

Ector County Independent School District

Bonham Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Bonham Middle School will *promote* a **positive social, emotional, and academic well-being in every person** by embracing **diversity, delivering high-quality, rigorous Tier I instruction** and establishing **structured systems of collaboration and communication.**

Vision

Creating

Opportunities *while*

Working towards

Life Long Learning *and*

Success!

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding the meets standards on state assessments in reading will increase from 37% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR reading assessments. Staff Responsible for Monitoring: Campus administration, MCL's, DC's Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 4 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 4 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding the meets standards on state assessments in math will increase from 33% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR math assessments. Staff Responsible for Monitoring: Campus administration, MCL's, DC's Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of students achieving or exceeding the meets standards on state assessments in science will increase from 37% to 50% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR science assessments. Staff Responsible for Monitoring: Campus Administration, MCL's, DC's Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 5 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 5 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of students achieving or exceeding the meets standards on state assessments in social studies will increase from 10% to 30% in the 2026 - 2027 school year.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Throughout the year measuring student achievement through checkpoints, benchmarks, and interims. The final data source will be STAAR in 2027.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze and track student data through checkpoint data to monitor student achievement and make data-informed decisions about instruction through the the PLC process. Strategy's Expected Result/Impact: Student performance will increase on all STAAR science assessments. Staff Responsible for Monitoring: Campus Administration, MCL's, DC's Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Achievement 1, 6 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 6 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Overall attendance rate will increase to 93% by May of 2027.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance tracking sheet.

Strategy 1 Details	Reviews			
Strategy 1: To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance Strategy's Expected Result/Impact: Increased sense of belonging and connection for students. Reduced number of students identified as chronically absent. Improvement in classroom climate and student engagement Staff Responsible for Monitoring: Campus Administration, APs, teachers, counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, Bonham Middle School will expand the reach of Multi-Classroom Leaders (MCLs) through the Opportunity Culture framework to support 100% of math and reading content teachers, thereby improving Tier 1 instructional quality and raising student academic performance across all tested subjects to meet or exceed district average STAAR performance levels.

HB3 Board Goal

Evaluation Data Sources: Data from checkpoints, benchmarks, interims, and STAAR. Student discipline referrals and reset forms. Student attendance. PLC tracking.

Strategy 1 Details	Reviews			
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math Strategy's Expected Result/Impact: Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. Staff Responsible for Monitoring: Campus Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Achievement 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: - Title One School- Improvement - \$160,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: This approach will reduce misbehavior, time out of class, and discipline referrals while increasing on-task behavior, student engagement, and academic performance. Staff Responsible for Monitoring: Campus Administration and counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Bonham Middle School will fully implement a school-wide instructional approach to behavioral strategies by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and common areas including hallways, restrooms, and the cafeteria through Emergent Tree.

Evaluation Data Sources: Discipline and reset referral reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Campus Administration and Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Campus Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2027, Bonham will raise the connectedness indicator within Panorama from 65%.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting. Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students . Staff Responsible for Monitoring: Campus Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Campus Administration and Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 3, 4, 5, 6 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				