

Ector County Independent School District

Bonham Middle School

2023-2024 Campus Improvement Plan



Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2024 school year.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide personalized intervention to students that are identified in super sub-group category (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB4545, White and Black) to close educational gaps.</p> <p>Strategy's Expected Result/Impact: Subgroup student performance will indicate that students indentified in the super sub group category are performing within 5% relative to other student groups.</p> <p>Staff Responsible for Monitoring: Principal, APs, Grade level Department Chairs, MCLs, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 59% to 69 % in the 2023-2024 school year.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction.</p> <p>Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase.</p> <p>Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide personalized intervention to students that are identified in super sub-group category (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB4545, White and Black) to close educational gaps.</p> <p>Strategy's Expected Result/Impact: Subgroup student performance will indicate that students indentified in the super sub group category are performing within 5% relative to other student groups.</p> <p>Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Student overall achievement (6th-8th) on Math STAAR will increase from 55% to 70% by the end of 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Math Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: 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. Student engagement will be evident in all classrooms. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Student overall achievement (grades 6th-8th) on reading STAAR will increase from 55% to 65% by the end of 2024.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 35% to 65% by the end of the 2024 school year.

High Priority





Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama data

Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Bonham Middle School will host two family nights to help encourage parent involvement.</p> <p>Strategy's Expected Result/Impact: Positive feedback on the panorama data. School Culture.</p> <p>Staff Responsible for Monitoring: Counselors Admin team</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Bonham will build a team culture of diversity and acceptance through implementing House Systems based upon the Myers Briggs Personality Inventory.</p> <p>Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments (personality traits) and overall House (four similar personality types).</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs.</p> <p>Strategy's Expected Result/Impact: Targeted intervention strategies</p> <ul style="list-style-type: none"> - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Reduced discipline and behavior incidents, specifically incidents involving student conflict. <p>Staff Responsible for Monitoring: Deans Counselors</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: 90% of Bonham students will utilize AVID interactive journals in all core subject areas to implement organizational skills, goal setting, and progress monitoring in by May 2024.





High Priority

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Evidence of interactive journals in every core classroom.

Strategy 1 Details	Reviews			
<p>Strategy 1: 90% of Bonham students will utilize AVID interactive journals in all core subject areas to implement organizational skills, goal setting, and progress monitoring in by May 2024.</p> <p>Strategy's Expected Result/Impact: Students take ownership in learning and organizational skills by using the interactive journal as reference tool or study tool.</p> <p>Staff Responsible for Monitoring: AVID coordinator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: All Bonham Middle School learners will participate in at least two activities focused on career, college and life readiness.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, & post-HS planning meetings).</p> <p>Staff Responsible for Monitoring: Counselors AVID coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Bonham will raise the attendance rate from 92% to 95% by the end of the 2024 school year.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Attendance rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing House Systems based upon the Myers Briggs Personality Inventory.</p> <p>Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments (personality traits) and overall House (four similar personality types). Parliaments and Houses will provide extra support for accountability in attendance, academic performance and progress, and behavior management.</p> <p>Staff Responsible for Monitoring: Deans, Counselors, Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Student attendance will be monitored on a weekly basis and level of support will be provided to student and families to address truancy issues.</p> <p>Strategy's Expected Result/Impact: Attendance will increase and truancy measures addressed.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, Deans, Attendance clerks, counselors, administration

Title I:

2.5

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue