



Local Improvement Plan Template 26-27

Campus Name: Bonham Middle School

Areas of Identification:

Math Meets – Continuously Enrolled	Student Success – Continuously Enrolled	Math Growth: Continuously Enrolled
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Campus Improvement Team Agendas / Sign Ins:

Date: LIP 9.4.26 BONHAM.pdf
Date: (Insert Date) / Insert Link

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

[Bonham Data Tours Folder](#)

[Planning for Closing the Gaps 2027_068901042.pdf](#)

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Continuously Enrolled**.

Criteria:	Campus Plan:
Campus Goal for this area:	47% of continuously enrolled students will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30

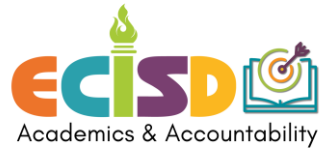
	November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	AP, Melissa Carver MCLs – Samantha Baker (DC), Monica Olivas
Educational Interventions:	• Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes • Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters • Tutoring funds set aside, beginning in January; \$7,500 • IXL is used in Math Lab classes for personalized learning pathways • I-ready personalized pathway for Tier 1 instruction and interventions
Allocation of Resources:	Required: Time Adjustments • Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes • Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters • Tutoring funds set aside, beginning in January; \$7,500 Required: Funding Adjustments

	• Every math teacher has a dedicated coach, MCLs & Opportunity Culture (\$34,000); Reach Associate (\$33,000) • Tutoring funds set aside, beginning in January; \$7,500 Required: Staffing Adjustments • Every math teacher has a dedicated coach, MCLs & Opportunity Culture (\$34,000); Reach Associate (\$33,000) • Strategic staffing with Math – added lab classes to 8th grade; TIA designated teachers assigned to labs and lab groups; strategic placement of students with TIA designated teachers
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Data Monitoring:

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 1B: (October) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Interim (Fall) (October) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 2A: (November) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 2B: (December) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:
Interim (Spring) (January) 6th %: 6 th grade honors:	Checkpoint 3A: (February) 6th %: 6 th grade honors:	Checkpoint 3B: (March) 6th %: 6 th grade honors:	Checkpoint 4A: (April) 6th %: 6 th grade honors:	



7th %:	7th %:	7th %:	7th %:	
7 th Honors:	7 th Honors:	7 th Honors:	7 th Honors:	
8th %:	8th %:	8th %:	8th %:	
Alg 1:	Alg 1:	Alg 1:	Alg 1:	

Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth – Continuously Enrolled**.

Criteria:	Campus Plan:
Campus Goal for this area:	67% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	AP, Melissa Carver MCLs – Samantha Baker (DC), Monica Olivas
Educational Interventions:	• Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes • Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters • Tutoring funds set aside, beginning in January; \$7,500 • IXL is used in Math Lab classes for personalized learning pathways

	I-ready personalized pathway for Tier 1 instruction and interventions
Allocation of Resources:	Required: Time Adjustments - Math lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); MCLs pull small groups from these classes - Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters - Tutoring funds set aside, beginning in January; \$7,500 Required: Funding Adjustments - Every math teacher has a dedicated coach, MCLs & Opportunity Culture (\$34,000); Reach Associate (\$33,000) - Tutoring funds set aside, beginning in January; \$7,500 Required: Staffing Adjustments - Every math teacher has a dedicated coach, MCLs & Opportunity Culture (\$34,000); Reach Associate (\$33,000) Strategic staffing with Math – added lab classes to 8th grade; TIA designated teachers assigned to labs and lab groups; strategic placement of students with TIA designated teachers

Data Monitoring:



Restate Goal: 67% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 1B: (October) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Interim (Fall) (October) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 2A: (November) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 2B: (December) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:
Interim (Spring) (January) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 3A: (February) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 3B: (March) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	Checkpoint 4A: (April) 6th %: 6 th grade honors: 7th %: 7 th Honors: 8th %: Alg 1:	



Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Amanda Bizzell, Principal
Educational Interventions:	• Math and reading lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); • MCLs pull small groups from these classes • Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters

	• Tutoring funds set aside, beginning in January; \$7,500 (each for math and reading – total of \$15,000) • IXL is used in Math Lab classes for personalized learning pathways • I-ready personalized pathway for Tier 1 instruction and interventions
Allocation of Resources:	Required: Time Adjustments • Math and reading lab classes in the master schedule for all students who did not pass STAAR – includes some students who were at approaches (borderline students); • MCLs pull small groups from these classes • Parliament Time, Daily RTI block of 40 minutes, leveled groups including students who are at approaches / meets / masters • Tutoring funds set aside, beginning in January; \$7,500 for each subject (\$15,000 total) Required: Funding Adjustments • Every math teacher has a dedicated coach, MCLs & Opportunity Culture (\$34,000); Reach Associate (\$33,000) • Two RLA MCLs (\$34,000) and an RLA reach associate (\$33,000) • Tutoring funds set aside, beginning in January; \$7,500 for each of RLA and Math (\$15,000) • Science and Social studies are planning to contract Region 18 content area support – pending approval (\$30,000) for teacher support and PD Required: Staffing Adjustments

	• Every math and RLA teacher has a dedicated coach, MCLs & Opportunity Culture (funding above) • Strategic staffing with Math – added lab classes to 8th grade; TIA designated teachers assigned to labs and lab groups; strategic placement of students with TIA designated teachers • Strategic Staffing with RLA – hired additional RLA staff, prioritized students with TIA designated teachers across the department • Science staffing – moved up a high growth teacher as department chair and to be placed with 8th grade math teacher • Social Studies – teachers – 1 returning, one new with MCL coach
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Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels.

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October)	Checkpoint 2A: (November)	Checkpoint 2B: (December)
RLA:	6th %:	6th %:	6th %:	6th %:
6th %:	7th %:	7th %:	7th %:	7th %:
7th %:	8th %:	8th %:	8th %:	8th %:
8th %:	Math:	Math:	Math:	Math:
	6th %:	6th %:	6th %:	6th %:
Math:	7th %:	7th %:	7th %:	7th %:
6th %:	8th %:	8th %:	8th %:	8th %:
7th %:	Science:		Science:	Science:
8th %:	8th %:		8 th	8 th
	Social Studies:		Social Studies:	Social Studies:
Science:	8th %:		8th %:	8th %:

8th %:				
Social Studies: 8th %:				
Interim (Spring) (January) 6th %: 7th %: 8th %: Math: 6th %: 7th %: 8th %: Science: 8 th Social Studies: 8th %:	Checkpoint 3A: (February) 6th %: 7th %: 8th %: Math: 6th %: 7th %: 8th %: Science: 8 th Social Studies: 8th %:	Checkpoint 3B: (March) 6th %: 7th %: 8th %: Math: 6th %: 7th %: 8th %: Science: 8th Social Studies: 8th %:	Checkpoint 4A: (April) 6th %: 7th %: 8th %: Math: 6th %: 7th %: 8th %: Science: 8th Social Studies: 8th %:	



Assurances:

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Anthony Garcia**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.