Directors and Instructional Coaches, and District Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 4

Teachers will continue with intentional unit planning in order to design lessons that incorporate high yield instructional strategies that motivate all students to engage with academic content.

Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality instruction for all students on implementation and best practices. Teachers will have specific information for which to design follow-up instruction (acceleration/remediation), assessments and use of instructional strategies.

Evidence: Aligned to Teach for Learning (TLP), improved classroom instructional practices, quality lesson plans, walk-throughs, and observations.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Team, Director of Campus Academic Support, and District Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 5

Increase focus on the strategies of the Learner Profile in order to promote best practices in instructional planning for increased student achievement and growth.

Strategy's Expected Result/Impact: High-quality, highly effective learning opportunities aligned to district Learner Profile commitments to increase quality of instruction and student achievement.

Evidence: Increased success for all student groups, lesson plans, walk-throughs, observations of teachers providing instruction.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Team, Director of Academic Support, and District Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 6

Staff will implement the district's curriculum and utilize a variety of instructional models to create a well-rounded program and increase opportunities for all students to improve learning.

Strategy's Expected Result/Impact: Improved instruction resulting in increased student achievement and performance; measurable through formative and summative assessments.

Evidence: Provide high-quality, highly effective, intentional and research based professional learning opportunities aligned to district core commitments in order to increase quality of instruction and student achievement. Increased student success for all student groups, lesson plans, walk-throughs, observation of teachers providing targeted instruction at the appropriate level.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Team, and District Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 2 High Priority

Provide systematic academic and behavioral interventions, enrichment, and academic pathways aimed at supporting the diversity of our student body.

Evaluation Data Source: Improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, teacher tutorials, and utilization of human capital.

Evidence: Continued growth for elementary and middle school students and growth at the high school levels observed from intentional monitoring, planning, quality staff, and improved campus culture. Closing the gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, CTE, CCMR, McKinney-Vento, Foster Care, and migrant).

Strategy 1

Monitor the fidelity of implementation of academic and behavioral interventions (MTSS) and credit recovery opportunities for at-risk students to increase graduation/completion rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom.

Strategy's Expected Result/Impact: Increased campus implementation of the MTSS process, increased success for all students, including under-performing groups (at-risk, homeless, foster care, students with disabilities, 504, Emergent Bilingual, etc by establishing a calibrated and robust comprehensive MTSS program. Continue to train key stakeholders and curriculum staff on MTSS process, clearly defined MTSS process and communicating expectations for use of MTSS process.

Evidence: Alignment and implementation consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased discipline referrals, attendance, decreased dropout rates, increased graduation rates, and student favorable perceptions.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Teams, Director of District Behavior Support, Counselors, and District Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

Campus and district leaders will review disaggregated data to track and monitor the progress (closing the gaps) of all students (with a focus on increasing MAP testing scores for grades 2-8 Reading, English I and English II by 8% and grades 3-8 Math and Algebra I by 10%), including students with disabilities, Emergent Bilingual students, and all other student groups, and provide evidence-based feedback to teachers and actively observe literacy and math instruction in classrooms throughout the school year to identify additional levels of support needed for all grade levels

Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery for campuses, improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and paraprofessionals. Use Title 1 funding to purchase support material, extra-duty pay for tutorials before and afterschool, to serve Title 1 students needing additional support to help close the achievement gaps.

Evidence: Growth for all students at all levels observed from intentional planning, quality staff, and improved campus culture. Closing gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, CTE, CCMR, McKinney-Vento, Foster Care, and migrant)

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Teams, and District Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

The teachers will use a corrective instructional action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine root causes when students have not learned concept and create plans to reteach.

Strategy's Expected Result/Impact: Increased success for all students, including under-performing groups, improved instructional response to student needs, and improved intentional planning.

Evidence: Alignment and improved student performance and achievement

Staff Responsible for Monitoring: Teachers, Principals, District Curriculum & Instruction Team, and District Leadership Team

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

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Performance Objective 3 High Priority

All learning environments will foster engagement by integrating personalized learning experiences and increase or exceed state standards/averages for all student groups in student achievement progress.

Evaluation Data Source: Assessment results for each of the identified assessments will be compared with longitudinal historical data in addition to state data to measure increases. Increased success for all students, including under-performing groups, improved instructional responses to student needs, and improved intentional planning.

Evidence: Alignment and improved student performance and achievement

Strategy 1

Support the delivery of personalized professional learning through job-embedded coaching,

facilitators, integrated instruction, and professional development.

Strategy's Expected Result/Impact: Increased capacity of district, campus, and instructional staff

Evidence: Utilize instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts across all classrooms. Instructional materials include resources intentionally designed to meet the needs of all student groups; including students with disabilities, at-risk students, and Emergent Bilingual students among other student groups that lead to improved student achievement and progress monitoring across all student groups.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Teams, and District Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Goal 4

RECRUITMENT AND RETENTION

GOAL 4: San Angelo ISD will expand the Teacher Incentive Allotment (TIA) program to include PreK-2 Reading, 3rd-5th Math and Reading, 5th grade Science, 8th grade Science, Biology, 8th grade Social Studies and United States History.

Performance Objective 1

Increase Teacher Designations

Evaluation Data Source: Increased teacher designations

Strategy 1

By the end of Year 1 of expansion, increase the number of teachers holding Recognized, Exemplary, or Master designations by at least 15% across participating campuses.

Strategy's Expected Result/Impact: Increase number of teacher designations

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction, Executive Director of HR, and Executive Directors of School Leadership.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

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Strategy 2

By Year 3, achieve designation growth in at least 50% of eligible teaching assignments.

Strategy's Expected Result/Impact: Systems and processes for on-going monitoring on a regular basis.

Staff Responsible for Monitoring: Executive Director of HR, Executive Directors of Elementary and Secondary Leadership, Deputy Chief Superintendent of C&I.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November

February

May

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Performance Objective 2

Strengthen Teacher Recruitment and Retention

Evaluation Data Source: PEIMS staff rosters
HR Staffing rosters
Support & Walk-throughs

Strategy 1

Reduce teacher turnover areas in high-needs campuses or subject areas by 10% within two years of implementation.

Strategy's Expected Result/Impact: Reduced teacher turnover
Maximize use of district resources to support teachers

Staff Responsible for Monitoring: Executive Director of HR, Executive Directors of Elementary and Secondary Leadership, Deputy Chief Superintendent of C&I, Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Increase the number of teacher applicants for hard-to-fill positions (e.g., bilingual, SPED, secondary math/science) by 20% by the third year.

Strategy's Expected Result/Impact: Implementation of a talent recruitment, development and retention plan to ensure highly qualified teachers in every position. Partnership with educator preparation programs to establish new educator pipelines.

Staff Responsible for Monitoring: Executive Director of HR, Deputy Chief Superintendent of C&I.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 3

Ensure Equity and Fairness in Evaluation

Evaluation Data Source: High Quality Instruction

Strategy 1

Achieve 100% alignment between teacher observation scores, student growth measures, and T-TESS calibration by the end of Year 1.

Strategy's Expected Result/Impact: High Quality Instruction

Development of district-wide teacher evaluation systems that establish clear expectations for : appraisal timeline, alignment with T-TESS processes, appraisal instrument, number of official evaluations, and training.

Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary School Leadership, Deputy Chief Superintendent of C&I, and Executive Director of HR

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

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Strategy 2

Complete annual audits of designation data to confirm compliance with Texas Education Agency (TEA) TIA requirements.

Strategy's Expected Result/Impact: Data will reflect alignment between T-TESS teacher observation and student growth measures across the district.

High Quality Instruction

Provide appraisers with monthly opportunities to calibrate teacher evaluation and student growth.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

No Progress
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Performance Objective 4

Build Capacity for Effective Implementation

Evaluation Data Source: T-TESS
STAAR Student Growth
TIA Requirements

Strategy 1

Provide professional development on student growth measures, assessment validity, and calibration for 100% of evaluators before the first designation cycle.

Strategy's Expected Result/Impact: High Quality Instruction
Increased teacher understanding and use of student growth measures and instructional strategies to support student growth

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Strategy 2

Implement ongoing support systems (e.g., coaching, calibration walks, data review) with documented participation from at least 90% of campus leaders.

Strategy's Expected Result/Impact: High Quality Instruction
Professional Learning Plan designed to strengthen coaching feedback for teachers from campus principals and assistant principals.
Provide appraisers with monthly opportunities to calibrate teacher evaluation and student growth data
Deeper Data Digs

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 5 High Priority

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction

Identify and evaluate educational program needs

Identify gaps in program offerings based on demographic trends and in the face of declining enrollment

Consider student interests and future job market demands

Strategy 1

Demonstrate measurable gains in student achievement, with at least 70% of campuses participating in TIA showing growth in STAAR or district assessments after two years.

Strategy's Expected Result/Impact: Evaluation and implementation of best practices for using student growth systems to ensure effectiveness for on-going monitoring
Processes in place for on-going monitoring of teacher placement and movement on a regular basis.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

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Strategy 2

Narrow achievement gaps by demonstrating a 5% increase in proficiency among historically underserved student groups in participating grade levels/subjects

Strategy's Expected Result/Impact: Teacher assignments and student course coding monitored on a regular basis to meet the needs of varied student population
Develop curriculum that prioritizes student centered lessons to promote engagement and relevance in the learning process.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

Develop and distribute clear communication guides (FAQs, reports) so that 100% of teachers and principals understand the designation and compensation process by the end of Year 1.

Strategy's Expected Result/Impact: SAISD teachers and principals well informed and understanding the Teacher Incentive Allotment.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, and Executive Director of HR

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

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Strategy 2

Conduct annual survey with at least 80% teacher participation, measuring staff awareness, trust, and satisfaction with the TIA process.

Strategy's Expected Result/Impact: SAISD staff and stakeholders informed of TIA program and implementation requirements

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

No Progress

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Goal 5

INNOVATIVE LEARNING SPACES

GOAL 5: San Angelo ISD will construct school facilities outlined in the San Angelo ISD Bond 2025 proposal approved by voters at the May 3, 2025 election to address aging facilities, construct new facilities, address safety and security at all campuses, and address deferred maintenance across the district.

Performance Objective 1

SAISD will continue to provide efficient, safe, and innovative learning spaces that promote student achievement. SAISD will continue with construction of school facilities as outlined in the Bond approved by voters in May of 2025 and address aging facilities, new construction as needed.

Evaluation Data Source: Utilizing uncommon areas as additional learning spaces for students that are flexible, innovative, and inviting and will improve academic outcomes for all students. New construction based on needs of aging facilities and student need.

Strategy 1

Implement practices and procedures to support a safe environment characterized by high expectation, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Strategy's Expected Result/Impact: Implementation of transition plans to prepare students for transition from middle grades to high school, post secondary, workforce, or military. Transition plans from Early Childhood Programs to SAISD Kindergarten and from elementary to middle school

Continually review and update Crisis Management and Safety Plan, including implementation of safety programs

Ensure barriers for school enrollment are addressed for homeless, migrant, and foster care students

Staff Responsible for Monitoring: District and campus Leadership Teams

Formative Reviews

Considerable Progress

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Strategy 2

Utilize feedback from external auditors and facility advisory committee to determine steps to mitigate facility concerns.

Strategy's Expected Result/Impact: Recommendations made by Board of Trustees based on the most needed facility needs based on meetings, tours, and any additional information on the current state of SAISD facilities.

Staff Responsible for Monitoring: Board of Trustees, Superintendent, Facility Advisory Committee and Campus Leadership

Formative Reviews

Some Progress

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State Compensatory Education

State Compensatory

Budget for Bonham Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Bonham Elementary

Name	Position	FTE
Jean Hernandez	Interventionist	1
Wanda Campos	Instructional Aide	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ericka Castro	Instructional Aide-STEM	Title 1	1
Skylar Seals	Instructional Aide	Title 1	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 6, 2025 @ 3:30 PM	Library	--	--
October 6, 2025 @ 3:30 PM	Library - Bonham	--	--

Members

First Name	Last Name	Position	Committee Role
Brandon	Clifton	parent	community
Adele	Romo	Parent	Parent
Jerry	Delgado	Realtor	Business
Destani	Schulze	parent	parent
Mike	Hanley	parent	community
Liz	Calhoun	Realtor	business
Lisa	Drennan	counselor	counselor
Ginger	Luther	Principal	Principal
Ericka	Castro	paraprofessional - stem	paraprofessional
Susan	Short	special ed	teacher
Dallas	Baughn	1st gr	teacher
Patty	Stone	5th grade	teacher
Melissa	Thompson	3rd grade	teacher
Thalia	Guerrero	Librarian	Support
Abigail	Barrera	Kindergarten	teacher
Kelly	Clifton	2nd grade	teacher
Sarah	Clark	specials	teacher
Pam	Hill	4th gr	teacher