Midland Independent School District

Bonham Elementary

2026-2027 Campus Improvement Plan



Mission Statement

We are Bonham. We are dedicated to shaping creative leaders, while fostering a love for learning through innovative teaching practices, engaging curricula, and a safe atmosphere that respects and values each students' unique abilities, while leading by example.

Vision

We are Bonham.

One team.

One goal.

Student Success.

Value Statement

At Bonham, we are committed to the habit of excellence. We are a team of data-driven practitioners that takes pride in authentic practices to meet the needs of our diverse community of scholars.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fall PEIMS School Population 25-26

School Population	Count	Percent
Student Total	680	100.00%
Early Education Grade	2	0.29%
Pre-Kindergarten Grade	31	4.56%
Kindergarten Grade	98	14.41%
1st Grade	83	12.21%
2nd Grade	88	12.94%
3rd Grade	90	13.24%
4th Grade	93	13.68%
5th Grade	111	16.32%
6th Grade	84	12.35%
Not Enrolled on Snapshot (*Notes*)	0	

Fall PEIMS Student Demographics 25-26		
Gender		
Female	331	48.68%
Male	349	51.32%
Ethnicity		
Hispanic-Latino	497	73.09%
Race		
American Indian - Alaskan Native	1	0.15%
Asian	22	3.24%
Black - African American	40	5.88%
Native Hawaiian - Pacific Islander	2	0.29%
White	95	13.97%
Two-or-More	23	3.38%

Fall PEIMS Student Programs 25-26		
Dyslexia	24	3.53%
Gifted and Talented	3	0.44%
Regional Day School Program for the Deaf	0	0.00%
Section 504	2	0.29%
Special Education (SPED)	105	15.44%
Bilingual/ESL		
Emergent Bilingual (EB)	235	34.56%
Bilingual	90	13.24%
English as a Second Language (ESL)	35	5.15%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	680	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Fall PEIMS Student Indicators 25-26

Student Indicators		
At-Risk	451	66.32%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	113	16.62%
Intervention Indicator	84	12.35%
Migratory	0	0.00%
Military Connected	12	1.76%
Transfer In Students	1	0.15%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	497	73.09%
Free Meals	413	60.74%
Reduced-Price Meals	80	11.76%
Other Economic Disadvantage	4	0.59%
Homeless and Unaccompanied Youth		
Homeless Status Total	17	2.50%
Shelter	2	0.29%
Doubled Up	12	1.76%
Unsheltered	3	0.44%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	11	1.62%
Is Unaccompanied Youth	6	0.88%

Fall PEIMS Special Education Services 25-26

Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	5	4.76%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	15	14.29%
Emotional disturbance	1	0.95%
Learning disability	36	34.29%
Speech impairment	22	20.95%
Autism	26	24.76%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	22	20.95%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	11	10.48%
Resource Room	51	48.57%
VAC	0	0.00%
Off Home Campus	0	0.00%

State School	0	0.00%
Residential Care	0	0.00%
Self Contained	21	20.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Fall PEIMS Staff Information 25-26

Staff Information	
Administrative Support	16
Teacher	34
Educational Aide	7
Auxiliary	0

Bonham Elementary had 48 disciplinary incidents during the 2025-2026 school year. Discipline infractions based on ethnicity are as follows: Hispanic students had 28 disciplinary infractions while African American students had 6. White students had 10 infractions and Asian students had 2. Total special education infractions were 10 while general education student infractions were 38. Emergency bilingual students had 12 disciplinary infractions, while who are noted as economically disadvantaged had 32 infractions. In-school suspension accounted for 40 disciplinary consequences and out of school suspension accounts for 4 discipline consequences. Percentage of students reported for a disciplinary incident by grade is as follows: PK: 0%, K: 10.4% (5), 1st: 10.4% (5), 2nd: 4.2% (2), 3rd: 14.6 (7), 4th: 16.7% (8), 5th: 16.7 (8), 6th: 27% (13).

Bonham's teacher retention rate is 69%. Our teacher's year of experience for 2025-2026 is as follows:

Beginning Teachers: 3.2%- 24-25: 11%

1-5 years of experience: 33.7%- 24-25: 37.6%

6-10 years of experience: 22.4%- 24-25: 18.2%

11-20 years of experience: 19.9%- 24-25: 14.9%

Over 20 years of experience: 20.8%- 24-25: 18.2%

Average teacher experience at Bonham is 12 years. Bonham has 13 TIA teachers, which is an increase from 8 in 24-25.

Bonham's yearly attendance for 2025-2026 was 92.4%, which is an increase from 24-25 attendance of 92%. Lowest average attendance by grade level was Kindergarten with 90.9% attendance, while the highest percentage is 3rd grade with 94.1% attendance. When looking at our ethnic groups and attendance, it is noted that Asian students consistently have the highest average attendance across all 6 weeks with a yearly average of 95.9%. It is also noted that African American students consistently had the lowest average attendance across 2nd-6th 6 weeks with a yearly average of 89.4%. There was no noticeable difference in attendance by male or female. When comparing our attendance with special populations groups, the lowest attendance yearly average are our homeless students with 87.5% and our highest special populations group in yearly attendance is Emergent Bilinguals with 93.7%.

Demographics Strengths

Our school framework is focused on strong school leadership and planning, strategic staffing, and positive school culture, high-quality instructional materials and assessments, and effective instruction. Bonham Elementary serves 235 (34.56%) students who are identified as Emergent Bilingual. We serve students through Dual Language and/or English is a Second Language in PreK-6th grade. Bonham is evenly dispersed with male (51.32%) and female (48.68%) students. Our largest population is Hispanic/Latino students at 497 (73.09%) with African American students second at 40 (5.88%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bonham's attendance rate was 92.4 for the 2026-2027.
Root Cause: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.

Problem Statement 2 (Prioritized): Discipline systems are not clearly defined or followed consistently.
Root Cause: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3 (Prioritized): Low percentage of students who are Emergent Bilingual are scoring meets or higher.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Student Learning Summary

Students at Bonham Elementary take iReady assessments three times a year at Fall, Winter, and Spring. Achievement data is collected on content specific domains in Reading and Math. Bonham iReady achievement data is as follows with emphasis on lowest performing domain:

Reading

Grade Level	% of students on or above grade level	Lowest Performing Domain
Kinder	81%	High Frequency Words
1st	74%	Comprehension: Literature
2nd	35%	Overall Comprehension
3rd	45%	Overall Comprehension
4th	33%	Comprehension: Informational Text
5th	44%	Comprehension: Informational Text
6th	35%	Vocabulary

Mathematics

Grade Level	% of students on or above grade level	Lowest Performing Domains
Kinder	61%	Measurement and Data
1st	64%	Measurement and Data
2nd	40%	Algebra and Algebraic Thinking
3rd	34%	Geometry
4th	44%	Geometry
5th	42%	Numbers and Operations
6th	53%	Geometry

mClass is given to K-2 students three times a year at Fall, Winter, Spring. Bonham's end of year percentage of students reading on or above grade level for K-2 is 63%. The percentage of students at or above grade level on mClass are as follows: Kinder- 51%, 1st- 83%, 2nd- 61%.

2026 STAAR data for all contents and grade levels for % of students at meets/masters.

Grade Level	% of Meets/Masters
3rd Reading	29%
3rd Math	36%
4th Reading	41%
4th Math	45%
5th Reading	60%
5th Math	42%
5th Science	
6th Reading	44%
6th Math	53%

2025 STAAR data for all content and grade levels by teacher- % of students at meets/masters:

Teacher	Grade/Subject	% at Meets/Masters
Nilda Nava	3rd Reading	33%
Vidal Torres	3rd Reading	24%
Hillary Cohn	3rd Math	33%
Lessly Diaz	3rd Math	45%
Vianca Sam	4th Reading	43%
Barbara Mayer	4th Reading	30%
Barbara Mayer	4th Math	38%
Christina Sauls	4th Math	47%
Julie Williamson	5th Reading	66%
Esteban Arrieta	5th Reading	54%
Liliana Ortega	5th Math	49%
Evamarie Fuentes	5th Math	35%
Evamarie Fuentes	5th Science	
Raven Gilliam	6th Reading	44%
Angela Turley	6th Math	53%

2025 STAAR data for all contents and grade levels by 2 lowest performing groups- % of students at meets/masters.

Grade Level/Subject	Hispanic: % of students at meets/masters	African American: % of students at meets/masters
3rd Reading	29%	14%

Grade Level/Subject	Hispanic: % of students at meets/masters	African American: % of students at meets/masters
3rd Math	33%	14%
4th Reading	40%	14%
4th Math	47%	43%
5th Reading	52%	86%
5th Math	41%	50%
5th Science		
6th Reading	43%	50%
6th Math	53%	50%

2025 STAAR data for all contents and grade levels by Emergent Bilingual population- % of students at meets/masters.

Grade Level/ Subject	% of Emergent Bilingual Students at meets/masters
3rd Reading	30%
3rd Math	48%
4th Reading	29%
4th Math	47%
5th Reading	49%
5th Math	38%
5th Science	
6th Reading	19%
6th Math	29%

2025 STAAR data for all content and grade levels by Sped Indicator- % of students at meets/masters.

Grade Level/Subject	% of Special Education students at meets/masters
3rd Reading	0%
3rd Math	0%
4th Reading	11%
4th Math	13%
5th Reading	25%
5th Math	9%
5th Science	
6th Reading	27%

Grade Level/Subject	% of Special Education students at meets/masters
6th Math	40%

2025 STAAR lowest performing TEKS for all contents and grade levels.

Reading	Math
3rd Grade 3.10A- Explain Author's Purpose and Message 3.3B- Context Clues 3.6F- Making inferences 3.6E- Making Connections 3.7C- Use text evidence to support 3.8- Analyze plot elements	3rd Grade 3.4B- round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems 3.8A- summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals
4th Grade 4.6E- Make Connections 4.11.Bi- develop drafts 4.11C- Revise drafts	4th Grade 4.4G- round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole number 4.6D- classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size
5th Grade 5.6E- Make connections 5.11- Revise drafts	5th Grade 5.4C- generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph 5.5A- describe the key attributes of the coordinate plane, 5.8C- graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table
6th Grade 6.5F- Inferences 6.5E- Make Connections 6.7C- Analyze plot elements 6.8Di- Analyze the controlling idea/thesis	6th Grade 6.4H- convert units within a measurement system, including the use of proportions and unit rates 6.8D- determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

Student Learning Strengths

At Bonham Elementary, we use iReady diagnostic to guide instruction and create plans to target students' strengths and weaknesses. Majority of students in K-2 had strengths in the area of Phonological Awareness and Kinder's strength on iReady Reading was comprehension overall- informational text. On iReady math, majority of students strengths are in Algebra and Algebraic Thinking, whils 2nd grades strength is in Numbers and Operations. Campus wide, Bonham's strength is in Numbers and Operations. Bonham is seeing significant movement in our achievement in 4th Math, 5th Reading and Math, and 6th Reading and Math. There is also an increase in performance for our emergent bilingual students in 4th Math and 5th Reading. 6th Math also had significant gains for our Special Education students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment..
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 2 (Prioritized): 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 3 (Prioritized): 27% of 3rd grade students scored meets or higher in reading on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 4 (Prioritized): 34% of 3rd grade students scored meets or higher in mathematics on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 5 (Prioritized): 40% of 4th grade students scored meets or higher in reading on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 6 (Prioritized): 44% of 4th grade students scored meets or higher in mathematics on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 7 (Prioritized): 54% of 5th grade students scored meets or higher in reading on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 8 (Prioritized): 42% of 5th grade students scored meets or higher in mathematics on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 9 (Prioritized): 54% of 6th grade students scored meets or higher in reading on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 10 (Prioritized): 53% of 6th grade students scored meets or higher in mathematics on 2026 STAAR.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11 (Prioritized): Low percentage of students who are Emergent Bilingual are scoring meets or higher.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 12 (Prioritized): 88% of PreK students are performing at or above grade level on Reading EOY CLI assessments.

Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 13 (Prioritized): 92% of PreK students are performing at or above grade level on Math EOY CLI assessments.
Root Cause: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

School Processes & Programs Summary

Teachers have protected time weekly for collaboration to determine what students are expected to learn, how they will know if they learned it, how will we respond if they don't, and how will we respond if they do through PLC cycles. During PLCs, teachers will internalize and rehearse lessons to ensure effective Tier 1 instruction. Teachers will focus on data meetings that focus on targeted instruction based on students' needs. Explicit systems will be created so teachers are able to meet the challenging state standards through intervention where students work in a small group with the teacher.

Teachers are provided professional development at the district and campus level throughout various times of the school year. Campus based professional development is based on campus trends gathered through SchoolMint. Professional development is aligned with Teach Like A Champion, Get Better Faster, Effective Schools Framework, and ARCs with key look fors. Professional development may be delivered by the campus administration or instructional leaders who demonstrate exemplar status.

Opportunity Culture is another framework that allows teachers to reach more students through intervention, co teaching, and modeling. Multi-Classroom Leaders are offered a mentorship to team teachers that allow the team teachers to have job embedded support while students are receiving high level instruction from the multi classroom teacher. This framework helps Bonham provide high quality Tier 1 or intervention support to students who need targeted support.

It is noted that Bonham Elementary needs to refine disciplinary systems for students, staff, and parents to ensure an increase in student respectful behavior and a decrease in disciplinary. Bonham provides support for teachers through MTSS/PBIS and training. Students are provided support through character lesson, iLead, and MTSS/PBIS practices.

Bonham Elementary also ensure safety through our monthly and quarterly drills at the campus level. Bonham has adopted Centegix, a district wide systems, to alert administration if staff members need help or if a lockdown is required. Staff used this system effectively with no mispresses that resulted in an inadvertent lockdown. Bonham takes feedback from district safety department to increase our protocols and create a safe environment for students at Bonham.

Bonham uses their instructional leadership team to evaluate instructional practices, assess student learning trends, and to develop strategic plans that align to campus goals, which we display publicly. Bonham plans to use Leader In Me as an additional approach for students to gain 7 habits of happy kids; assist with student leadership skills, student ownership of data, and connections to school and student improvement.

School Processes & Programs Strengths

Teachers have protected time for collaboration to determine what students need to know, how will they show it, how will we respond if they don't get it, and how will we respond if they do. Teacher develops assessments that provide feedback on student outcomes.

Bonham has an Opportunity Culture framework on campus which provides teachers with proven student outcomes to mentor, model, coach, and co teach in order to reach more students and develop team members.

Bonham administration uses instructional leaders to develop and implement strategic plans in order to reach campus goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): WIN (RTI) was not used efficiently or effectively to benefit all students.
Root Cause: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2 (Prioritized): Discipline systems are not clearly defined or followed consistently.
Root Cause: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3 (Prioritized): There is not consistency in data-driven instruction and academic rigor across classrooms.
Root Cause: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Perceptions Summary

According to the 2025-2026 Spring School Quality Survey Data, parents expressed concerns regarding teachers keep them informed about their child's academic progress. They also expressed concerns regarding regularly receiving information and materials to help their children at home. Parents expressed concerns regarding students receiving the individual supports they need and that students are challenged by their school work. Parents also expressed concern regarding administrative response time and having a zero tolerance for bullying. Parents believe Bonham is an inviting, supportive, and safe place for their child to learn. They also believe their child belongs at Bonham and that there is mutual respect between parents and staff/teachers.

According to the 2025-2026 School Quality Survey Data, teachers express concerns regarding the lack of respect between students to teachers and amongst colleagues. They also have concerns regarding their ideas/feedback/opinions being valued. Teachers believe Bonham is an inviting and supportive place for students to learn. They also believe our teachers and campus genuinely care for sure, our building is safe, and that teachers treat students with respect.

According to the 2025-2026 School Quality Survey Data, students indicated a concern regarding respect between students. Indicating a need to look further into our discipline consequences. Students also indicated they were bullied and they felt it was not dealt with. Students indicated that they feel our school is not clean and well maintained. Student indicate that teachers are not successful in showing students how lessons relate to life outside of school. Students believe our community is aware of safety and security procedures. They also indicate, they have at least one friend at school, receive the support they need to prepare for the next grade level, and that Bonham is a supportive place to learn where teachers set high expectations.

During the 2025-2026 school year, Bonham continued to have open lunches with visitors daily. Bonham also had parent engagement nights related to literacy, mathematics, and science. Fine arts had musical performances for each level throughout the year for parents and students. Bonham participated in MRD flag football and will continue their partnership to play.

Perceptions Strengths

Bonham provides a supportive, inviting, and safe place for students to learn. Parents enjoy our musical and engagement events throughout the year. We will refine our discipline/ bullying systems to address the lack of respect concerns for all. We will also implement Leader In Me, which will help with building a foundation of respect and ownership of self. Bonham will continue the TOPS team with a structured approach for students who may need additional support. Bonham will continue our Tiger Store for students at the end of each grading cycle.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration.
Root Cause: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2 (Prioritized): Parents expressed a concern regarding not regularly receiving information and materials to help their child at home.
Root Cause: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3 (Prioritized): Parents expressed concerns regarding students receiving supports that address their individual needs.
Root Cause: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Priority Problem Statements

Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027.

Root Cause 1: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Discipline systems are not clearly defined or followed consistently.

Root Cause 2: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher.

Root Cause 3: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment..

Root Cause 4: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment.

Root Cause 5: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 27% of 3rd grade students scored meets or higher in reading on 2026 STAAR.

Root Cause 6: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 34% of 3rd grade students scored meets or higher in mathematics on 2026 STAAR.

Root Cause 7: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 40% of 4th grade students scored meets or higher in reading on 2026 STAAR.

Root Cause 8: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 44% of 4th grade students scored meets or higher in mathematics on 2026 STAAR.

Root Cause 9: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 54% of 5th grade students scored meets or higher in reading on 2026 STAAR.

Root Cause 10: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 42% of 5th grade students scored meets or higher in mathematics on 2026 STAAR.

Root Cause 11: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 54% of 6th grade students scored meets or higher in reading on 2026 STAAR.

Root Cause 12: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 53% of 6th grade students scored meets or higher in mathematics on 2026 STAAR.

Root Cause 13: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: WIN (RTI) was not used efficiently or effectively to benefit all students.

Root Cause 14: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is not consistency in data-driven instruction and academic rigor across classrooms.

Root Cause 15: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration.

Root Cause 16: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home.

Root Cause 17: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Parents expressed concerns regarding students receiving supports that address their individual needs.

Root Cause 18: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: 88% of PreK students are performing at or above grade level on Reading EOY CLI assessments.

Root Cause 19: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: 92% of PreK students are performing at or above grade level on Math EOY CLI assessments.

Root Cause 20: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 20 Areas: Student Learning

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade level in ELAR will increase from 88% to 95% by June 2027.
The percentage of PreK students performing at grade level in Math will increase from 92% to 96% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement daily, targeted small-group instruction and interventions for Pre-K students focused on developing foundational early literacy and mathematics skills, including phonological awareness, oral language and vocabulary development, number sense, counting, and other essential mathematical concepts. **Strategy's Expected Result/Impact:** Targeted small-group instruction will accelerate student growth by addressing individual learning needs, reducing skill gaps, and increasing the percentage of Pre-K students meeting district expectations in early literacy, oral language, and mathematics. **Staff Responsible for Monitoring:** Administrators, PreK teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 12, 13 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement intentional, language-rich instruction throughout the school day by embedding structured oral language opportunities in whole-group, small-group, and play-based learning. Teachers will explicitly teach academic vocabulary, model complete sentences, facilitate purposeful conversations, incorporate interactive read-alouds, and provide targeted language development activities based on ongoing formative assessment to strengthen students' expressive and receptive language skills. **Strategy's Expected Result/Impact:** Students will demonstrate measurable growth in expressive and receptive language skills, oral vocabulary, and communication abilities, resulting in increased participation in academic discussions, improved listening comprehension, and greater readiness for kindergarten literacy instruction. **Staff Responsible for Monitoring:** Administrators, Pre-K Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 12, 13 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will attend monthly collaboration PD with district early childhood leaders to strengthen teacher knowledge and instructional practice in early language, literacy development, and mathematics, including strategies for English Learners. **Strategy's Expected Result/Impact:** Students have a safe, focused, and respectful classroom environment where teachers feel supported and empowered with evidence based strategies which lead to improved student outcomes. **Staff Responsible for Monitoring:** Administrators, Pre-K Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 12, 13	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.

Student Learning

Problem Statement 12: 88% of PreK students are performing at or above grade level on Reading EOY CLI assessments. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 13: 92% of PreK students are performing at or above grade level on Math EOY CLI assessments. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kinder students performing at grade in ELAR will increase from 66% to 75% by June 2027. (mCLASS)
The percentage of Kinder students performing at grade in ELAR will increase from 81% to 82% by June 2027. (iREADY)
The percentage of Kinder students performing at grade level in Math will increase from 61% to 65% by June 2027. (iREADY)

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 1, 2, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 1: 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment.. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 2: 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 1st grade students performing at grade in ELAR will increase from 70% to 80% by June 2027. (mCLASS)
The percentage of 1st grade students performing at grade in ELAR will increase from 74% to 78% by June 2027. (iREADY)
The percentage of 1st grade students performing at grade level in Math will increase from 64% to 68% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 1, 2, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 1: 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment.. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 2: 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 2nd grade students performing at grade in ELAR will increase from 67% to 75% by June 2027. (mCLASS)
The percentage of 2nd grade students performing at grade in ELAR will increase from 35% to 50% by June 2027. (iREADY)
The percentage of 2nd students performing at grade level in Math will increase from 40% to 50% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 1, 2, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2, 3 - Student Learning 11 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 1: 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment.. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 2: 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 27% to 46% by June 2027.
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 34% to 44% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 3, 4, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2, 3 - Student Learning 11 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 3: 27% of 3rd grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.
Problem Statement 4: 34% of 3rd grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 27% to 46% by June 2027.
The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 34% to 44% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 5, 6, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 5, 6, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2, 3 - Student Learning 11 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 5: 40% of 4th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.
Problem Statement 6: 44% of 4th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 40% to 50% by June 2027.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 44% to 48% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 7, 8, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 7, 8, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2, 3 - Student Learning 11 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 7: 54% of 5th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.
Problem Statement 8: 42% of 5th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 27% to 42% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
School Processes & Programs
Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.
Perceptions
Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.
Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 54% to 60% by June 2027.
The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 42% to 46% by June 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 9, 10, 11 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 9, 10, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2, 3 - Student Learning 11 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 9: 54% of 6th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.
Problem Statement 10: 53% of 6th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: Bonham's Domain 1 Student Achievement scale score will increase from 72 to 76 by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will engage in ongoing data-driven action planning, individually and during PLCs, to analyze student work, identify trends in student performance and misconceptions, determine root causes of learning gaps, and develop targeted instructional responses, interventions, and enrichment to improve student achievement. **Strategy's Expected Result/Impact:** Teachers will make timely, data-informed instructional decisions that address student misconceptions and learning gaps, resulting in more effective Tier 1 instruction, targeted intervention and enrichment, increased student growth, and higher levels of academic achievement. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - School Processes & Programs 1, 3 **Funding Sources:** Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham instructional leaders will provide ongoing coaching, feedback, and professional learning to strengthen teachers' implementation of high-quality instructional materials and effective Tier 1 instructional practices. Teachers will design and deliver rigorous, standards-aligned lessons that foster critical thinking, student discourse, and differentiated scaffolds to ensure all students, including students with disabilities, emergent bilingual students, and other student groups, have equitable access to grade-level learning. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional materials and evidence-based Tier 1 instructional practices with fidelity, resulting in rigorous, standards-aligned instruction that increases student engagement, critical thinking, equitable access to grade-level content, and academic achievement for all student groups. **Staff Responsible for Monitoring:** Administrators, OC Staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Student Supplies - 211 Title 1 - $66,685	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional leaders will provide ongoing training, coaching, and feedback to strengthen teachers' implementation of effective classroom culture systems, instructional routines, and engagement strategies. Teachers will create structured, student-centered learning environments that maximize instructional time, promote positive student behaviors, and increase student achievement through consistent, high-quality instructional practices. **Strategy's Expected Result/Impact:** Teachers will consistently implement effective classroom management systems, instructional routines, and engagement strategies, resulting in increased student engagement, improved student behavior, maximize instructional time, and stronger academic outcomes for all students. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 2, 3 - Student Learning 11 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Leader In Me - 211 Title 1 - $17,000	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.
Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.
Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.
Student Learning
Problem Statement 1: 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment.. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 2: 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 3: 27% of 3rd grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 4: 34% of 3rd grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 5: 40% of 4th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 6: 44% of 4th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 7: 54% of 5th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 8: 42% of 5th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 9: 54% of 6th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 10: 53% of 6th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 12: 88% of PreK students are performing at or above grade level on Reading EOY CLI assessments. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 13: 92% of PreK students are performing at or above grade level on Math EOY CLI assessments. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 2: Discipline systems are not clearly defined or followed consistently. **Root Cause**: Inconsistent implementation and communication of behavior expectations, accountability measures, and restorative practices among students, staff, and parents have limited the development of a schoolwide culture of respect and responsibility.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: By May 2027, 100% of students in Grades PK-6 will participate in at least two college, career, or military exploration activities.

High Priority

HB3 Goal

Evaluation Data Sources: Calendar of Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bonham will host a campus-wide Career Day designed to expose students to a diverse range of professions, including careers in skilled trades, the military, and higher education. Guest speakers from various fields will engage students through interactive presentations, hands-on activities, and demonstrations that highlight real-world application of knowledge and skills. **Strategy's Expected Result/Impact:** Career Day will broaden students' awareness of future college, career, and military pathways by providing firsthand exposure to a variety of professions. Through engaging, real-world interaction with professionals, students will begin to connect their learning to potential future goals, develop curiosity about different fields, and gain a deeper understanding of the skills and education required for various careers. This early exposure will support long-term college and career readiness by fostering aspiration, motivation, and informed decision-making. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Perceptions 2, 3 **Funding Sources:** Supplies - 211 Title 1 - $66,685	No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham will host a College and Career Spirit Week designed to immerse students in exploring diverse post-secondary pathways. Throughout the week, students will participate in themed dress-up days and interactive activities that highlight different careers, colleges, and military options. This spirit week will foster enthusiasm, awareness, and excitement about future opportunities in a fun and memorable way. **Strategy's Expected Result/Impact:** College and Career Spirit Week will increase student awareness and understanding of a variety of post-secondary pathways by engaging them in creative and interactive experiences. This immersive approach will spark student interest and motivation to explore future educational and career opportunities, build a positive school culture around college and career readiness, and encourage students to begin envisioning their own goals early in their academic journey. **Staff Responsible for Monitoring:** Counselor, Administration, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Perceptions 2, 3 **Funding Sources:** Supplies - 211 Title 1 - $66,685	Accomplished	Accomplished	Accomplished	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students and teachers will engage in goal-setting activities, including the creation of personalized future pathway vision boards, to help students identify and articulate academic, career, and personal aspirations. Through classroom discussions, reflection activities, and goal-setting conferences, students will develop a growth mindset, connect daily learning to future opportunities, and build awareness of college, career, and military pathways. **Strategy's Expected Result/Impact:** Students will demonstrate increased awareness of future opportunities, stronger goal-setting skills, and a greater understanding of how academic success connects to college, career, and military pathways. Students will develop ownership of their learning, increase motivation and engagement, and build the foundational skills and mindset necessary for long-term success. **Staff Responsible for Monitoring:** Administrators, Teachers **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Perceptions 1, 2, 3 **Funding Sources:** Supplies - 211 Title 1 - $66,685	No Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.

Perceptions

Problem Statement 1: Students and parents expressed concerns in the School Quality Survey that they feel bullying was not addressed by administration. **Root Cause**: Inconsistent systems for identifying, investigating, communicating, and following up on bullying incidents have led to a perception among students that concerns about bullying are not addressed effectively by administration.

Problem Statement 2: Parents expressed a concern regarding not regularly receiving information and materials to help their child at home. **Root Cause**: A need exists to strengthen family engagement practices by ensuring parents regularly receive meaningful instructional resources, curriculum information, and strategies aligned to student learning goals.

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 68% to 80% by the end of June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Coaching Cycle Reports, Instructional Walkthrough/observation data, T-TESS evaluation ratings, student performance on local and state assessments, PLC engagement, professional development engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bonham instructional leaders will participate in Teach Like a Champion (TLAC) training and district-provided professional learning focused on instructional coaching to develop their ability to identify, model, and support high-impact teaching practices. Leaders will use coaching cycles, observation feedback, and ongoing support to strengthen Tier 1 instruction, increase teacher effectiveness, and improve student outcomes. **Strategy's Expected Result/Impact:** Teachers will receive consistent, high-quality coaching and feedback that strengthens instructional practices, increases implementation of effective Tier 1 strategies, and improves student engagement and achievement. Instructional leaders will develop the capacity to identify instructional needs, support teacher growth, and ensure continuous improvement across classrooms, resulting in increased student mastery of grade-level standards. **Staff Responsible for Monitoring:** Administrators, OC staff **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will participate in ongoing coaching cycles through weekly observations, feedback, and support from Multi-Classroom Leaders (MCLs) and campus instructional leaders. Leaders will provide targeted, actionable feedback and model high-impact instructional practices to strengthen Tier 1 instruction, increase teacher effectiveness, and accelerate student achievement. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased effectiveness through the consistent implementation of high-impact instructional practices, informed by ongoing coaching, feedback, and support. As a result, Tier 1 instruction will improve across classrooms, leading to increased student engagement, stronger instructional consistency, accelerated academic growth, and improved student achievement outcomes. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 **Funding Sources:** OC - 211 Title 1 - $33,152	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Through PLCs and data meetings, campus instructional leaders will facilitate the development and implementation of targeted intervention plans aligned to Domain 3 indicators, including attendance, special populations, and student growth metrics. Intervention plans will be informed by data analysis, monitored regularly for effectiveness, and adjusted based on student progress to ensure all students receive timely and targeted support. **Strategy's Expected Result/Impact:** Students will receive timely, targeted interventions and support based on identified needs, resulting in increased attendance, improved outcomes for special populations, accelerated student growth, and reduced achievement gaps. A consistent data-driven process will ensure instructional decisions are responsive to student progress and aligned to campus accountability goals. **Staff Responsible for Monitoring:** Administrators, OC staff, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - School Processes & Programs 1, 3 - Perceptions 3 **Funding Sources:** OC - 211 Title 1 - $33,152, Supplies - 211 Title 1 - $66,685	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Bonham's attendance rate was 92.4 for the 2026-2027. **Root Cause**: Bonham did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notifications/meetings.

Problem Statement 3: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 1: 63% of K-2 students are performing at or above grade level based on iReady Reading EOY assessment.. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 2: 55% of K-2 students are performing at or above grade level based on iReady Math EOY assessment. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Student Learning

Problem Statement 3: 27% of 3rd grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 4: 34% of 3rd grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 5: 40% of 4th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 6: 44% of 4th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 7: 54% of 5th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 8: 42% of 5th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 9: 54% of 6th grade students scored meets or higher in reading on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 10: 53% of 6th grade students scored meets or higher in mathematics on 2026 STAAR. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance intervention and enrichment systems, and improve the use of data-driven instructional planning to accelerate student achievement.

Problem Statement 11: Low percentage of students who are Emergent Bilingual are scoring meets or higher. **Root Cause**: Student performance data indicates a need to strengthen high-quality core instruction, enhance emergent bilingual supports/strategies, and improve the use of data-driven instructional planning to accelerate student achievement.

School Processes & Programs

Problem Statement 1: WIN (RTI) was not used efficiently or effectively to benefit all students. **Root Cause**: Lack of a structured system for targeted intervention, enrichment, progress monitoring, and staff accountability during WIN (RTI) resulted in instructional time not being consistently utilized to meet the diverse academic needs of all students.

Problem Statement 3: There is not consistency in data-driven instruction and academic rigor across classrooms. **Root Cause**: A lack of consistent expectations, monitoring, and support for data-driven instructional practices and rigor has resulted in variability in instructional quality and uneven implementation of effective teaching strategies across classrooms.

Perceptions

Problem Statement 3: Parents expressed concerns regarding students receiving supports that address their individual needs. **Root Cause**: Inconsistent identification, monitoring, and communication of student academic and behavioral needs have limited the effectiveness of targeted interventions and supports, resulting in parents perceiving that their child's individual needs are not consistently addressed.

Campus Funding Summary

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Student Supplies		$66,685.00
1	1	2	Student Supplies		$66,685.00
1	2	1	Student Supplies		$66,685.00
1	2	2	OC		$33,152.00
1	2	3	Leader In Me		$17,000.00
1	2	3	OC		$33,152.00
1	3	1	Student Supplies		$66,685.00
1	3	2	OC		$33,152.00
1	3	3	OC		$33,152.00
1	3	3	Leader In Me		$17,000.00
1	4	1	Student Supplies		$66,685.00
1	4	2	OC		$33,152.00
1	4	3	Leader In Me		$17,000.00
1	4	3	OC		$33,152.00
1	5	1	Student Supplies		$66,685.00
1	5	2	OC		$33,152.00
1	5	3	Leader In Me		$17,000.00
1	5	3	OC		$33,152.00
1	6	1	Student Supplies		$66,685.00
1	6	2	OC		$33,152.00
1	6	3	Leader In Me		$17,000.00
1	6	3	OC		$33,152.00
1	7	1	Student Supplies		$66,685.00
1	7	2	OC		$33,152.00
1	7	3	OC		$33,152.00
1	7	3	Leader In Me		$17,000.00

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Student Supplies		$66,685.00
1	8	2	OC		$33,152.00
1	8	3	OC		$33,152.00
1	8	3	Leader In Me		$17,000.00
1	9	1	Student Supplies		$66,685.00
1	9	2	OC		$33,152.00
1	9	3	OC		$33,152.00
1	9	3	Leader In Me		$17,000.00
2	1	1	Student Supplies		$66,685.00
2	1	2	Student Supplies		$66,685.00
2	1	2	OC		$33,152.00
2	1	3	Leader In Me		$17,000.00
2	1	3	OC		$33,152.00
3	1	1	Supplies		$66,685.00
3	1	2	Supplies		$66,685.00
3	1	3	Supplies		$66,685.00
4	1	2	OC		$33,152.00
4	1	3	OC		$33,152.00
4	1	3	Supplies		$66,685.00
				Sub-Total	$1,883,000.00
				Budgeted Fund Source Amount	$156,859.00
				+/- Difference	-$1,726,141.00
				Grand Total Budgeted	$156,859.00
				Grand Total Spent	$1,883,000.00
				+/- Difference	-$1,726,141.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025