Ector County Independent School District

Bonham Middle School

2024-2025

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 2025 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 57% to 69% in the 2025 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			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction.		**Formative**			**Summative**
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, MCL/MTRT, AP and Principal **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		**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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 2025 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 45% to 69% in the 2025 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			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will effectively implement and monitor personalized instruction through iReady and Level Literacy Instruction that correlates with MAP performance and progress. **Staff Responsible for Monitoring:** Principal, APs, teacher, MCL, coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews		
Strategy 2: Teachers will provide, and monitor personalized intervention to students that are identified in sub categories (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB 4545, ethnicity) as a gauge to determine that all student educational gaps are being minimized.		**Formative**		**Summative**
		Oct	Jan	Mar	May

	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students in sub categories will be performing within 5% relative to other student groups. The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, 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 - Results Driven Accountability**				

Strategy 3 Details		Reviews		
Strategy 3: Teachers will close educational gap through mandatory tutoring either through high impact tutoring or after school tutoring.		**Formative**		**Summative**
		Oct	Jan	Mar	May

	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 2025 across all tested content areas.

Performance Objective 3: Students overall achievement (6th-8th) on Math STAAR will increase from 56% to 70% by the end of 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR MATH Assessment

Strategy 1 Details	Reviews			
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase by 10%. **Staff Responsible for Monitoring:** MCLs/MTRT ,DCs, APs, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **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 - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **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** **Funding Sources:** Title 1 Tutoring - Title One School- Improvement - $12,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 2025 across all tested content areas.

Performance Objective 4: Students overall achievement (6th-8th) on Math STAAR will increase from 54% to 65% by the end of 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Reviews			
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, 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 - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, 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**	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
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:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **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 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 2025 across all tested content areas.

Performance Objective 5: Students overall achievement on 8th grade Science STAAR will increase from 37% to 65% by the end of 2025.

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%

Evaluation Data Sources: STAAR Science Assessment.

Strategy 1 Details	Reviews			
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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**				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **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 - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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:** 2.4, 2.6, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **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** **Funding Sources:** Title 1 Tutoring - Title One School- Improvement - $12,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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 2025 across all tested content areas.

Performance Objective 6: Students overall achievement on 8th grade Social Studies STAAR will increase from 24% to 65% by the end of 2025.

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%

Evaluation Data Sources: Social Studies STAAR

Strategy 1 Details	Reviews			
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement will increase by 10%. **Staff Responsible for Monitoring:** MCLs/MTRT ,DCs, APs, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews			
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **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 - Additional Targeted Support Strategy - Results Driven Accountability**					

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
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:** 2.4, 2.6, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - **Results Driven Accountability**					

Strategy 4 Details	Reviews			
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **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** **Funding Sources:** Title 1 Tutoring - Title One School- Improvement - $12,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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 2025.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2025 school year.

High Priority

HB3 Board Goal

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 survey data

Strategy 1 Details	Reviews			
Strategy 1: Bonham will host at least two family nights to help encourage parent involvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback on the Panorama data and campus surveys regarding campus culture.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors and Adminstration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Bonham will build a team culture of diversity and acceptance through implementing House Systems through personality surveys.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administration **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Panorama tools including: social, emotional, learning data, Playbook strategies and student Success Platform (iLead) to support social emotional needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in positive learner behavior. Successful demonstration of resiliency and self -control life principles, increase learner self advocacy and communication skills addressing needs, reduce discipline and behavior incidents, specifically involving student conflict **Staff Responsible for Monitoring:** Counselors, Administration **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: 90% of Bonham students will utilize AVID interactive journals in core subject areas to implement organizational skills, goal setting, and progress monitoring by May 2025.

High Priority

HB3 Board Goal

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: Evidence of student journal, planner and goals setting sheets being utilized by every student

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Bonham will raise the attendance rate from 92% to 95% by the end of May 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Student attendance will be monitored on a weekly basis and level of support will be provided to student and families to address truancy issues.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance will increase and truancy measures addressed. **Staff Responsible for Monitoring:** Teachers, Attendance Clerks, Counselors, Admin **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, 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: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details		Reviews			
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math.		**Formative**			**Summative**
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.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: APs and Principal **Title I:** 2.4, 2.5, 2.6 - **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					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue