

Ector County Independent School District

Bonham Middle School

2019-2020 Campus Improvement Plan

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing available success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

student enrollment is 1100, with largest grade level being 6th grade,

13 LongTerm Sub Teachers (2 teachers moved from long term subbing to certification around December), 2 in Sped CoTeach, 1 in Science, 1 in Math, 1 in Reading, 3 in ELA,

60% Eco Dis

78% Hispanic

8% Sped

16% EL

Summary 2018 saw a redistricting which changed the dynamics of the campus and saw an increase from 10% EL to 16% EL.

The population of beginning 2017 was enrollment of 750 and increased by end of year to 900. Beginning 2018 enrollment was 1070 and has maintained this throughout the 2018-2019 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Student Achievement

Student Achievement Summary

1045 students STAAR Interim In Nov: 41% prob of achieving Approaches, 15% meets, 5%masters. Total of scores compared are close to where students ended at end of 2018. (See PSP Mr. Marchel PowerWalk data.)

STAAR 2018 showed Bonham was out of IR, but, state applied the Force Failure for the campus. Domain III was highest achieved area.

Student Achievement Strengths

2018 STAAR showed that strengths were in Domain 3 EL and Sped hit the target areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

School Culture and Climate

School Culture and Climate Summary

There was a cultural shift with about 40% of the campus moving, retiring summer 2018.

The campus has worked to strengthen culture via team building and collaborate meeting sessions. Mentors were assigned to new teachers and substitute teachers.

Student population: with redistricting occurring 2018 summer, the campus saw a shift in having a higher percentage of EL and hispanic students. 2017-2018, EL students made up 10%; for 2018-2019 EL students rose to 16% and Hispanics represent 78% of campus

School Culture and Climate Strengths

Bonham has had a history of being a close nit family. A handful of veteran teachers remain from about 10-15 years ago.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 2: School climate and culture are not conducive for learning. **Root Cause:** School-wide routines and procedures were not established or monitored.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

60% of Bonham staff have 4 or less years of experience.

The year started out with 9 long term subs, two of which became certified at December 2018.

A high number of staff moved and left during Summer 2018, as our area is deep in the oil filed economy.

New teachers are assigned a mentor teacher. Sub teachers are assigned Dept Chair and ISD to facilitate and grow teachers.

Staff Quality, Recruitment, and Retention Strengths

The campus has mentor teachers, Instructional coaches and campus ISD to grow teachers.

Principal and ISD constantly seeking multiple HR sites to recruit, hire and train staff.

Campus and districr PD occur to grow and strenghten staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Limited highly qualified teachers in the region **Root Cause:** Teachers shortage due to local economy, educators leaving education, lower quality of applicants

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus is using district created lesson plans and following the district / TEKS resource YAP.

Campus is using district short cycled assessments for formative data to inform and change instruction.

Campus took Nov/Fall State Intermin tests for all tested areas.

Campus taking paper STAAR released tests.

Curriculum, Instruction, and Assessment Strengths

Campus has 4 Instructional Coaches who assist in Math and Reading grades 6-8; plan, model and co-teach with teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 3: Lack of PLC collaboration between teachers **Root Cause:** Schedule was not conducive to the PLC time and teachers often used conference period to cover classes.

Parent and Community Engagement

Parent and Community Engagement Summary

Bonham has a good level of parent involvement and engagement: booster clubs, VIPs, volunteer Chair,

We have one Community in Schools liaison and have a good number of parent volunteers.

Campus has about 75 community members who come monthly to work with 75 identified 6th grade students.

Parent and Community Engagement Strengths

Campus has about dozen parent volunteers.

Campus has about 75 community members who come monthly to work with 75 identified 6th grade students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Ineffective and limited parent involvement opportunities and training. **Root Cause:** Lack of planning for parent communication and training overall.

School Context and Organization

School Context and Organization Summary

This campus is a Middle School of 6th, 7th, and 8th grade students.

The campus has one Administrator per grade level, one Instructional Services Director, and one campus principal.

The Campus has 2 Special Education life skills students.

School Context and Organization Strengths

Utilizing the ISD as curriculum leader has allowed the grade level principals to focus on disciplinary and grade level actions.

Having dept chairs work in more of a distributive role allow for a top down and inclusive decision making structure.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 3: School-wide systems not in place to make teaching and learning a priority. **Root Cause:** Lack of school-wide systems overall.

Technology

Technology Summary

The Campus received much needed upgrade in wifi and wiring through out the building.

The campus received 3 mobile carts with 30 chrome books each in Fall of 2018. 6th Reading use the cart mostly for iStation and research purposes.

the campus received 10 mobile carts with 30 chrome books each in February 2019. This allowed campus to more effificiently administer the Feb STAAR interim test which is a computer test.

Technology Strengths

The addition of 10 Chrome Book mobile carts, equalling 300 student computer chrome books, allowed students more access to istation and research activities.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 3: Limited access to technology for students **Root Cause:** Lack of access to computers (one to one)

Problem Statement 4: Lack of utilization of technology to enhance instruction **Root Cause:** Lack of teacher training, and lack of monitoring

Priority Problem Statements

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 2: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure.

Root Cause 3: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 3 Areas: Demographics

Problem Statement 4: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure.

Root Cause 4: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: School climate and culture are not conducive for learning.

Root Cause 5: School-wide routines and procedures were not established or monitored.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure.

Root Cause 6: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Limited access to technology for students

Root Cause 7: Lack of access to computers (one to one)

Problem Statement 7 Areas: Technology

Problem Statement 8: Lack of utilization of technology to enhance instruction

Root Cause 8: Lack of teacher training, and lack of monitoring

Problem Statement 8 Areas: Technology

Problem Statement 9: School-wide systems not in place to make teaching and learning a priority.

Root Cause 9: Lack of school-wide systems overall.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Ineffective and limited parent involvement opportunities and training.

Root Cause 10: Lack of planning for parent communication and training overall.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction)

Root Cause 11: Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Limited highly qualified teachers in the region

Root Cause 12: Teachers shortage due to local economy, educators leaving education, lower quality of applicants

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 13: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure.

Root Cause 14: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Lack of PLC collaboration between teachers

Root Cause 15: Schedule was not conducive to the PLC time and teachers often used conference period to cover classes.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- PBMAS data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and

student achievement by race, ethnicity, and gender data

- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: Bonham Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 24% to 44% across all tested grade levels and content areas by May 2020.





Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 1) Bonham will build structures where 6th, 7th, and 8th grade ELAR/Math teachers have time during the day to have PLCs.	2.4, 2.6	Principal	For ELAR, Math and inclusion teachers to have an allotted time during the school day to understand the standards, evaluate assessment questions and analyze data.				
Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 2) Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialist	Data will reflect assessment data and data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test:				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: Local - 0.00			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 3) Bonham will identify when reteach will occur using the district assessment calendar and develop data-driven reteach plans.	2.4, 2.5, 2.6	Principal, Associate Principal, Instructional Specialist, Teachers	Improve tier 1 instruction and provide another level of support for students prior to moving to tier 2 instruction.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
4) Bonham will increase instructional time with block scheduling for 6th ELAR/Math and 7th ELAR	2.4, 2.5, 2.6	Administrators, teachers	Expected results are Improve tier 1 instruction and provide another level of support for students prior to moving to tier 2 instruction.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Local - 0.00			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 5) Bonham will Implement scaffolding of developing skills through Do Now Activities and targeted TEKS instruction.	2.4, 2.5, 2.6	Administrators, teachers	Expected results is closing the learning gap by scaffolding skills.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 6) Bonham will offer flexible tutoring times across each department.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected result is closing the gap to improve student performance				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Local - 0.00, Title One School-wide - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.
Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 2: Lack of focused intervention, data collection, and progress monitoring of identified students
School Culture and Climate
Problem Statement 1: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 1: Lack of focused intervention, data collection, and progress monitoring of identified students
Curriculum, Instruction, and Assessment
Problem Statement 3: Lack of PLC collaboration between teachers Root Cause 3: Schedule was not conducive to the PLC time and teachers often used conference period to cover classes.
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.
Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 2: Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 1: Bonham Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.





Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 9% to 24% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools Connect high school to career and college 1) Bonham will train teachers and implement the Laying the Foundations Program for high capacity learners.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected result is improved student performance in Masters level.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Connect high school to career and college 2) Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected result is improved student performance in Masters level.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Connect high school to career and college 3) Bonham will identify when reteach will occur using the district assessment calendar and develop data-driven reteach plans.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected result is improved student performance in Masters level.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3 Funding Sources: Local - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.
Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 2: Lack of focused intervention, data collection, and progress monitoring of identified students
Curriculum, Instruction, and Assessment
Problem Statement 3: Lack of PLC collaboration between teachers Root Cause 3: Schedule was not conducive to the PLC time and teachers often used conference period to cover classes.
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Goal 1: Bonham Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

6th Grade Reading from 17% to 27%

7th Grade Reading from 26% to 36%


8th Grade Reading from 26% to 36%

7th Grade Writing from 25% to 35%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) Bonham will train and implement the new ELAR TEKS with fidelity and implement new ELAR adoption.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected results are Improve tier 1 instruction and provide another level of support for students prior to moving to tier 2 instruction.				
Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00							
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) Bonham will train ELAR teachers with Abydos Writing	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected results are Improve tier 1 instruction and provide another level of support for students prior to moving to tier 2 instruction.				
Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00							
							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause 1:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause 2:** Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 1: Bonham Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

6th Grade Math from 23% to 33%

7th Grade Math from 16% to 26%

8th Grade Math from 18% to 28%

Alg 1 EOC from 61% to 71%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 6th Grade Math Students will have Teach to One Math Curriculum	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Math will increase by 10% in each tested grade level by May 2020.				
	Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00						
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialist	Math will increase by 10% in each tested grade level by May 2020.				
	Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Bonham will implement Imagine Math in 7th and 8th grade.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Math will increase by 10% in each tested grade level by May 2020.				
Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00, State Comp Ed - 0.00							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.
Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 2: Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 1: Bonham Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 10% in each grade level.

8th Grade Social Studies from 10% to 20%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bonham will implement a common planning period for grade level Social Studies teachers	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	STAAR state assessment will increase by 10% in each grade level.				
Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00							
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	STAAR state assessment will increase by 10% in each grade level.				
Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00							
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Bonham will implement the ECISD Planning Mat for effective lesson planning.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	STAAR state assessment will increase by 10% in each grade level.				
Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00							
							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.
Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 2: Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 1: Bonham Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.

8th Science from 29% to 39%.

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Bonham will implement a common planning period for grade level Science teachers	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Science will increase by 5% by May 2020.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Science will increase by 5% by May 2020.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			
TEA Priorities Improve low-performing schools 3) Bonham will implement the ECISD Planning Mat for effective lesson planning.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Science will increase by 5% by May 2020.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			
							

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause 1: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.
Problem Statement 2: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. Root Cause 2: Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 2: Bonham Middle School will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.


Performance Objective 1: Sixty percent of Bonham Middle School teachers have less than five years experience, therefore, we will identify areas of need and improve our systems of support to improve retention of highly qualified employees.

Evaluation Data Source(s) 1: Walkthrough data

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Bonham will develop systems to ensure that teachers receive high-quality coaching & feedback.	2.4, 2.5, 2.6	Principal and Associate Principal	Improve teacher quality				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Local - 0.00							
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 2) Bonham will conduct PLC with fidelity to give teachers instructional support	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialist	Expected result is increased recruitment and retention rate of teachers				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Local - 0.00							
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 3) Bonham will provide mentors for new teachers to provide support.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected result is increased recruitment and retention rate of teachers				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC, Lead4ward, Sheltered Instruction) Root Cause 1: Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.
Problem Statement 2: Limited highly qualified teachers in the region Root Cause 2: Teachers shortage due to local economy, educators leaving education, lower quality of applicants


Goal 3: Bonham Middle School will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Provide a support network to students and parents by facilitating services to maximize educational opportunities for students in at-risk situations.

Evaluation Data Source(s) 1: At-Risk students' STAAR performance, grades and attendance rates

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Hire a Community Liaison to improve parent engagement.	3.1, 3.2	Principal	Improve communication and support between home and school.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Title One School-wide - 30000.00						
TEA Priorities Improve low-performing schools 2) Bonham will participate in the MSEAN 6th grade Volunteer Mentor program	2.4, 2.5, 2.6	Adminsitrators, teachers, students	Expected results is increased emotional and academic support for students				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 3 Funding Sources: Local - 0.00						
TEA Priorities Improve low-performing schools 3) Bonham will utilize various communication tools: Parent Link, social media, notes home, planners and Bowie Home page, marquee to communicate with parents	2.4, 2.5, 2.6, 3.1	Administrators, teachers and parents	Expected results is increased opportunities effective communication				
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00						
							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: School climate and culture are not conducive for learning. **Root Cause 2:** School-wide routines and procedures were not established or monitored.

Parent and Community Engagement

Problem Statement 1: Ineffective and limited parent involvement opportunities and training. **Root Cause 1:** Lack of planning for parent communication and training overall.

School Context and Organization

Problem Statement 3: School-wide systems not in place to make teaching and learning a priority. **Root Cause 3:** Lack of school-wide systems overall.

Goal 4: Bonham Middle School will provide and promote a safe climate that is conducive to learning.


Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bonham will train and implement the CHAMPS program.	2.4, 2.5, 2.6	Administrators, teachers	Expected results are increased student expectations, improved student behavior, improved school routines and procedures				
Problem Statements: School Culture and Climate 2 - School Context and Organization 3 Funding Sources: Local - 0.00							
TEA Priorities Improve low-performing schools 2) Bonham will implement the Relay coaching model school-wide	2.4, 2.5, 2.6	Administrators, teachers	Expected results are increased student expectations, improved student behavior, improved school routines and procedures				
Problem Statements: School Culture and Climate 2 - School Context and Organization 3 Funding Sources: Local - 0.00							
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Bonham will utilize the SAS counselors to provide support for at-risk students.	2.4, 2.5, 2.6	Administrators, counselors	Expected results are increased student expectations, improved student behavior and provide emotional support				
Problem Statements: School Culture and Climate 2 - School Context and Organization 3 Funding Sources: Local - 0.00							
TEA Priorities Improve low-performing schools 4) Bonham will continue the implementation of the MSEAN 6th grade mentoring program.	2.4, 2.5, 2.6	Administrators, MSEAN volunteers, AVID coordinator	Expected results are increased student expectations, improved student behavior and provide emotional support				
Problem Statements: School Culture and Climate 2 - School Context and Organization 3 Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 5) Bonham will continue the implementation of the MSEAN 6th grade mentoring program.	2.4, 2.5, 2.6	Administrators, MSEAN volunteers, AVID coordinator	Expected results are increased student expectations, improved student behavior and provide emotional support				
Problem Statements: School Culture and Climate 2 - School Context and Organization 3 Funding Sources: Local - 0.00							
							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: School climate and culture are not conducive for learning. Root Cause 2: School-wide routines and procedures were not established or monitored.
School Context and Organization
Problem Statement 3: School-wide systems not in place to make teaching and learning a priority. Root Cause 3: Lack of school-wide systems overall.

Goal 4: Bonham Middle School will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure that training for staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Teachers will complete annual Safe Schools training, attend Ethics and Sexual Harassment Training	2.4, 2.5, 2.6	Administrators, all staff	Expected results is to improve the safety and security of the educational environment				
Problem Statements: School Culture and Climate 2 - School Context and Organization 3 Funding Sources: Local - 0.00							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: School climate and culture are not conducive for learning. Root Cause 2: School-wide routines and procedures were not established or monitored.
School Context and Organization
Problem Statement 3: School-wide systems not in place to make teaching and learning a priority. Root Cause 3: Lack of school-wide systems overall.

Goal 5: Bonham Middle School will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Use student data to make budgetary decisions to meet the needs of students

Evaluation Data Source(s) 1: Budget

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Bonham will review student data quarterly to determine needs to drive budgetary decisions.	2.4, 2.5, 2.6	Administrators Leadership Team	Expected result is to allow student needs to drive budget decisions.				
Problem Statements: School Context and Organization 3							

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 3: School-wide systems not in place to make teaching and learning a priority. Root Cause 3: Lack of school-wide systems overall.


Goal 6: Bonham Middle School will utilize technology to enhance instruction, create efficient processes, and to increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase the student to device ration campus-wide.

Evaluation Data Source(s) 1: technology usage reports

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Connect high school to career and college 1) Bonham will purchase more Computer on Wheels to meet increase student access to computers.	2.4, 2.5, 2.6	Administrator, tech personnel	Expected results are to increase the student to computer ration and improve the use of technology during instruction				
Problem Statements: Technology 3, 4 Funding Sources: Local - 0.00, Title One School-wide - 0.00							
							

Performance Objective 1 Problem Statements:


Technology
Problem Statement 3: Limited access to technology for students Root Cause 3: Lack of access to computers (one to one)
Problem Statement 4: Lack of utilization of technology to enhance instruction Root Cause 4: Lack of teacher training, and lack of monitoring

Goal 6: Bonham Middle School will utilize technology to enhance instruction, create efficient processes, and to increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 2: 2019-2020 Campus improvement Plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bonham will meet with the Campus Leadership Team to create and align the campus CIP with the district DIP	2.4, 2.5, 2.6	Administrator, Leadership Team	Expected results will be alignment of district and campus plans				
Problem Statements: School Context and Organization 3							
							

Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 3: School-wide systems not in place to make teaching and learning a priority. Root Cause 3: Lack of school-wide systems overall.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bonham will build structures where 6th, 7th, and 8th grade ELAR/Math teachers have time during the day to have PLCs.
1	1	2	Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.
1	1	3	Bonham will identify when reteach will occur using the district assessment calendar and develop data-driven reteach plans.
1	1	5	Bonham will Implement scaffolding of developing skills through Do Now Activities and targeted TEKS instruction.
1	1	6	Bonham will offer flexible tutoring times across each department.
1	3	1	Bonham will train and implement the new ELAR TEKS with fidelity and implement new ELAR adoption.
1	4	2	Increase instructional time in 6th and 7th grade through block scheduling.
1	4	3	Bonham will implement Imagine Math in 7th and 8th grade.
1	5	1	Bonham will implement a common planning period for grade level Social Studies teachers
1	5	2	Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.
1	5	3	Bonham will implement the ECISD Planning Mat for effective lesson planning.
1	6	2	Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.
2	1	1	Bonham will develop systems to ensure that teachers receive high-quality coaching & feedback.
2	1	2	Bonham will conduct PLC with fidelity to give teachers instructional support
2	1	3	Bonham will provide mentors for new teachers to provide support.
3	1	1	Hire a Community Liaison to improve parent engagement.
4	1	1	Bonham will train and implement the CHAMPS program.
4	1	3	Bonham will utilize the SAS counselors to provide support for at-risk students.
4	2	1	Teachers will complete annual Safe Schools training, attend Ethics and Sexual Harassment Training
6	1	1	Bonham will purchase more Computer on Wheels to meet increase student access to computers.
6	2	1	Bonham will meet with the Campus Leadership Team to create and align the campus CIP with the district DIP

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Bonham will build structures where 6th, 7th, and 8th grade ELAR/Math teachers have time during the day to have PLCs.
1	1	2	Bonham will implement a consistent process to disaggregate data and monitor data at every tier of instruction.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Mentoring Minds (Math & Reading (Grades 6-8) workbooks and Writing Assessment (Grade 7th) all campus students, including all subpops) \$35,000
Social Studies (Jarrett Publishing or like) Mastering STAAR for 8th Sco Studiees \$5.600
Writing (Looping or similar STAAR training, Trainer and materials) and Service Center Support \$10,500
Science (STAAR Master) \$5,900
DOK Training and Materials (such as El Saber Enterprises or other) \$7,000
Title 1 \$64,000
Parent Engagement and Family nights (supplies)
Core Family nights such as Writing, Read/Math, Engagement \$2400

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders include Dept Chairs, campus feedback, parent involvement - VIPS,

2.2: Regular monitoring and revision

1st submission March 1st 2019 to Fed and State District

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

Parent Meeting planning following district related timeline

2.4: Opportunities for all children to meet State standards

Middle School Re-Design

AVID EXCEL

CHAMPS

RELAY

Block 6th Math/Block 6th/7th ELAR

Achieve3000

Teach to One and Imagine Math

Common PLC/Conferences

2.5: Increased learning time and well-rounded education

Block 6th Math/Block 6th/7th ELAR

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Liaison

Welcome center

3.2: Offer flexible number of parent involvement meetings

Parent Orientation

Parent Liaison

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Mitch Gerig	Principal
Classroom Teacher	Brandan Cook	SS DH
Administrator	Stephanie Moran	ISD
Administrator	William Iker	AP
Classroom Teacher	Magdeline Cook	Science DH

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
2	1	1			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	1	3			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
6	1	1			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
3	1	1	Community Liaison Position		\$30,000.00
3	1	3			\$0.00
6	1	1			\$0.00
Sub-Total					\$30,000.00
Grand Total					\$30,000.00