San Marcos CISD

Bonham Pre-Kindergarten School

2026-2027 Campus Improvement Plan

Mission Statement

We cultivate a safe, loving environment by nurturing and advocating for the diverse needs of our students and families. We value play, inclusivity, and the joy of learning for lifelong success OF ALL STUDENTS.

Vision

Play, Learn, and Grow--Futures Start Here!

Value Statement

We BELIEVE:

- Play is a child's natural learning environment and it is the role of the Pre-K school to provide purposeful play experiences that offer open-ended learning experiences
- Families can be active partners in educating their children
- Communication, problem-solving, and thinking skills are crucial to academic learning
- Children can learn appropriate behavior
- Diversity in cultures, abilities, and families is valued
- It is critical to provide services for children who have delays in development or disabilities
- A collaborative approach to teaching, planning, and problem-solving including staff, families, and community members makes for a positive school culture.
- All staff members have a responsibility to help maintain a warm, friendly, and supportive school environment

We WILL:

- Provide all learners with safe, nurturing, inclusive and flexible learning environments. (Learning Environment)
- Engage learners through the use of technological tools to access create and share content as well as collaborate with other learners throughout the world. (Digital Learning Environment)
- Teach state Pre-Kindergarten Guidelines in a way that leads to profound learning and has meaning and value for students. (Learning Standards)
- Create flexible systems that result in a learning organization supported by innovative and engaged staff. (Organizational Transformation)
- Continuously involve our students' families, our diverse community, and staff to use their strengths, resources, and talents to provide engaging, innovative experiences for all learners. (Partnership)
- Develop and implement meaningful, varied assessments that inform and inspire students, parents, and educators for continuous improvement and growth. (MTSS/Assessments)
- Design an accountability system that exceeds state/national mandates and reflects local values and expectations. (Accountability)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bonham Pre-Kindergarten Elementary is a Title I campus that serves four-year-old students in the San Marcos Consolidated Independent School District (SMCISD). Bonham also serves the Early Childhood Special Education (ECSE) program which serves three-year-old students. Bonham has a partnership with Community Action Head Start which will serve 60 four-year-old's. Bonham's enrollment for the 2025-2026 school year was 384 students. Student enrollment is projected to be similar for the 2026-2027 school year.

At Bonham, we believe that Pre-K is the foundation for growth and development through a high-quality program. Play is a child's natural learning environment and it is the role of the Pre-K school to provide intentional play experiences that offer open ended learning experiences. We believe families can be active partners in educating their children. Bonham is a diverse community where diversity in cultures, abilities, and families are valued. Bonham has deep roots in the community and we are always evolving to meet the needs of students and families. Bonham values the community and critical stakeholders. Bonham has community partnerships with Community Action and Texas State University.

Bonham is an inclusive campus and invites others who do not meet the state eligibility criteria to attend Bonham by paying affordable tuition comparable to daycare services in the community.

For the 2026-2027 school year, Bonham has a total of 20 teachers and 23 instructional assistants as a requirement of a high-quality PreK program. The teacher to student ratio is 11:1. Bonham has a high teacher retention rate.

Demographics Strengths

Bonham leadership values creating a culture of collective leadership. Bonham has a school culture and climate that is positive, nurturing and caring, due to teamwork and school-wide collaboration. There is a belief system at Bonham that all staff members have assets, expertise, and a voice to make collective campus-based decisions. High-quality curriculum and data-driven instruction is a priority to ensure academic success for all students and student groups. Bonham teachers have high expectations and develop effective routines, instructional strategies, and meaningful play experiences for all students.

Bonham staff values the diversity of our student population and has a belief system that all students have assets such as familial and cultural wealth. Bonham has a dual language program that offers bilingual and English as a Second Language Instruction to Emergent Bilinguals and Monolingual speakers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 95.2% of students who are economically disadvantaged account for chronically absent students.
Root Cause: The lack of a consistent and systematic communication has resulted in fragmented messaging across the campus. The absence of a standardized, logged protocol for high-traffic areas and explicit, reinforced training for staff and students on the frequency and necessity of handwashing, to decrease the spread of common childhood infections.

Student Learning

Student Learning Summary

Bonham is a student's first school experience. Students begin to develop social and academic language, social and emotional skills and begin to learn school routines and procedures. Overall students are learning to follow school and classroom expectations and regulate emotions. Bonham has students who have experienced trauma or other life experiences and require additional social and emotional support. Academically, students flourish through a play-based curriculum. Academically students made progress in the areas of Language Arts and Math while some required additional intervention to meet expectations based on CLI progress monitoring and PK guidelines.

Bonham uses Positive Behavioral Interventions and Supports, Conscious Discipline, and the Zones of Regulation which are social-emotional support programs and curricula that equip every teacher with a toolbox of strategies that builds their confidence and competence needed to address the social, emotional, and behavioral needs of every student. Special programs meet the needs of our students through inclusion classrooms which create the least restrictive environment. Bonham has four dual-language classrooms to meet the needs of our Emergent Bilinguals. Special area classes are geared towards the implementation of STEAM and literacy, which includes engineering, art, library, physical education, and Play and Inquiry.

Student Learning Strengths

During their one year at Bonham students show growth in the areas of math, literacy, and social-emotional learning.

Dual Language students make gains in academic achievement, language acquisition, and vocabulary development.

Students flourish through a play-based curriculum and are able to identify and self regulate their emotions given researched based tools and strategies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student proficiency in foundational phonological awareness, specifically syllabication and rhyming remains significantly lower for emergent bilingual (EB) students in the Dual Language program compared to mainstream peers, with performance gaps ranging from 30% to 50% as evidenced by EOY CLI assessment data.
Root Cause: There is a lack of targeted, high-impact professional development focused on the specific linguistic needs of mainstream students, leaving teachers without the knowledge required to bridge the gap in phonological awareness development.

Problem Statement 2: All students consistently demonstrate a significant proficiency deficit in Math Operations, with performance scores ranging from 20% to 30% lower than in all other math domains.
Root Cause: The instructional day lacks a consistent routine focused on math operations. The absence of these structured, repetitive routines limits students' opportunities to develop operational flexibility and mental math capacity. While resources exist, there is a lack of intentional and systematic use of hands on manipulatives.

School Processes & Programs

School Processes & Programs Summary

Bonham creates a safe and nurturing environment for all students. Bonham has high expectations for student learning outcomes through the implementation of a high-quality curriculum (Frog Street) which allows all students to reach high levels of readiness with a whole-child approach. Bonham's curriculum is student-centered and play-based. Through a play-based curriculum, students are assessed using formal and informal ongoing assessments based on the Texas Pre-Kindergarten Guidelines.

To support student's social and emotional development, Bonham uses Positive Behavioral Interventions and Supports (PBIS), Conscious Discipline, and the Zones of Regulation. These instructional programs and curricula equips every teacher with a toolbox of strategies that builds their confidence and competence needed to address the social, emotional and behavioral needs of every student.

Special programs meet the needs of our students through ECSE and inclusion classrooms. Bonham also has five dual-language classrooms to meet the needs of our Emergent Bilinguals. Specials classrooms are geared towards the implementation of STEAM, which includes an engineering classroom, art, library, physical education, and Play and Inquiry. Communities in Schools (CIS) provides additional services and resources to students and families. Head Start provides support and resources for students and their families to be successful in school and life. In addition Bonham has a Student and Family Wellness specialist who provides evidenced based practices that promote mental health and wellness for students, families, and staff.

School Processes & Programs Strengths

One of our program strengths is specials classes that center around hands-on exploration with the implementation of STEAM, Maker Space, and Play and Inquiry. STEAM is a powerful combination of topics and techniques that focus on providing students opportunities to make connections with Science, Technology, Engineering, Art, and Math. At Bonham, students are presented with the opportunity to work collaboratively with peers in solving real-world problems, thinking critically, and building language and vocabulary. The STEAM Lab provides students with a setting and tools to participate in a hands-on approach to exploration and discovery with the use of open-ended materials.

Another strength is our Play and Inquiry Workshop. Play and Inquiry is both a one-hour block of time set aside in our daily schedule for children to engage in child-directed sociodramatic play and constructive play (with strong foundations in STEAM concepts) as well as collaboration with Texas State University's Early Childhood Education Program. Each semester, approximately 100 pre-service teachers, along with university faculty, support classroom teachers and instructional aides in developing a multilingual and multicultural curriculum. Play and Inquiry is an asset-based program that sees every Bonham student from the perspective of a creator.

At Bonham, we have placed an emphasis on Social-Emotional learning. Conscious Discipline is implemented and is a trauma-informed evidence-based socila-emoational learning program. Concious Discipline uses an "adult-first" model. Adults learn to manage their own stress and emotions before they teach children how to self-regulate, shifting from punishment to connection.Staff members at Bonham Pre-Kindergarten are dedicated to helping students manage their feelings through the use of co-regulation techniques. The campus Student and family Wellness Specialist provides students with social stories and lessons targeted to meet the needs of students based on this program.

To further support student growth and achievement, Bonham Pre-Kindergarten Elementary will enhance instructional capacity through the addition of one key position:**Campus Interventionist**.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Historical MTSS data indicates a need for Tier 2 behavior interventions to support students social and emotional learning.
Root Cause: Pre-Kindergarten is the introduction to an academic setting for most students. During this time, students are learning to identify feelings and develop coping strategies

for regulating their emotions.

Perceptions

Perceptions Summary

Bonham has a school culture and climate that is positive, nurturing, and caring. Teachers and staff are friendly, have fun, and love working with children. Teachers and staff demonstrate a genuine willingness to support each other, students, and families. Parents feel welcomed and believe that their children are receiving a good education. Teachers have high expectations for student learning, thus, professional learning communities are in place. Teachers gather data to evaluate, monitor, and review student progress. Various data sets are collected to guide instruction based on the needs of students. Teachers are purposeful in planning meaningful learning experiences, differentiated instruction, and determining instructional strategies to meet the needs of all students.

In adherence with the Texas Education Agency's House Bill 3 (HB3)-Componenets of a Hight Quality Prekindergarten Program (HQPK), Bonham has a Family Engagment Plan. At Boham we believe families can be active partners in educating their children. We create an inclusive and nurturing environment where we support parents and students for school readiness. We value and honor diversity in our families and cultures.

Perceptions Strengths

Teachers and staff understand that teamwork is an essential component of effective teaching. Teachers have high expectations for student learning, thus, professional learning communities are in place. Teachers are collaborative and support each other through instructional planning. Teachers and staff work to communicate and collaborate to meet the needs of all our students and families.

Parents and families are valued and invited to engage in school activities such as family projects, STEAM Night. Literacy week, PTO, monthly parent engagements, parent support group, and other planned activities.

We have a high retention of teacher and staff, because teachers and staff are committed to providing a positive and nurturing environment for Pk students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the most recent Organizational Health Inventory (OHI), Adaptation is the campus's lowest-performing dimension, scoring at the 20th percentile. This indicates a systemic organizational inability to effectively respond to internal and external challenges.
Root Cause: Failure to communicate the "why" and "how" of organizational changes and to articulate them through a lens of shared leadership. Campus decision-making is often disconnected from the school's core mission and stated long-term commitments (LB1). Decisions are frequently made to address short-term pressures rather than being filtered through the campus's core values.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, San Marcos CISD will strengthen districtwide instructional coherence by establishing a shared vision of high-quality Tier 1 instruction through vertically and horizontally aligned curriculum, collaborative principal learning, instructional coaching, and formative assessment practices. Through monthly instructional learning collaboratives and ongoing classroom observations, campuses will demonstrate increased implementation of the district instructional framework, as measured by district implementation and walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen Tier 1 instruction through weekly, data-informed PLC collaboration. Teachers will work together to internalize and rehearse high-quality lessons, ensuring instruction is responsive to student performance data. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction and lesson objectives are aligned to the curriculum with differentiated instructional strategies to meet the needs of all students. **Staff Responsible for Monitoring:** Administrators, Team Leaders, 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	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By June 2027, San Marcos CISD will strengthen the implementation of the Multi-Tiered System of Supports (MTSS) framework to ensure all students receive timely, data-driven academic interventions aligned to demonstrated need. Through high-quality Tier 1 instruction, systematic progress monitoring, and targeted intervention, the district will reduce the percentage of students requiring Tier 2 and Tier 3 interventions by a combined 5 percentage points from the Fall 2026 baseline.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Progress monitor student behavior through monthly MTSS committee meetings and bi-weekly Student Supoort Team Meetings, focusing on the effective implementation and data-driven adjustment of Daily Behavior Report Cards (DBRC) and Check-In/Check-Out (CICO) interventions. **Strategy's Expected Result/Impact:** Students will gain a skill set to self-regulate behaviors and emotions. **Staff Responsible for Monitoring:** Administrators, Teachers, Student and Famliy Wellness Specialist, CIS, CICO Mentors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement targeted Tier 2 and Tier 3 interventions through small-group and individualized instruction. Interventionists and classroom teachers will utilize CLI and Nine Weeks Checklist data to develop and execute customized learning strategies for students. **Strategy's Expected Result/Impact:** Continuous assessment and progress monitoring of students. **Staff Responsible for Monitoring:** Administrators, Teachers, Interventionist **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 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** - 211 Title I, Part A	No Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 3: By Spring 2027, Bonham will achieve the Independent level in the OHI Adaptation category by a 15% increase from the current Clarity baseline, to ensure alignment with Leadership Belief 1.

Evaluation Data Sources: OHI data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Align PLC collaboration, data reviews, and campus decision-making with the schoo'sl mission and LB1, ensuring all short- and long-term planning is intentionally focused on the success of every student. **Strategy's Expected Result/Impact:** Moves the campus from Clarity to the Independent level in OHI by being intentional in our decision-making. **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Execute a systematic communication plan that clearly defines roles and responsibilities for leaders, ensuring that all academic and organizational changes are communicated transparently and effectively across the campus. **Strategy's Expected Result/Impact:** Ensures that all staff members are equipped with the clarity needed to sustain high performance during periods of adaptation. **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: By the Spring of 2027, students will demonstrate continuous academic growth by raising Math Operations performance by 25 percentage points by all student groups as measured by the EOY CLI, ensuring all students are equipped with the foundational mathematical skills necessary for future school success.

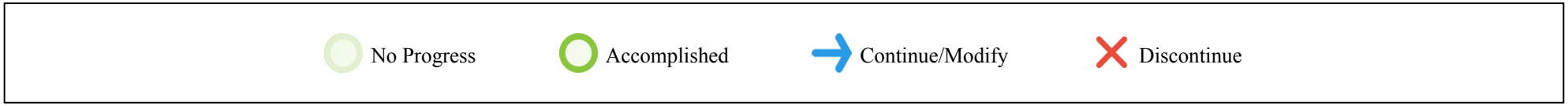
High Priority

HB3 Goal

Evaluation Data Sources: EOY CLI Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve student proficiency in math operations by implementing daily 10-15 minute "Math Routines" at the start of each math lesson. **Strategy's Expected Result/Impact:** Build operational and number fluency. **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers, Interventionist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Enhance Tier 1 math instruction by facilitating professional learning within PLC time one in the Fall and one in the Spring, focusing on research-based strategies and hands-on manipulative integration to strengthen student proficiency in math operations. **Strategy's Expected Result/Impact:** Improve student math operational proficiency **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers, Interventionist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By Spring 2027, demonstrate continuous improvement in foundational literacy skills by narrowing the skill gap for mainstream students, targeting a 20% increase in syllabication proficiency and a 30% increase in rhyming proficiency as measured by EOY CLI data.

High Priority

HB3 Goal

Evaluation Data Sources: EOY CLI Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute a professional development model focused on syllabication and rhyming, complemented by job-embedded coaching and peer modeling to ensure high-fidelity delivery of phonological awareness routines. **Strategy's Expected Result/Impact:** Build teacher capacity to deliver explicit, systematic instruction in syllabication and rhyming and narrow the gap in syllabication and rhyming. **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers, Interventionist **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: By the Spring of 2027, all classrooms will embed Conscious Discipline social-emotional learning practices into the instructional day and providing high-quality Pre-K programming, fostering a culture of high expectations that ensures all students are socially, emotionally, and academically prepared for success upon transitioning to kindergarten.

Evaluation Data Sources: CLI Data, Campus Walkthroughs, Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All classrooms will implement a "Safe Place," visual routines/schedules, the use of community-building "School Family", and adult modeling of self-regulation strategies. **Strategy's Expected Result/Impact:** Foundation of social-emotional regulation and emotional safety for both students and staff **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers, Student and Family Wellness Specialist **Title I:** 2.51, 2.52, 2.53 **- 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 5: Instructional Leadership and Capacity Building	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize research based resources (Play & Inquiry, Frog Street, Fueling Brains Resources, Go Noodle, CLI Engage, Heggerty, and Estrellitas, ABC Mouse) to provide high quality instruction aligned with the Texas Pre-Kindergarten Guidelines. **Strategy's Expected Result/Impact:** Teachers will deliver Tier 1 instruction by utilizing all resources to plan purposeful and meaningful lessons based on the individual needs of all students. **Staff Responsible for Monitoring:** Administrators, Team Leaders, Teachers, Instructional Assistants **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, 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	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide students with enrichment opportunities through mentor text, author visits, theatre performances, puppet shows, and field trips.	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By June 2027, Bonham will increase Average Daily Attendance (ADA) to 92% by decreasing the percentage of students who are economically disadvantaged and chronically absent from 95.2% to 90% as measured by state ADA. (EDF 3.2)

High Priority

Evaluation Data Sources: ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus attendance committee will drive attendance improvements by setting monthly goals, providing recognition for students and teachers with exemplary attendance, and maintaining proactive communication with families. The committee will actively collaborate with teachers to monitor data, implement intervention plans for classrooms falling below 92%, and provide support to ensure all attendance expectations are consistently met. **Strategy's Expected Result/Impact:** Improved student attendance and collaboration between school and home. **Staff Responsible for Monitoring:** Administrators, Student and Family Wellness Specialist, CIS Program Manager, Teachers, Attendance Clerk **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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Improve student attendance rates by providing families with consistent, transparent communication regarding state and district attendance guidelines and the importance of regular school attendance. **Strategy's Expected Result/Impact:** Improved student attendance and collaboration between school and home. **Staff Responsible for Monitoring:** Administrators, Student and Family Wellness Specialist, CIS Program Manager, Teachers, Attendance Clerk **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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Improve daily student and staff attendance by executing rigorous sanitation protocols in high-traffic areas to disrupt the transmission of common childhood infections **Strategy's Expected Result/Impact:** Improve student wellness and improve student attendance. **Staff Responsible for Monitoring:** Administrators, Custodial Staff, Teachers, Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By June 2027, Bonham will establish community involvement, community partnerships and parent engagement. Create relationships where parents and educators are active partners in educating their children. Create an inclusive and nurturing environment where we support parents and students for school readiness.

High Priority

Evaluation Data Sources: Evidence of community partnerships, parent engagement data, parent survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Prepare students and families who are in the transition from early childhood education programs to local elementary school programs. **Strategy's Expected Result/Impact:** Students will transition successfully from Bonham PK to elementary campuses across the district with success. Students will be at or above grade level. **Staff Responsible for Monitoring:** Administration, Student & Family Wellness Specialist, Teachers and Staff **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Form relationships with the community to provide support to our students and staff, such as the Texas State early childhood interns, Texas State student teachers, Community Action, Inc. Head Start, Communities In Schools, and Texas State Summer Early Childhood Inquiry Workshop. **Strategy's Expected Result/Impact:** Increased Community and University involvement **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, Student & Family Wellness Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for children and families to play and learn through family engagements, such as campus Cultural Events, Bonham Bear Walk, Family Literacy Night, and Jueganoches. **Strategy's Expected Result/Impact:** Increased parent/ family involvement in activities with their students **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Assistants, Student & Family Wellness Specialist **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 5: Instructional Leadership and Capacity Building	 Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Have monthly parent engagements led by CIS and the Student and Family Wellness Specialist inviting parents to participate and engage in hands on activities such STEAM activities, holiday inspired activities, movement (fine motor/ large motor), etc. Have monthly parent meetings on topics such as health, wellness, nutrition, parent involvement, transportation safety, dental hygiene, nutrition, social and emotional learning, and Parent Conference tips for parents. **Strategy's Expected Result/Impact:** Increased parent/ family engagement **Staff Responsible for Monitoring:** Administrators, Student & Family Wellness Specialist, Head Start family advocate, Teachers, CIS **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 5: Instructional Leadership and Capacity Building	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Cynthia Hernandez	Parent Liaison	Title I	.70
Melinda Anderson	Paraprofessional	Title 1	100

Site Based Decision Making Committee

Committee Role	Name	Position
Campus Leader	Amber Johnson	Teacher
Campus Leader	Diane Hernandez	Teacher
Parent	Christopher Villegas	Parent
CIP Committee	Stephanie Gonzales	CIS Program Manager
Community Member	Becca Hemenway	TXST ECE
DEIC	Elliot Johnson	P.E. Coach
Campus Leader	Selina Ochoa	ECSE Teacher
CIP Committee	Amber Segura	Assistant Principal
Campus Leader	Sandra Ortiz	Teacher
Campus Leader	Savannah Perez	Teacher
CIP Committee	Staci Shockley	Student and Family Wellness Specialist
Principal	Eulogia Martinez	Principal

Campus Funding Summary

199-PIC 24 State Comp Ed (SCE), Accelerated Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$20,000.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$113,149.00
				+/- Difference	$113,149.00
				Grand Total Budgeted	$133,149.00
				Grand Total Spent	$0.00
				+/- Difference	$133,149.00

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	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026

Addendums

Bonham SEL Campus Plan 2020-2021

Goal 2: SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready.	**Performance Objective 1:** Increase student academic achievement by increasing student attendance, improve social and emotional learning, and provide students with access to a high quality pre-k program by creating a culture of high expectations for all students PK-16.
Evaluation Data Source: Emergent Tree reports, Intervention data, SEL Lessons, Morning Meeting Lessons	

Strategy Description	Monitor	Strategy's Expected Result/Impact
Provide students with opportunities to regulate their emotions by providing students with Social and Emotional Learning lessons. Provide teachers with professional development on how to support students who have strong emotions.	Admin; Counselor, Teachers	Increased student regulation of emotions and increased teacher development in supporting students with SEL.

Goal 3: SMCISD is committed to creating a culture of high expectations for performance and professionalism.	**Performance Objective 1:** Increase the effectiveness of current school operations and practices in order to maintain a safe, respectful, and responsible, engaging and positive learning environment for all students and staff.
Evaluation Data Source: Emergent Tree reports, Safe Schools data, Emergency Operations data, Health and Safety Committee data	

Strategy Description	Monitor	Strategy's Expected Result/Impact
Continue Tier 1, 2, and 3 Emergent Tree School-Wide expectations plan. Use the school wide positive behavior incentives to promote and celebrate being Safe, Respectful, and Responsible.	Admin; Counselor, Teachers	Improved student behavior and a positive school climate.
Continue to the use of positive behavior reinforcement , conscious discipline, SEL to give students a skillset to manage emotions, form relationships, communicate effectively, and be sensitive to the needs of others.	Admin; Counselor; Teacher	Teachers will utilize the Safe Place in their classroom, evidence of positive behavior reinforcement, evidence of students utilizing breathing techniques to manage emotions.

Explicitly state how you will embed SEL in the following areas:

Instruction: Classroom teachers will provide to self regulate behavior and emotuions by utilizing daily brain breaks. Teachers will provide students with two Go Noodle activities during instructional time or as needed. Teachers will utilize Conscious Discipline and Pure Edge breathing techniques to allow students to self regulate. Teachers will model and teach effective skills to provide problem solving strategies.

Morning Meetings: Classroom teachers will facilitate daily morning meetings for 15 minutes. Teachers will utilize the following format: Greeting, Share, Activity, News/Announcements.

Example:
Greeting:Note to Remember:
For greeting to go smoothly and be a positive start to the day, it's important to model and practice common skills. These include:

- **Sitting or standing in your own space in the circle**
- **Speaking in a clear, audible voice**
- **Using friendly tone**
- **Using friendly body language**
- **Shaking hands safely**
- **Waiting your turn**
- **Listening while others greet**

Share: Name a category such as vegetables, colors, numbers, foods, games, books, or songs (you can write a question on the morning message chart to preview the category: “Be ready to share a favorite _____during Morning Meeting.”)

Going around the circle, each student names a favorite item in the chosen category. Depending on age and skill Sharing -Favorites

Name a category such as vegetables, colors, numbers, foods, games, books, or songs (you can write a question on the morning message chart to preview the category: “Be ready to share a favorite _____during Morning Meeting.”)

Going around the circle, each student names a favorite item in the chosen category. Depending on age and skill the class to make the “Me, too!” sign if they like the same thing (fold down the middle three fingers; move hand with thumb and pinkie extended back and forth toward the sharer and yourself).

To extend this sharing, tally the favorites and use the date for a graphing activity later.

Activity: Read aloud a short passage or sentence from a book and have students partner and share their perspective on what they heard or felt (utilize break out rooms when virtual)

Example: Cooper Says

This activity is similar to “Simon Says,” except that no one is ever “out.” The leader, “Cooper,” gives the group instructions. Students follow the instructions only if the instructions are preceded by “Cooper Says…” For example, if the leader says, “Cooper says touch your toes,” students touch their toes. However, if the leader says, “Touch your toes,” students stand still. Keep the activity moving quickly. You can increase the difficulty by challenging the group to follow ten directions correctly.

News/Announcements: review the schedule for the day and expectations

Example:Good Morning!

Today is Monday.

It is (cloudy, sunny, raining, etc.)
We will_____
Ways to Read
Morning Messages as a Class
Choral read

Read in different voices (whisper, spooky, loud, soft)

Take turns: divide the group in half; one half reads a sentence while the other listens; switch back and forth

Echo read: teacher or a student reads a sentence; rest of class echo reads same sentence

Chant or sing the message to a familiar tune

Add sound effects for punctuation marks

Clap the beats for words with two or more syllable

Outdoor Learning Time: Teachers/Paraprofessional will create an environment for all students to engage in outdoor learning successfully. Teachers/paraprofessionals will facilitate social skills, interactive play, and model on how to enter games/invite students who are left out into games and play.