

Ector County Independent School District

Bonham Middle School

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

Creating

Opportunities *while*

Working towards

Life Long Learning *and*

Success!

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Board Goals





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

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 41% to 52% in the 2025-2026 school year.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Strategy 1 Details	Reviews			
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, AP and Principal Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
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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. 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: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 48% to 55% in the 2025-2026 school year.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: EOY READING MAP

Strategy 1 Details	Reviews			
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 ELAR assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCL, DC,</p> <p>Title I: 2.51</p> <ul style="list-style-type: none">- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments- Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of students achieving or exceeding their Science projected MAP growth will increase from 58% to 65% in the 2025-2026 school year.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: EOY MAP SCIENCE

Strategy 1 Details	Reviews			
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 ELAR assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Principal, APs, MCL, DC, Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	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. 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: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: Students overall achievement (6th-8th) at meets or above on Math STAAR will increase from 34% to 48% by the end of May 2026.





HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR Math (6th-8th)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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

Performance Objective 5: Students overall achievement (6th-8th) at meets or above on ELAR STAAR will increase from 40% to 48% by the end of May 2026.





HB3 Board Goal

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

Evaluation Data Sources: STAAR ELAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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





Performance Objective 6: Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 22% to 48% by the end of May 2026.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR SCIENCE-8th Grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps. Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle. Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.





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

Performance Objective 7: Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 9% to 20% by the end of May 2026.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR SOCIAL STUDIES- 8th GRADE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle.</p> <p>Staff Responsible for Monitoring: Principal, APs MCLs, teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</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</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.





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

Performance Objective 8: Students overall achievement at masters level in Algebra 1 will increase from 59% to 65% by the end of May 2026.

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR ALG 1- 7th/8th

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Each teacher per grade level will conduct PDSA (Plan, Do, Study, Act) two week cycles from October-March analyzing best practice Tier 1 instructional strategies within their classrooms to close instructional learning gaps.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 10% by the end of the two week cycle.</p> <p>Staff Responsible for Monitoring: Principal, APs MCLs, teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</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</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident in every classroom Staff Responsible for Monitoring: Principal, APs MCLs, teachers Title I: 2.51, 2.52, 2.53, 2.534 - 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 Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms. Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. Root Cause: Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Curriculum, Instruction, and Assessment

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Overall student attendance will increase for 92% to 93% by the end of May 2026.





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Attendance tracking sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: To improve student engagement and attendance, all teachers in grades 6-8 will implement iLEAD lessons during 2nd period classes to foster positive relationships and connections with students. In addition, teachers will integrate iLEAD strategies throughout the school day to enhance classroom culture and build strong student-teacher connections that contribute to improved school attendance.</p> <p>Strategy's Expected Result/Impact: Increased sense of belonging and connection for students.</p> <p>Reduced number of students identified as chronically absent.</p> <p>Improvement in classroom climate and student engagement.</p> <p>Staff Responsible for Monitoring: Principals, APs, teachers, counselors</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: To reduce chronic absenteeism among students facing housing instability and other risk factors, the campus will utilize the McKinney-Vento liaison and the Communities in Schools (CIS) liaison to identify, support, and engage students and families with attendance barriers. The liaisons will provide direct support services, connect families to resources, and monitor attendance data to implement timely interventions.</p> <p>Strategy's Expected Result/Impact: Decrease in chronic absenteeism among McKinney-Vento and CIS-identified students.</p> <p>Increased family engagement with school services and supports.</p> <p>Improved academic participation and classroom engagement for supported students.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>McKinney-Vento Liaison</p> <p>Communities in Schools Liaison</p> <p>Attendance Clerk</p> <p>Assistant Principals</p> <p>Counselors</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.





Performance Objective 2: By the end of the 2025-2026 school year, the campus will reduce the number of students in grades 6-8 with chronic discipline referrals (defined as 3 or more referrals per semester) by 25% compared to the 2024-2025 school year, through implementation of proactive behavior interventions, relationship-building programs, and consistent campus-wide discipline practices.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Discipline Referrals in Focus and documented intervention support through MTSS/counseling/SPED

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: All teachers in grades 6-8 will implement iLEAD lessons during 2nd period to foster positive student relationships, enhance social-emotional learning, and proactively address behaviors that lead to discipline referrals. Building a strong sense of connection and belonging will reduce the frequency of disruptive behaviors.</p> <p>Strategy's Expected Result/Impact: Improved student relationships with staff, leading to a decline in repeated behavior incidents and fewer chronic referrals.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534</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, 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>				

Strategy 2 Details	Reviews			
Strategy 2: A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents. Strategy's Expected Result/Impact: Use behavior data to identify at-risk students and apply tiered supports Staff Responsible for Monitoring: Principal/MTSS/Campus Behavior Coordinator Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 4: Classroom Excellence





Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

HB3 Board Goal

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. Strategy's Expected Result/Impact: Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. Staff Responsible for Monitoring: APs and Principal Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - 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 Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2 - School Organization 1, 2 Funding Sources: - Title One School- Improvement - \$140,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: This approach will reduce misbehavior, time out of class, and discipline referrals while increasing on-task behavior, student engagement, and academic performance. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement
Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. Root Cause: Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students. Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. Root Cause: Lack of teacher development, focus on student achieving at high levels, and data driven instruction.
Curriculum, Instruction, and Assessment
Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
School Organization
Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. Root Cause: Not all teachers used classroom management strategies. Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. Root Cause: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, the campus will implement an instructional approach to behavioral strategies for all students by explicitly teaching, modeling, and reinforcing core behavioral expectations in 100% of classrooms and across all common areas, including restrooms.





Evaluation Data Sources: Staff training on Tier 1 behavior supports and common language posted and referenced expectations in every classroom.

Monthly fidelity checks to monitor implementation by campus administration.

Follow-up support through Professional Learning Community meetings and coaching cycles.

Strategy 1 Details	Reviews			
Strategy 1: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: All classrooms will teach structured social, emotional, learning lessons, through iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 5: Culture of Excellence

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2026 school year.

HB3 Board Goal

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing iLead lessons during 2nd period everyday for students and Transformation Tables for adults at every monthly faculty meeting.</p> <p>Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students .</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and reinforce a common language for behavioral expectations across all classrooms through professional development and modeling, with ongoing coaching support provided by Emergent Tree consultants.</p> <p>Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, counselors</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534</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, 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> <p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: All classrooms will teach structured SEL lessons, iLead program, during 2nd period to build students' social-emotional skills and develop a shared campus language around supporting the whole child. Strategy's Expected Result/Impact: Consistent use of common behavioral language (Safe, Respectful, Responsible) across all classrooms. Improved student understanding of expectations, leading to more positive behavior and fewer disruptions. Reduction in office discipline referrals and decreased time out of class. Increased student time on-task and improved classroom climate. Strengthened teacher capacity to manage behavior proactively with support from Emergent Tree. Improved student academic progress and performance as a result of increased instructional time and a more supportive learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2		Formative			Summative
		Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
Student Achievement
Problem Statement 1: When looking at 8th grade data, only 24% of our SpEd population approached grade level expectation on the Spring 2025 STAAR ELAR Assessment compared to 74% of the general students' population on the state level. When looking at 8th grade STAAR Math data, only 4% of the Special Education student population got meets in 2025, when compared to 15% in 2024. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Student Achievement

Problem Statement 2: In Spring 2025, only 19% of Economically Disadvantaged Grade 6 students met math standards, compared to 29% of Non-Economically Disadvantaged students. When looking at 6th Math STAAR data (incoming 7th graders), only 19% of EcoDis students met, when compared to 59% who approached. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: When looking at the 2024-25 8th Grade Science STAAR data, only 57% of 8th-grade GT students met the Science STAAR standard, whereas our overall campus goal was for 65% of all 8th-grade students to meet the Science STAAR standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 4: When looking at 2024 8th Grade STAAR Social Studies data Economically Disadvantage students met or achieved at 2% when compared to 2025 8th Grade STAAR SS met or achieved standard. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high yield quality instructional strategies. **Root Cause:** Quality teacher shortage, late hires that did not receive beginning of year quality professional development, lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of Tier 1 instruction impacted student performance in Reading, Science and Social Studies. **Root Cause:** Lack of teacher development, focus on student achieving at high levels, and data driven instruction.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality Tier 1 instruction impacted student performance in all areas. **Root Cause:** Lack of teacher quality in effective Tier 1 instruction in multiple areas.

Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. **Root Cause:** Addressing the needs of all subpopulation effectively was not implemented across all classrooms.

Problem Statement 3: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. **Root Cause:** There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.

School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Board Goal 5: Culture of Excellence


Performance Objective 2: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.


HB3 Board Goal


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. Strategy's Expected Result/Impact: Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. Staff Responsible for Monitoring: Principal, APs Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Organization 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students are performing over 10 % points lower than all students when considering all tests, all students. Root Cause: There is a lack of providing streamlined content and TEK standard specific support to close gaps and bridge comprehension.
Problem Statement 2: Super Subgroup population- Economically Disadvantaged, Special Education, Homeless/Foster Care, Military, an Highly Mobile students continue to perform significantly lower than general population. Root Cause: Addressing the needs of all subpopulation effectively was not implemented across all classrooms.
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School Organization

Problem Statement 1: Operational concerns consumed a large amount of time each day, taking time from monitoring quality instruction implementation. **Root Cause:** Not all teachers used classroom management strategies.

Problem Statement 2: Lack of quality instruction across Reading, Math, Science and Social Studies classes resulted in poor student performance, especially in sub-population categories. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.