

Houston Independent School District
111 Bonham Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Bonham Elementary is to provide all learners with a high quality, stimulating academic learning environment with an enriched up to date educational research-based curriculum and teaching methodologies with the assurance of a highly qualified staff that will deliver the curriculum and set high standards for all learners.

Vision

Our vision for Bonham Elementary School is one where children are educated through a collaborative effort among parents, faculty, students, and the community. Our school environment encourages children to become future leaders and to take risks in becoming creative producers without fear of failure. Through cooperation and unity of spirit, challenges become opportunities where achievements are recognized and celebrated.

Value Statement

- We believe that the purpose of education is to teach the child to become a self-directed learner in all areas: social, emotional, academic, and physical in order to be successful in life.
- We believe that effective schools teach students to be self-motivated, critical thinkers, and challenge students to learn independently and cooperatively.
- We believe that a successful student can apply his/her thinking skills, to solve problems and to communicate effectively.
- We believe that excellent teachers are mentors who recognize children's individual needs, motivate and foster creativity as they prepare children to succeed in life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bonham Elementary School is located on Braes River Dr. in the Sharpstown area of Southwest Houston. It is situated in the neighborhood bounded by the street of Beechnut, Gessner, Bissonnet and the Southwest Freeway. Bonham is one of the largest elementary schools in the Houston ISD with a current enrollment of 990 students. The population of students is ethnically divided into 77.2% Hispanic, 12.5% African American, 8.7% Asian (Afghan Refugees), and 2% White. We service students with diverse needs as evidenced by our Special Populations. Currently, 73.3% of our students are identified as Limited English Proficient and 5.2% are served in our Special Education program. Approximately 96% of our students qualify for the free or reduced breakfast/lunch program. Bonham is designated as a school-wide Title 1 school and there is an 18% mobility rate. Our attendance rate for 2021-2022 school year was 91.4%. 5.2% of our students are Special Education, 2% are 504, and 2% are Dyslexic, 2.3% of our student population are identified as Gifted and Talented. 70.3% of our students are considered At Risk, and 7.8% are over age.

Demographics Strengths

At Bonham Elementary, we believe it is important to provide a well-rounded academic, social emotional, and world experience to our students. We make sure we break down data by all groups to track progress using our data tracker. 73.3% of our students are English Language Learners (Hispanic, African, and Afghans). Currently, knowing a second language is not only beneficial, but necessary for success in life. Language learning has been shown to improve a student's cognitive function, including, but not limited to: Enhanced Problem Solving Skills, Improved Verbal and Spatial Abilities, Improved Memory Function (long & short-term), Enhanced Creative Thinking Capacity, Better Memory, More Flexible and Creative Thinking, Improved Attitude Toward the Target Language, and Culture. Bonham Elementary is committed to develop a plan to support language development using strong Second Language Acquisition Instruction.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): How are we utilizing Second Language Acquisition Instruction strategies consistently and effectively. **Root Cause:** We have a high number of English Learners student population and we need to use high yield instructional strategies so they are able to transfer their skills from their native language to learning English. We have a group of approximately 10% new Refugees arrivals in all grade levels that never been at school before.

Student Learning

Student Learning Summary

STAAR: We tested 98% of our student population.

- Reading: 44% Did NOT Meet & 56% MET - 56% Approaches; 35% Meets; 18% Masters
- Math: 43% Did NOT Meet & 57% MET - 57% Approaches; 32% Meets; 13% Masters
- Science: 57% Did NOT Meet & 43% MET - 43% Approaches; 23% Meets; 14% Masters

TELPAS: We tested 99% of our EL student population.

- Beginning: 34% Intermediate: 38% Advanced: 20% Advanced High: 8%
- 40% TELPAS progress rate
 - 174 out of 435 students demonstrated one proficient level progress.

Renaissance 360:

- READING: Urgent Intervention: 30% Intervention: 14% On Watch: 10% Above: 46%
- MATH: Urgent Intervention: 22% Intervention: 14% On Watch: 13% Above: 50%

Report Card Failures

- Reading: 15% Language Arts: 10% Math: 16% Science: 5% Social Studies: 5%

Student Learning Strengths

Our focus is on student progress. About 70% of our students are At-Risk and English Language Learners. We consistently look at all data points to determine progress. If students are not progressing, we will meet and create an RTI plan. We will focus on growth, English instruction strategies, and Intervention practices.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): How do we consistently and effectively utilize the release model during our tier 1 instruction embedding best practices such as differentiation.

Root Cause: We need to better collaborate to plan effective data-driven lessons targeting tier 1 instruction using the I do, we do, you do while differentiating to the needs of our students.

School Processes & Programs

School Processes & Programs Summary

As we have reflected on the last 2 years and what we want to focus on this coming year, we have to be laser focused and do a few things really well. We have picked one area in all 3 RTI tiers to focus on.

- Tier 1 Instruction: Tier 1 instruction is where we should focus. We are going to meet every six weeks to vertically plan and collaborate. We will also meet weekly in PLCs to internalize lessons. We will use a school wide configuration boards to keep us focused on high quality instruction. We will follow the gradual release model of instruction. We are also going to train all teachers on small group instruction to support differentiated instruction during tier 1 instruction.
- Tier 2 Content-Based Language Instruction: We will focus on our EL strategies. Ms. Lasley and Ms. DelaTorre will guide us in this work.
- Tier 3 Intervention: We have to make sure our students who are demonstrating weak progress are receiving intensive intervention. This year, all teachers will be trained in Reading Academy and Eureka Math. we will also use strategies/content support we have learned from lead4ward and Eureka..

These 3 focus areas will be part of our goals and measurable objectives.

1. Literacy Academy: We will continue our collaboration with Literacy Academy from Lead4Ward to all 3-5 grade teachers throughout the school year in order to develop teachers literacy skills.
2. Professional Learning Communities (PLCs): We will meet weekly to internalize lesson plans, look at data, and make instructional decisions.
3. Vertical Planning: We will meet every six weeks to vertically plan the following instructional cycle.

School Processes & Programs Strengths

It is important to provide consistent systems and expectations so staff and students know what to expect. In order to plan for learning, we evaluate data and select three areas to focus on as a school. We are going to work on Tier 1 instruction using the gradual release lesson plan model. We are going to increase our professional development on Content-Based Language Instruction strategies for our English learners. We will also improve our Intervention instruction and program for students. Our campus has a sense of urgency to providing support to our English Language Learners. We meet weekly in Professional Learning Communities to discuss data, internalize lessons, and best practices.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): How do we consistently implement an Intervention program and Progress Monitoring to impact improved student achievement. **Root Cause:** Many of our students need extra support and interventions to progress academically and/or linguistically.

Perceptions

Perceptions Summary

At Bonham ES school we take pride in building a positive relationship with the students, the parents, the staff, and the community. We have established many routines and procedures to build strong positive relationships. In the morning during arrival the students are greeted at the different arrival areas by school personnel. At the front of the school, we have staff that opens the car doors for the students and welcome them with a smile and a greeting. As the students enter the main doors of the building, we have teachers welcoming the students. The principal stands by the main foyer welcoming all the students and staff as they arrive. The office opens at 7:00 in the morning to answer the parents questions and concerns. In the bus area, we have staff welcoming the students as they get out of the bus. In the cafeteria and hallways as the students wait to enter the classrooms for instruction, the staff is monitoring and greeting the students. Also, the staff is setting up the expectations for the whole day as they go over the expectations for waiting quietly while reading a book or completing assignments quietly. The goal is for the students to start the day with a positive aptitude that reflects in the classroom in a positive learning environment. The morning announcements also set the tone for a positive school environment as we do celebrations, we promote positive discipline and give rewards.

We have established common procedures for arrival, hallway transitions, lunch, and dismissal. The goal is to speak the same language all across the school, and to have the same expectations in order to have a culture that reflects a positive environment that focus on students learning and growth.

We celebrate staff birthdays monthly, praise teachers for student growth and for meeting the district goals.

We have established a strong relationship with the parents and the community by having a PTA and monthly "coffee with the principal meetings". Also, parents are welcome to meet and greet and open house events. We also, have events during the fall and spring to get the parents involve.

Perceptions Strengths

The main strength of Bonham ES is building a positive relationship with the students of respect and care, but at the same time of high expectations. We focus on the well being of the student as a whole. We provide academic and social and emotional support to ensure that all the needs of the student are met. The main goal is for the student to enter a classroom where he is going to be treated with respect and be supported.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): How do we involve all stakeholders in shaping our school climate and improving academics. **Root Cause:** We need to involve more than just the administration and staff when making school decisions and actively part of the SDMC.

Priority Problems of Practice

Problem of Practice 1: How are we utilizing Second Language Acquisition Instruction strategies consistently and effectively.

Root Cause 1: We have a high number of English Learners student population and we need to use high yield instructional strategies so they are able to transfer their skills from their native language to learning English. We have a group of approximately 10% new Refugees arrivals in all grade levels that never been at school before.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: How do we consistently and effectively utilize the release model during out tier 1 instruction embedding best practices such as differentiation.

Root Cause 2: We need to better collaborate to plan effective data-driven lessons targeting tier 1 instruction using the I do, we do, you do while differentiating to the needs of our students.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: How do we consistently implement an Intervention program and Progress Monitoring to impact improved student achievement.

Root Cause 3: Many of our students need extra support and interventions to progress academically and/or linguistically.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: How do we involve all stakeholders in shaping our school climate and improving academics.

Root Cause 4: We need to involve more than just the administration and staff when making school decisions and actively part of the SDMC.

Problem of Practice 4 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd to 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase by 15%

The percentage of students in grade kindergarten to second grade that reads at or above grade level as measured by BRR will increase by 20%

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: The percentage of students reading and writing with fluency and comprehending on grade level text in grade Pk-5 will increase by 5% quarterly.

Evaluation Data Sources: BRR

Renaissance 360 (BOY, MOY, EOY)

CIRCLE (BOY, MOY, EOY)

Kindergarten (KEA)

Campos Common Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Use guided reading, literature circles, and targeted small group instruction to develop students independent reading levels and to increase reading fluency and comprehension. Strategy's Expected Result/Impact: The independent reading level of students in grade K-5 will increase 1-2 levels by the EOY BRR assessment. Staff Responsible for Monitoring: Teachers, Support Staff, Career Pathway Literacy Teacher Leader, Teacher Assistants, and Tutors. Action Steps: The teachers will administer BRR/ Ren360 to determine students BOY independent reading level. They will group their students based on their reading levels and create a schedule to meet with guided reading groups. In addition, teachers will create guided reading lessons that focus on students comprehensive development. During workstations, the students will be given opportunities to develop their independent reading and fluency skills/strategies. Support staff will provide ongoing support, feedback and professional development. Teachers will use digital resources such as Imagine Language/Literacy and MyOn to support the students learning. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Implement writers' workshop and utilize a writing rubric to assess students growth. Strategy's Expected Result/Impact: It is expected to increase students' writing skills. Staff Responsible for Monitoring: Teachers, Support Staff, Teacher Assistants, and Tutors. Action Steps: Teachers will receive writers' workshop ongoing professional development support scheduled for 2022-2023 school year. Monthly students' writing samples analysis through PLCs. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Writing Workshop Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$6,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 100% of TIER 2 and TIER 3 student will receive individualized instruction. Strategy's Expected Result/Impact: Students will increase to at least one to two levels on reading. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Dean of Instruction, Teacher Specialists, Support Staff, Career Pathway Literacy Teacher Leader, Teacher Assistants, Principal, and Tutors Action Steps: Facilitate the learning of teachers in order to know how to group small group instruction. Teachers will look at data consistently and develop small group lessons/action plans. Provide guided reading staff development during PLCs. Strengthen the skills of teachers delivering guided reading lessons; during PLCs, teachers will have an opportunity to do At Bat and get feedback on their performance. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will undergo through Reading LA Professional Development through district and on-campus support in order to build capacity. Strategy's Expected Result/Impact: It is expected to increase students reading/writing fluency and comprehension significantly. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Teacher Specialists, Teachers, Action Steps: Teachers will attend the Reading and Writing professional development, Implement the learning in the classroom, and improve practices by supporting each other during PLC and planning sessions. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd to 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase by 15%

The percentage of students in grade kindergarten to second grade that perform at 70% or above as measure by common assessments will increase by 15%

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: The percent of students in grades PK - 5 at or above grade level in math will increase at lease by 5% quarterly as measured by Campus Common Assessments and Circle.

Evaluation Data Sources: CIRCLE (BOY, MOY, EOY)

TX KEA (BOY, MOY, EOY)





Ren360 (BOY, MOY, EOY)

Campus Common Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Use data to implement Guided Math to differentiate mini-lessons to target specific groups of students for small group instruction and workstations. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: It is expected that students' concept development will increase significantly. Staff Responsible for Monitoring: Teachers, Support Staff, Teacher Assistants, and Tutors. Action Steps: Teachers and Support Staff will analyze students data to group students by tiers. Based on data, group students for guided math in order to target the skills needed. Monitor students progress and adjust teaching. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Materials and Resources (Workstations) - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$13,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the use of Eureka resources as part of the Math Instructional Block to target the development of critical thinking skills.</p> <p>Strategy's Expected Result/Impact: It is expected to increase students' mathematical critical thinking skills.</p> <p>Staff Responsible for Monitoring: Teachers, Support Staff, Teacher Assistants, and Tutors.</p> <p>Action Steps: Eureka modules will be order. Teachers will ensure the use all components including fluency and concept development by modeling and guiding students through the thinking process. Leadership team will monitor the use of eureka resources.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Manipulatives and Resources - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of TIER 2 and TIER 3 student will receive individualized instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase their math skills.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Teacher Specialists, Support Staff, Career Pathway Teacher Leader, Teacher Assistants, Principal, and Tutors</p> <p>Action Steps: Facilitate the learning of teachers in order to know how to group small group instruction. Teachers will look at data consistently and develop small group lessons/action plans. Provide guided math staff development during PLCs. Strengthen the skills of teachers delivering guided math lessons; during PLCs, teachers will have an opportunity to do At Bat and get feedback on their performance.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will undergo through Math Professional Development through district and on-campus support in order to build capacity. Strategy's Expected Result/Impact: It is expected to increase students math fluency and concept development significantly. Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Teacher Specialists, Teachers, Action Steps: Teachers will attend the math professional development, Implement the learning in the classroom, and improve practices by supporting each other during PLC and planning sessions. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Math Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$4,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The STAAR performance in grades 3 to 5 will increase 15% points at the Approaches, 15% Meets, and 15% Masters level between the spring 2022 and the spring 2023 as measured by the combination of STAAR scores in Reading, Math, and Science.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: The percent of students in grades PK - 5 will demonstrate academic progress in Reading and in Math quarterly ensuring at least one year growth by the end of the school year.

Evaluation Data Sources: Circle (BOY, MOY, and EOY)

TX KEA (BOY, MOY, and EOY)





Ren30 (BOY, MOY, and EOY)

Campus Common Assessments

STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide a high-quality tier 1 instruction that includes best practices for all learner styles including visuals, hands-on activities, variety of text levels, etc.</p> <p>Strategy's Expected Result/Impact: It is expected to increase the students academic understanding in reading, math, and science.</p> <p>Staff Responsible for Monitoring: Teachers and Support Staff</p> <p>Action Steps: Teachers are expected to plan lessons having in mind all different type of learners and all different levels in order to differentiate and ensure understanding of the content for all students. Support staff will support the planning process and monitor the implementation of effective strategies in the classroom.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and Materials for hands on activities, etc. - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$12,000</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and monitor a school-wide daily intervention block in every classroom to personalize and differentiate instruction based on data.</p> <p>Strategy's Expected Result/Impact: To increase the number of students progressing at least one year growth.</p> <p>Staff Responsible for Monitoring: Teachers, Support Staff, Teacher Assistants, and Tutors.</p> <p>Action Steps: Support Staff will conduct data analysis PLCs to support teachers organize students by tiers. Teachers will ensure to follow the intervention block schedule and provide the interventions needed to tier 2 and tier 3 students. Teachers must monitor the students progress and adjust accordingly. Support Staff will monitor implementation and provide any support needed.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for high performing and GT student to participate in project-based learning and enrichment programs (e.g. name that book, MLK speech contest, Spelling bee, engineering program, etc.)</p> <p>Strategy's Expected Result/Impact: To increase the number of students scoring at the Masters level.</p> <p>Staff Responsible for Monitoring: Teachers, Support Staff, Teacher Assistants, and Tutors.</p> <p>Action Steps: Identify and locate the high performing and GT students. Design a plan of instruction at higher level. Ensure to provide the opportunities to engage in project-based activities. Monitor students progress and adjust teaching and learning.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Enrichment Clubs - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The number of students receiving special education services who attain Meets Level on STAAR will increase by five percent on the Reading and Math assessments. The number of satisfactory level on STAAR-Alt 2 will increase by five percent on spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The number of students receiving special education services will increase academic performance in reading and math every quarter .

Evaluation Data Sources: BRR





Renaissance 360 (BOY, MOY, EOY)

Campus Common Assessments

STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement and monitor accommodations established on the IEP.</p> <p>Strategy's Expected Result/Impact: It is expected that students will receive the necessary designated supports to reach the taught curriculum.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, General Ed. Teachers, Support Staff, and Teacher Assistants</p> <p>Action Steps: The Special Education chair will communicate to all General Education Teachers the students IEP and support the with the understanding of the accommodations. Provide to the General Education Teacher with examples of supplemental aids and co-teach to ensure effectiveness of the accommodations.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details	Reviews			
Strategy 2: Sped students will participate on reading and math interventions provided during school and after school hours. Strategy's Expected Result/Impact: To increase academic performance in reading and math. Staff Responsible for Monitoring: Special Education Teachers, General Ed. Teachers, Support Staff, and Teacher Assistants Action Steps: Teachers will ensure the participation of the students receiving special education services in interventions for reading and math, face to face and online programs. Teachers will monitor the effectiveness of the interventions and the progress of the students' learning. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: After School Tutorials - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Specially Design Instruction (SDI) to General Education Teacher. Strategy's Expected Result/Impact: To provide effective and differentiated instruction to students receiving special education services. Staff Responsible for Monitoring: General Education Teacher, Support Staff, and Administration. Action Steps: Provide General Education Teachers with the opportunities to receive SDI training. Provide coverage to the classroom. Monitor and support the implementation of the learning after the training . Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Bonham Elementary will aim to increase the average daily attendance from 91.5% to 96% between spring 2022 to spring 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Bonham Elementary will aim to increase the average daily attendance from 91.5% to 96% between spring 2022 to spring 2023.

Evaluation Data Sources: Attendance trackers

Strategy 1 Details		Reviews			
Strategy 1: Contact parents of those students who are absent. Send letters to parents of students and conduct home visits. Strategy's Expected Result/Impact: Students and parents will be coming to school. Staff Responsible for Monitoring: Counselor, Aides, Registrar, Wraparound Specialist, & Classroom teachers Action Steps: The counselor will run weekly reports, make phone calls to parents and send out mass reminders of the importance of attendance. The Wraparound Specialist will perform home visits for students who have chronic absences and provide immediate intervention to support the parent and the student. Hold weekly attendance meetings with the wraparound specialist, SIRS, and principal to discuss students and their needs so that they attend school. Make daily calls out to parents emphasizing the importance of attendance and to celebrate when the attendance rate increases Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The attendance committee will meet every week to analyze data and patterns and decide next steps such as home visits, parental support, etc. Strategy's Expected Result/Impact: The Wraparound Specialist and School Counselor will follow up with parental support to increase students attendance. Staff Responsible for Monitoring: Teachers, Clerical Staff, Wraparound Specialist, and Counselor. Action Steps: The attendance committee will meet every Friday to analyze the data collected and decide next steps. Counselor and Wraparound Specialist will follow up with next steps. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Reward students with perfect attendance every 6 weeks (grading period). Strategy's Expected Result/Impact: Increase students' attendance Staff Responsible for Monitoring: Teachers, Counselor, Wraparound Specialist & Principal Action Steps: The Counselor and Wraparound Specialist will design, communicate and implement the perfect attendance reward system including students and teachers every grading period. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Reward System - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE

Bonham Elementary will aim to reduce the number of "Out of School Suspensions" and "In School Suspensions" as measured by the ratio of the total out and in suspensions vs. the total number of students.

Measurable Objective 1: The number of students place "Out of School Suspension" or "In School Suspension" will decrease by 5%.

Evaluation Data Sources: HISD Connect

Strategy 1 Details	Reviews			
Strategy 1: PBIS and Restorative Circles implementation. Strategy's Expected Result/Impact: To improve students' behavior. Staff Responsible for Monitoring: Teachers, Support Staff, Faculty, Counselor, and Parents. Action Steps: Training will be provided to Faculty and Staff. Teachers will teach and implement restorative circles and PBIS practices. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the implementation of Social and Emotional practices Strategy's Expected Result/Impact: To decrease the disruptive students by increasing the relationships. Staff Responsible for Monitoring: Counselor, teachers, leadership team. Action Steps: Provide training to all staff. Counselor will guide the implementation by modeling lessons to teachers. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Design a "Serenity Room" to support the social emotional learning. Strategy's Expected Result/Impact: Support students to de-escalate emotions. Staff Responsible for Monitoring: WRS, Counselor, Assistant Principals Action Steps: Design and order all necessary materials for the "Serenity Room" Develop protocols in writing for the use of the room. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

By the end of 2022-2023 we will be in compliance with 100% of safety procedures measured by the safety committee report.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of our teachers will ensure that no students are bullied at Bonham ES

Evaluation Data Sources: HISD Connect, Discipline Records & Counselor request's data

Strategy 1 Details	Reviews			
Strategy 1: Bullying Prevention Education, De-Escalation & Restorative Practice Strategy's Expected Result/Impact: A safe and productive learning environment Staff Responsible for Monitoring: Teachers, Counselor, Administration Action Steps: 100% of students will participate in Bullying Prevention Education. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that all staff completes online safety training. Present and trained our parents and students on the prevention of Child Abuse. Strategy's Expected Result/Impact: Students have a place to feel safe. Staff Responsible for Monitoring: Counselor, Nurse, All Staff & Administration Action Steps: Our school will prevent 100% of Child Abuse Prevention during 2022-2023. Ensure that all staff completes online training. Present and trained our parents and students on prevention for Child Abuse. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All staff will receive training at the beginning of the year during staff development. Strategy's Expected Result/Impact: Provide a safe place for learning Staff Responsible for Monitoring: Assistant Principal, Principal, Nurse, Safety Committee, Risk Management Action Steps: All staff members will receive training on fire and safety drill procedures. All staff will receive training at the beginning of the year during staff development Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

By the end of the 2022-2023 school year, SPED students will make an increase of 5% in their individualize assessment base on their ARD. This will happen by ensuring all teachers understand each SPED student's IEP.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of special education teachers will be scheduled to support the needs of the students they serve

Evaluation Data Sources: Progress Monitoring according to their ARD

Strategy 1 Details	Reviews			
Strategy 1: Special education teachers' schedules will reflect the support needed by each special education student. Strategy's Expected Result/Impact: Special Education students will make progress Staff Responsible for Monitoring: Teachers, Sped Teacher, Teacher Assistant Action Steps: 100% of special education teachers will be scheduled to support the needs of the students they serve. Special education teachers' schedules will reflect support needed by each special education student. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all IEPs are met by SPED and mainstream teachers Strategy's Expected Result/Impact: Meet the needs of all Special Education students Staff Responsible for Monitoring: Classroom teachers, School Administrators, Special Ed. Chair Action Steps: 100% of special education students will receive the support indicated in their IEPs. Ensure all IEPs are met by SPED and mainstream teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional coaches will work with SPED teachers to plan and look at the students' learning data. Strategy's Expected Result/Impact: Teachers will be able to focus on students' misunderstandings and check what they need to re-teach. Staff Responsible for Monitoring: Principal, instructional leaders (instructional specialists, content lead teachers, admin team) & Admin Team Action Steps: Model for teachers how to analyze assessment data, and then plan for instruction; assist teachers in creating individualized instructional plans for all students according to RTI model. Instructional leaders will provide opportunities for teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

By the end of the 2022-2023 school year, the Continuously Enrolled/Non-Continuously Enrolled students will meet the target of 48% and 45% scores. All special population students will continue to meet their target.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: English Learners students growing one year in all 4 domains (reading, writing, listening and speaking) will increase by ten percent.

Evaluation Data Sources: K12 Summit reports

Campus Common Assessments

Language Descriptors Rubric (Listening & Speaking)

Strategy 1 Details	Reviews			
Strategy 1: Non-Negotiable implementation of the ESL block for all Bilingual and ESL classrooms Strategy's Expected Result/Impact: Increase of the second language acquisition. Staff Responsible for Monitoring: Teachers, Support Staff, Multilingual Support Action Steps: Ensure to include an ESL block for all Bilingual and ESL classrooms on the daily schedule. Monitor the planning and implementation of the content and strategies. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Content-Based Language Instruction Strategies. Strategy's Expected Result/Impact: To improve the English Language acquisition. Staff Responsible for Monitoring: Teachers, Support Staff, Multilingual Support Action Steps: Provide PD to teachers on Shelter Instruction Strategies. Monitor and support the implementation of the strategies in the classroom in order to improve the reading, writing, listening and speaking. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: EBs data analysis progress monitoring PLC Teacher-Administrator every grading period. Strategy's Expected Result/Impact: To increase the English Language acquisition. Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Action Steps: Organize PLC to review EL students growth every grading period that include the language descriptors rubric. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: One-to-one pull out interventions during instructional time for grades 1 and 2 focusing on English Language Acquisition. Strategy's Expected Result/Impact: To increase English Learners Language Acquisition and accelerate the transition of students by 3rd and 4th grade. Staff Responsible for Monitoring: Assistant Principal and Literacy Specialist. Action Steps: Innovation for Learning Interventionist will assess all 1st and 2nd grade students to assign starting points. Pull each student about 5-8 minutes during the day to provide one-to-one intervention. Teacher will ensure that students will practice the skill during a workstation time for 20 minutes. TEA Priorities: Build a foundation of reading and math Funding Sources: Innovation for Learning Interventionists - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$75,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Bonham Elementary will aim to involve 100% of the parents in virtual and face-to-face teacher-parent conferences and to increase ten percent of participation in activities related to education, family literacy, and parent literacy as shown in the monthly HISD Parent and Family engagement interim report.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The school will hold twice a month events (Title 1, Coffee with the Principal/Parenting Classes) to involve at least 20% percent participation of the parents of the students enrolled.

Evaluation Data Sources: Sign-in sheet, Agenda Parent Calendar

Strategy 1 Details	Reviews			
Strategy 1: Hold regular parent meetings to discuss upcoming events and school-wide matters that impact student learning. Strategy's Expected Result/Impact: Increase communication and parent participation Staff Responsible for Monitoring: Principal & Title I Coordinator, Action Steps: Will hold school events to involve more parents in the school community. Will use Microsoft Teams & Schedule meetings with the FACE department in advance for each quarter Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will hold regular PTA meetings to discuss upcoming events and school-wide matters that impact student learning. Strategy's Expected Result/Impact: To engage our parents and community Staff Responsible for Monitoring: Principal & Title I Coordinator Action Steps: PTA Meetings - Hold regular parent meetings to discuss upcoming events and school-wide matters that impact student learning. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase the engagement with the parents and community by hosting meetings of interest to the community and parents. Strategy's Expected Result/Impact: Increase at least 10% of parents participation. Staff Responsible for Monitoring: Title I coordinator, Assistant Principal, & principal Action Steps: Advertise Monthly meetings via flyers, call out, website, Twitter, and Face Book. The principal will create an engaging conversation with the parents and community Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Strategy 1 Details	Reviews			
Strategy 1: The nurse will be monitoring immunization requirements, data entry, and state reporting requirements Strategy's Expected Result/Impact: 100% compliance Staff Responsible for Monitoring: Nurse and Principal Action Steps: The nurse will check at the time of registration & will follow up with parents within 30 days Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Developed an schedule to perform vision screening starting from 5th grade students. Strategy's Expected Result/Impact: To improve students learning to all students identified as needing vision correction. Staff Responsible for Monitoring: Nurse, Principal Action Steps: The school Nurse will develop the vision screening schedule. Students will be screened in groups of 5 on the indicated date. Support for the Nurse will be provided as requested. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop an schedule to perform the Type 2 Diabetes Screening for grades 1, 3, and 5. Strategy's Expected Result/Impact: To prevent/identify students at risk of Type 2 Diabetes. Staff Responsible for Monitoring: Nurse, Principal Action Steps: The school Nurse will develop the type 2 diabetes screening schedule. Students will be screened individually on the indicated date. Support for the Nurse will be provided as requested. Parents will be contacted to follow if medical support is needed. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: 100% of our students and families, will participate in a health and wellness night/event.

Evaluation Data Sources: Signing sheets & participation

Strategy 1 Details	Reviews			
Strategy 1: The nurse and parent engagement committee will host a health fair for all students, parents, and families Strategy's Expected Result/Impact: Students and families learn about healthy choices Staff Responsible for Monitoring: Nurse, Assistant principal, principal, and Health & Wellness Committee Action Steps: The event takes place in the evening. Several health organizations from our community will join us to promote health care and wellness. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

The percentage of 5th grade students performing at or above grade level in Science as measured by the Meets Grade Level Standard on STAAR will increase by 15% between Spring 2022 and Spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students in Grade 5 performing at or above Meets Level on Science campus and district assessments will increase at least by 5% quarterly

Evaluation Data Sources:

Campus Common Assessment

Interim Assessments

STAAR release tests

Exit Tickets CFU

Strategy 1 Details	Reviews			
Strategy 1: PLC planning sessions with Teacher Specialist. Strategy's Expected Result/Impact: To increase the number of students mastering the science content. Staff Responsible for Monitoring: Teacher, Teacher Specialist, Support Staff, and Teacher Assistant. Action Steps: Teachers will be prepare with planning materials and pre-planning process such assessments in order to plan backwards. The Teacher Specialist will guide the pace and rigor of the lessons. Ensure to include lab lessons minimum three times a week. Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher Professional Development opportunities. Strategy's Expected Result/Impact: To increase the Teachers' capacity on the science content. Staff Responsible for Monitoring: Teacher, Teacher Specialist, Support Staff, and Teacher Assistant. Action Steps: Provide opportunities for Teachers to attend professional development. Provide coverage or a substitute Teacher for the class. Teacher are expected to implement the content learned immediately. Monitor and support implementation of the new learning. Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Science tracking system that support the progress monitoring of the students. Strategy's Expected Result/Impact: To increase the students' performance in science. Analyze data and adjust teaching to ensure success. Staff Responsible for Monitoring: Teacher, Teacher Specialist, Support Staff, and Teacher Assistant. Action Steps: Support staff will design the students tracking system. Teachers will ensure to track students assessment data. Analyze the students data through PLCs. Monitor and adjust students learning as needed. Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hands on activities will be part of the daily lessons, technology integration, and reading and writing. Strategy's Expected Result/Impact: To increase students engagement into the science content. Staff Responsible for Monitoring: Teachers, Specialist, TA, AP, Dean, and Principal Action Steps: Teachers will increase students engagement by incorporating hands-on activities on daily lessons. In addition, teachers will use technology integration such as K12 Summit Science to strengthen the science concepts. And ensure that students read and write about the new learning. Title I: 2.4 Funding Sources: K12 Summit Science_ Online Program - 4290000000 - State Special Revenue - 6200 - Contracted Services - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Science writing prompts, teacher modeling, constant use of academic vocabulary, sentence stems. Strategy's Expected Result/Impact: To increase writing opportunities for all our students. Staff Responsible for Monitoring: Teacher, Teacher Assistants, Specialist, Assistant Principal, Dean of Instruction, Principal, and Tutors Action Steps: _Students will have monthly writing prompts where they will explain a science concepts learned using academic vocabulary. The teacher will create an anchor chart and model frequently. Strategically scheduled to work with students and give feedback on their writing assignments_ Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Use guided reading, literature circles, and targeted small group instruction to develop students independent reading levels and to increase reading fluency and comprehension.

State Compensatory

Budget for 111 Bonham Elementary School

Total SCE Funds: \$198,239.17

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

Bonham uses SCE funds to provide support for students through coaching, interventions, and Tier 3 support. Salaries or Wages for Substitute Teachers or Other Professionals. Tutorials after school- extra pay Saturday school -extra pay Targeted professional development for teachers to support specific students needs- extra pay Teaching supplemental materials Reading materials/books (culturally diverse and different levels).

Personnel for 111 Bonham Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrizales, Melody	Teacher, Kindergarten	1
Johnwell, Cicely	Teacher, Fifth Grade	1
Jordan, Kiara	Lecturer, Hourly Degreed	1
Mendez, Iris	Hourly Lecturer -Degreed	1
Rhodes, Erica	Teacher, ESL EC-4	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the campus leadership team, the staff, and the SDMC committee.

The population of approximately 990 students is ethnically divided into 77% Hispanic, 13% African American, 9% Asians, and 1% White. Currently, 76% of our students are identified as Limited English Proficient and 5% are served in our Special Education program. Approximately 999% of our students qualify for the free or reduced breakfast/lunch program. Bonham is designated as a school-wide Title 1 school and there is an 18% mobility rate. Every decision we make at Bonham Elementary is data driven. Every year, we meet as a Shared Decision-Making Committee (S.D.M.C.). This committee meets to look at data and decide the S.M.A.R.T. goals for the following year. We look at our strengths and weaknesses within the data to determine our goals. Our TEA Accountability Summary included a Met Standard on Student Achievement, School Progress, and Closing Gaps. The attendance rate for the 2021-2022 school year was 91.9%. We struggle in 3rd through 5th grade as students transition into English and are testing in all English except Newcomers. Our students that are enrolling with us after 2nd grade as Newcomers or from other schools are struggling. Our Newcomers and SPED students are not passing the test or making progress like they should. We need to look at the programs and services we provide for them.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principal, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- SIP Plan was shared with the Faculty during a meeting to get input and feedback.
- Also, it was shared with the SDMC Committee during the fall SDMC Meeting.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Weekly PLC
- Weekly admin meetings
- Monthly Coffee with the Principal
- SDMC quarterly meetings
- Title I meetings

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- A copy of the SIP is kept in the main office for the parents.
- A copy of the SIP is also on the Title 1 Bin.
- A copy is available on the Bonham ES website in both languages, English and Spanish.

The SIP was made available to parents by:

- Online, Bonham ES website. Print copy.
- We provide the SIP to parents in the following languages: English and Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- After school and Saturday tutorials
- School wide implementation of Content;based Language Instruction strategies
- Using designated supports all year during instruction and assessments

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Decrease transition time between classes.
- Use high yield strategies to deliver instruction.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas through professional development, PLC, grade level planning meetings
- Proficient Tier 1 explicit instruction taking place in all content areas using anchor charts, visuals, manipulatives, and best practices
- At BATS during PLC meetings
- Small Group Instruction based on student data
- Tutorials that target the did not meet, approaches, meets, and masters students

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Bonham Parents
- SDMC members
- Selected Administrators
- Title I Coordinator
- Wraparound Specialist

The PFE was distributed:

- On the campus website
- Print Copy sent to all the parents in English/Spanish

The languages in which the PFE was distributed include:

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly Coffee with the Principal Meetings
- Bonham PTA Events
- Fall/Spring Parental Involvement Events (Fall Festival, Winter Concert, End of the year celebrations, field day)
- Parent Educational Classes

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

Meeting #1 September 20, 2022 4:00 p.m.

Meeting #1 Alternate - September 21, 2022 8:30 a.m.

Meeting #2 October 18, 2022 4:00 p.m.

Meeting #2 Alternate - October 19, 2022 8:30 a.m.

Meeting #3 November 29, 2022 4:00 p.m.

Meeting #3 Alternate November 30, 2022 8:30 a.m.

Meeting #4 January 24, 2023 4:00 p.m.

Meeting #4 Alternate - January 25, 2023 8:30 a.m.

Meeting #5 March 28, 2022 4:00 p.m.

Meeting #5 Alternate - March 29, 2023 8:30 a.m.

Meeting #6 April 25, 2023 4:00 p.m.

Meeting #6 Alternate - April 26, 2023 8:30 a.m.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Domitila DelaTorre	Assistant Principal	Title I	1

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	Writing Workshop Professional Development	6200 - Contracted Services	\$6,000.00
2	1	1	1	Materials and Resources (Workstations)	6300 - Supplies and Materials	\$13,000.00
2	1	1	2	Math Manipulatives and Resources	6300 - Supplies and Materials	\$35,000.00
2	1	1	4	Math Professional Development	6200 - Contracted Services	\$4,500.00
5	1	1	3	Reward System	6300 - Supplies and Materials	\$6,000.00
5	5	1	4	Innovation for Learning Interventionists	6200 - Contracted Services	\$75,000.00
Sub-Total						\$139,500.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	3	Enrichment Clubs	6300 - Supplies and Materials	\$8,000.00
Sub-Total						\$8,000.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Supplies and Materials for hands on activities, etc.	6300 - Supplies and Materials	\$12,000.00
Sub-Total						\$12,000.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	2	After School Tutorials	6100 - Payroll	\$3,000.00
Sub-Total						\$3,000.00
4290000000 - State Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	9	1	4	K12 Summit Science_ Online Program	6200 - Contracted Services	\$8,000.00
Sub-Total						\$8,000.00

Addendums

Bonham Elementary School
2022-2023 Professional Development Plan

Date	Topic	Resources Needed	SIP Goal Alignment
Aug. 8	Safety Training Instructional expectations Intervention block expectations	District Guidelines BES Leadership Team	Board Goal #5 Board Goal #1, #2, #3
Aug. 9	Reading Academy (2-3) Job Alike (math, reading, enrichment) *Sped Training	District Coaches	Board Goal #5 Board Goal #1, #2, #3, #4
Aug. 10	Reading Academy (2-3) Job Alike (math, reading, enrichment) *Sped Easy IEP	District Coaches	Board Goal #5 Board Goal #1, #2, #3, #4
Aug. 11	Canvas bootcamp part 1 and 2	District Coaches	
Aug. 12	Core-Curriculum *Sped Road to Success: Jump Start	District Coaches	Board Goal #5 Board Goal #1, #2, #3, #4
Aug. 15	Teachers Workday		
Aug. 16	Tier I Lesson Planning for Reading, Math, and Science IAT/ RTI small group instruction Designated Supports (IAT, Sped, 504, EB)	BES Instructional Specialists and Leaders	Board Goal #5 Board Goal #1, #2, #3, #4
Aug. 17	School Wide Behavior System/SEL PBIS and Restorative Practices Training Integrate SEL in the classrooms	BES Leaders District PBIS Coaches Counselor	Board Goal #5
Aug. 17	Lead4Ward Literacy Academy First of a series of training (9/21), 11/15, 1/18, 3/7)	Lead4Ward Presenter	Board Goal #1
Aug. 18	T-TESS Training State of School (Accountability rating) School Improvement Plan (SIP) Collaboration (per grade per subject)	BES Leader	Board Goal #1, #2, #3, #4, #5
Aug. 19	ELPS Integration Training Content-Based Language Instruction Training	District Multilingual Department Presenters and BES Leaders	Board Goal #1, #2, #3, #5
Sep. 22	Specially Designed Instruction (SDI)	Sped Specialist	Board Goal #4
Oct. 4	Math Eureka Training (K-5) Reading Planning and Internalization Session Guided Reading Kathy Richardson Math Perspectives Training (PK) Science Instructional Planning & Lead4Ward (Gr.5) Goal Book, Unique Learning System (Sped) Job Alike (Enrichment)	Great Minds Presenters District Coaches BES Leaders	Board Goal #2 Board Goal #1 Boar Goal #5 Board Goal #4
Jan. 6	Math Eureka Training (K-5) Reading Planning and Internalization Science Planning and Internalization	District Coaches	Board Goal #2 Board Goal #1 Board Goal #5
Feb. 20	Compliance Trainings		Board Goal #5

SIP APPROVAL 2022-2023

School Name and Campus #:

Bonham Elementary 111

Principal Name: Magdalena Villa

School Office:

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 13, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

9.30.22

Date

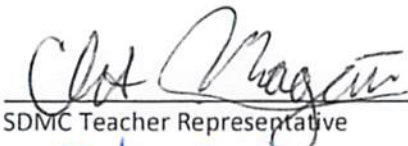
Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

09/30/22

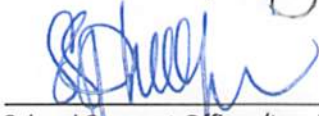
Date



SDMC Teacher Representative

9/30/2022

Date



School Support Officer/Lead Principal

9-30-22

Date



School Office Assistant Superintendent

9/30/2022

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date