

BONHAM

ELEMENTARY SCHOOL

Future²

Action Plan

2026-2027



Magdalena Villa
Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Elementary School is projected to receive a “B” rating (80+) for the 2025-2026 school year, according to the TEA rating system.

STAAR Data

Year	Rating
2025-2026	X (XX)
2024-2025	C (79)
2023-2024	D (64)
2022-2023	F (56)

	Math					Reading					Science				
	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff	2023	2024	2025	2026	Diff
Approaches %	56	50	57	63	+6	59	50	54	55	+1	39	30	42	47	+5
Meets %	26	23	35	37	+2	29	25	33	32	-1	17	10	4	12	+8
Masters %	10	7	15	16	+1	10	10	11	11	0	5	4	2	11	+9

- The data used for this needs assessment is derived from the results of the 2025-2026 STAAR tests.
 - STAAR Reading scores in grade 3 - decreased by 1% from 31% to 30% passing at the Meets level.
 - STAAR Reading scores in grade 4 - decreased by 14% from 44% to 30% passing at the Meets level.
 - STAAR Reading scores in grade 5 - decreased by 3% from 39% to 36% passing at the Meets level.
 - STAAR Math scores in grade 3 - increased by 4% from 35% to 39% passing at the Meets level.
 - STAAR Math scores in grade 4 - decreased by 4% from 38% to 34% passing at the Meets level.
 - STAAR Math scores in grade 5 - increased by 2% from 45% to 47% passing at the Meets level.
- 2025-2026 TELPAS Proficiency 39%

2025-2026 Emergent Bilingual Composite Data

	Recommended for Action Plan (Yes/No)	# of students who grew one level of Proficiency	Denominator (# Students In-Scope at Campus)	Recommended Target Metric
2025-2026	Yes	155	500	31 (-11)
2024-2025	Yes	142	346	42 (-7)
2023-2024	Yes	176	478	49

Levels	2022-2023	2023-2024	2024-2025	2025-2026
Beginning	275	318	253	113
Intermediate	248	252	270	131
Advanced	104	113	110	32
Advanced High	37	30	32	6
Total	664	713	665	500

- NWEA MAP Beginning of Year (EOY '25 – '26) Math indicated that:
 - 21% of students were in the (1st-21st) percentile;
 - 21% in (21st - 40th) percentile;
 - 22% in (41st – 60th) percentile;
 - 17% in (61st – 80th) percentile;
 - 19% in (81st to 99th) percentile.
- NWEA MAP Beginning of Year (EOY '25 – '26) Reading data indicated that:
 - 20% of students were in the (1st-21st) percentile;
 - 20% in (21st - 40th) percentile;
 - 23% in (41st – 60th) percentile;
 - 20% in (61st – 80th) percentile;
 - 17% in (81st to 99th) percentile.

- IRT
HQI
2025-2026

2025-2026 NWEA EOY % Met Gaol of 1.4 RIT Growth				
Content	BOY	MOY	EOY	BOY-EOY
Math	47.00%	58.00%	47.00%	+0%
Reading English	35.83%	54.00%	48.00%	+12%
Science	35.01%	63.00%	61.00%	+26%

**Campus
Data:**

	IRT 1	IRT 2	IRT 3	IRT 4	AVG
2025-2026	11.785	13.18	14.06	14.625	13.95
2024-2025	10.6	9.5	9.5	10.4	10.51
2023-2024	9.0	4.25	9.5	9.88	9.69

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 11.785 – BOY IRT 1 to 14.625 EOY IRT 4, (Rating: Proficient II). The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies aligned to ELPS and active monitoring learning and adjust instruction. While growth in reading, math, and science continues to show improving as expected, student achievement needs to continue to be the focus especially in reading and science.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Bonham ES.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

- Improve English proficiency for identified at-risk population of Emergent Bilingual students
- Improve math and reading proficiency in for all students in kinder – 5th grade
- Improve SPED instruction, service delivery, and outcomes

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency for identified at-risk population of Emergent Bilingual students
	Indicators of success (Measurable results that describe success.)
	- By December 2026 Spot scores average of DL and ESL teachers will meet or exceed 12 points. By May 2027 the Spots scores will increase to 14 points or higher. - By May 2027, 60% or more of Emergent Bilingual (EB) students in grades 2 through 5 will meet their individual growth target on NWEA MAP Reading and Math. - By May 2027, 60% or more Emergent Bilingual (EB) students in grades K to 1 will meet at or above benchmarks as measured by DIBELS/Lectura and expected growth in NWEA Math. - By May 2027, 40% or more EB students will grow at least one proficiency level as measured by TELPAS composite.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Leaders will coach teachers on effectively implementing High Quality Instruction as describe on the gradual release vision of excellence document. - Leaders will collaborate with teachers and provide timely feedback of lesson plans and classroom instruction to integrate English Language Development strategies for EB students such as engaging strategies aligned to ELPS (listening, speaking, reading, and writing) and appropriate scaffolds (e.g. QSSSA, etc.). - Lead structured analysis of students data and NWEA projections to identify instructional gaps and support the ongoing development of targeted intervention plans based on students needs. - Lead structured data PLC's following mClass benchmarks and DIBELS/Lectura assessments to analyze students performance, identify gaps, and develop targeted intervention plans. - Provide ongoing professional development on English Language Development (ELD), TELPAS expectations (Summit K12 PLP, ELPS, Scaffolds, TELPAS rubrics, etc.). - Facilitating calibration walks of High Quality Instruction on Dual Language and ESL classrooms in collaboration with ELD's and Multiligual Committee using the Looks For document (LPAC strategies and designated supports, scaffolds, MRS corrected implemented, SCR, ECR, etc.)
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Effectively implementing High Quality Instruction as describe on the gradual release vision of excellence (VOE) document (Teacher and Student Moves).
- Collaborate with leaders and ELD's on developing effective lesson plans and implement instruction that integrates English Language Development strategies for EB students such as engaging strategies aligned to ELPS (listening, speaking, reading, and writing) and appropriate scaffolds.
- Participate on the analysis of students data and NWEA projections to identify instructional gaps and support the ongoing development of targeted intervention plans based on students needs.
- Participate on structured data PLC's following mClass benchmarks and DIBELS/Lectura assessments to analyze students performance, identify gaps, and develop and implement targeted intervention plans.
- Participate on ongoing professional development on English Language Development (ELD), TELPAS expectations (Summit K12 PLP, ELPS, Scaffolds, TELPAS rubrics, etc.) and implement the learning on daily instruction.
- Accept and implement feedback immediately as related to High Quality Instruction of Dual Language and ESL classrooms and collaborate with ELD's and Multilingual committee to effectively implement English Language Development strategies , designated supports, scaffolds, MRS aligned to ELPS, SCR, and ECR.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Weekly PLCs, Demo Days, and Monthly Professional Development Days	0
Materials/resources	Campus Agenda, PD material, tools and supplies	0
Purchased services	NA	

Other		
TOTAL		0
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve math and reading proficiency in for all students in kinder – 5 th grade
	Indicators of success (Measurable results that describe success.)
	• By NWEA MOY, 50% of students will achieve the 61st growth percentile, or higher on the reading NWEA tests. This will increase to 60% of students or higher by NWEA EOY. • By NWEA MOY, 50% of students will achieve the 61st growth percentile, or higher on the math NWEA tests. This will increase to 60% of students or higher by NWEA EOY. • Students in 3rd-5th grades will move from 37% meets in June 2026 to 45% meets by June 2027, on the math STAAR exam. • Students in 3rd-5th grades will move from 32% meets in June 2026 to 40% meets by June 2027, on the reading STAAR exam. • Campus average engagement on Zearn will be at 85% by January MOY, this will increase to 95% by EOY.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Leadership team will train teachers on how to use NWEA Map data to better support students' learning goals in reading and math for the MOY and EOY benchmarks. • Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR & AOT classrooms. • Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery • Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, 'meets' and 'masters', outcomes during our weekly leadership team meeting. • Coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement. • Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Plan and execute a daily SCR in all core content classrooms from September 2026 to May 2027, and monthly ECR in ELAR
- Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples during tier 1 instruction, both on a block to block and daily basis. (this includes when unit assessments occur)
- Intentionally plan 2nd teach and 3rd teach (extended Friday) lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments
- Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content
- Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Weekly PLCs, Demo Days, and Monthly Professional Development Days	0
Materials/resources	Campus Agenda, PD material, tools and supplies	0
Purchased services	NA	
Other		
TOTAL		0

Funding sources:

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve student achievement for Special Education students.
	Indicators of success (Measurable results that describe success.)
	• The percentage of “instructionally proficient” special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70% or higher in the Fall 2026 and increase to at least 90% by Spring 2027. • By January 2027, Special Education Teachers will have an average of 12 or higher as measured by the spot form and this will increase to 14 or higher by May 2027. • Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. • By the end of the Fall semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY May 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric. • Meet with SpEd Department Chair and SpEd support weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation. • Coach Special Education teachers on high quality instructional sweet 16 and on the specialty guidance for SpEd spaces according to the district SPOT form. • Leaders will ensure special education co-teachers collaborate in planning sessions with assigned grade levels. • Establish and oversee a comprehensive ARD and compliance calendar, collaborating with case managers to ensure 100% of ARDs are completed on time and documentation meets district and TEA expectations. • Ensure all staff receive, understand, and implement IEP accommodation within 3 days of finalization, with accountability systems in place to track acknowledgment and fidelity of implementation.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Maintain 100% compliance of special education folders by ensuring all required documents are complete, accurate, and aligned to the district rubric, and by correcting any identified errors within 48 hours of feedback.
- Deliver standards-aligned, high-quality instruction daily, implementing IEP goals, accommodations, and modifications with fidelity, as evidenced by SPOT observations and lesson plans scoring at least an 8 in Domain II: Instruction.
- Attend and collaborate during planning sessions.
- Prepare for and participate in 100% of ARD meetings on or before District/ TEA deadlines, ensuring all documentation, progress data, and parent communication are complete and submitted in advance of meetings.
- Ensure 100% of required staff receive and acknowledge IEP information within 3 days of finalization and actively support the implementation of accommodations across instructional settings.
- Monitor and document student progress toward IEP goals at least every 2–3 weeks, using data (work samples, assessments, progress reports) to adjust instruction and provide targeted interventions.

Key Action THREE: Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Weekly PLCs, Demo Days, and Monthly Professional Development Days	0
Materials/resources	Campus Agenda, PD material, tools and supplies	0
Purchased services	NA	

Other		
Other		
TOTAL		0
Funding sources:		