

**Abilene Independent School District**  
**Bonham Elementary**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** July 10, 2023

# Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

## Vision

Equipped Learners. Brighter Futures.

## Core Beliefs

### CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

### LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

### SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bonham Elementary is a Title 1 school with a very diverse student population. We serve approximately 490 students, from the nearby neighborhoods. Bonham is the home of two adapt self-contained special education classes for district's most significantly disabled students. Bonham also houses two district level special education classes for students with significant behavior issues, one K-2 and one 3-4. The ethnic distribution has been predominantly Hispanic and White, each about 40+%.

There has been an increase in the percentage of Hispanic teachers, but Bonham's staff demographics continues to not reflect its student population. The staff is made up of large percentage of teachers with 5 years or less experience. The rest of the staff is almost evenly represented by teachers with 6-10 years of experience and ones with 11-20 years of experience. There are very few teachers with master's degrees. The principal has completed one year as principal.

### Demographics Strengths

Being able to identify sped students

Increase in GT students

Attendance percentage has increased

Mobility rate has decreased

Increase in staff - para positions fully staffed

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance has not returned to level from before COVID. **Root Cause:** The perception of needing to be at school has changed.

**Problem Statement 2:** A large percentage of teachers with less than 5 years of experience. **Root Cause:** The job has changed in recent years and recent instability in campus leadership.

# Student Achievement

## Student Achievement Summary

Bonham is experiencing growth in all grade levels and content areas. The majority of students continue to reach approaches or better on the state exams. Classroom behavior has become an increasingly problematic factor that is affecting student performance.

## Student Achievement Strengths

Improved attendance

Showing academic growth

Students are focused on growth goals

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Two grade levels matched the National Norm for RIT on the Spring 22-23 Math MAP test and the other four were below. **Root Cause:** There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.

**Problem Statement 2 (Prioritized):** Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test. **Root Cause:** There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.

**Problem Statement 3:** Classroom behavior often gets in the way of academic learning. **Root Cause:** There isn't consistency in addressing the behaviors, and consequences are not a deterrent to the behaviors. Tier 1 instruction needs to be stronger.

**Problem Statement 4:** While attendance has improved, we still have not met the district goal of 95%. **Root Cause:** The causes include mobility rates and chronic tardies and absences.

# School Culture and Climate

## School Culture and Climate Summary

Students feel loved and cared for while they are at Bonham. They feel respected by their teachers and know their expectations. However, we could make improvements by giving the students more responsibilities in school leadership (student jobs). We have good attendance at our evening events. Our families seem to want to be involved.

## School Culture and Climate Strengths

The majority of students feel that they feel safe at school, are treated with respect, and that their teachers make classroom expectations clear.

96% of parents surveyed believe that "strong family engagement is a core value" at Bonham.

99% of parents surveyed believe that Bonham "makes family engagement a priority."

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students do not feel that they are given much voice in making decisions. **Root Cause:** It has not been an option.

**Problem Statement 2:** Based on student feedback, other students' behaviors distract from their own learning. **Root Cause:** Low academics, classroom management and home life.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

In our opinion we feel that in regards to recruitment, admin has gone above and beyond with the hiring process and it has shown with the teachers that have been hired. There is a great level of equipped teachers who are thriving at what they do. The mentor-mentee meetings this year were very helpful and effective. Teachers felt a sense of comradery and involvement.

As much as we have focused on hiring the best of the best, we recommend that during the interviews being taken, that a team member is involved.

We also wanted to mention that a less restrictive dress code encourages moral and teacher investment as well as classroom creativity.

### Staff Quality, Recruitment, and Retention Strengths

Teacher friendly lesson plan format.

High expectations during the hiring process.

Good teaching community where you feel the warmth and openness to ask for help or any type of question.

An intentional Mentor Mentee Program that was successful.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Students lack the self-discipline to take school seriously. **Root Cause:** A lack of classroom consequences or the consequences used are ineffective.

**Problem Statement 2:** Lowered teacher and student morale **Root Cause:** dress code restrictions and stern teacher expectations (limited participation of spirit weeks, bootcamp, holidays, etc. for teachers and students)

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Alignment across the district in curriculum and instruction through the use of DD CDs (district-designated curriculum documents) and common curriculum materials has helped teachers stay on track and cover all the TEKS required. We have also done a good job using intervention and tutoring to help students who are struggling to read and do math on grade level.

In RLA, teachers have appreciated the structure of the units and pacing in the DD CD. We have also seen a lot of growth in our younger students in phonics and decoding by using the Foundations and Heggerty curriculums with fidelity.

In math, the Eureka curriculum was new to all teachers this year and there have been some challenges. The biggest challenges teachers are facing have been that students enter their grade level with gaps from the previous year and the pacing, especially trying to squeeze in a lot of material at the end of the year. We are hopeful that next year will be better as teachers become more familiar with the curriculum.

A main area of concern is that teachers do not have enough time in their day for students to practice what they have learned. Instead, they feel like they just have to move on to the next topic without students fully mastering the previous topic. Some proposed solutions to this issue are to continue to utilize Buerk rubrics/choice boards, provide intentional time in the day for reteaching and remediation, and to integrate science and social studies content into reading. Teachers also requested time to visit other schools and teachers who are using Buerk rubrics/choice boards so they can see them in action.

## Curriculum, Instruction, and Assessment Strengths

- Curriculum aligned with TEKS
- DD CDs helps teachers maintain alignment across the campus and district
- Data is being utilized to modify instruction
- Clear focus on intervention strategies has led to significant growth

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle. **Root Cause:** Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students.

**Problem Statement 2 (Prioritized):** Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. **Root Cause:** Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.

**Problem Statement 3:** Pacing of math curriculum has made it difficult for teachers to cover all of the required TEKS. **Root Cause:** new curriculum, limited time for spiral review, students' lack of prior knowledge



# Parent and Community Engagement

## Parent and Community Engagement Summary

While Bonham has great support from the community. Family attendance for events has is strong and continues to grow. Parents were invited to volunteer this year to be on the Title 1 Parent Advisory Committee. Six parents volunteered and were invited. The committee met in November and three of the six attended.

## Parent and Community Engagement Strengths

Strong family attendance to events: STEM night, Leadership Night, BINGO, Treat Trot, and grade level programs.

Parents live in a close proximity to the school.

Field trips involving community businesses allow for parent volunteers.

Community support through partnerships: Wyatt Electric, Westgate Church of Christ, and Pioneer Drive. - Food sacks, teacher appreciation, snow cones, Polar Express, and school supplies

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parents have not had the opportunity to have significant input in the school decision making process. **Root Cause:** Multiple school leadership changes through the years.

**Problem Statement 2:** Parents lack the opportunity to volunteer throughout the year in support of the classroom teacher: cutting, reading, and making copies. **Root Cause:** The lack of a PTO/PTA that works as a liaison between teachers and parents creates a lack of communication between the two groups. The district's new policy of background checks and security concerns that rise.

## School Context and Organization

### School Context and Organization Summary

Leadership committees meet often, but their information is not always shared with the entire faculty. There is a need common communication procedures for each committee. Students have overwhelmingly voiced their concern about lack of input on how the school should function. We need to do a better job of giving them a voice.

### School Context and Organization Strengths

Leadership committees have consistent meetings and attendees. Every classroom teacher is assigned to a leadership committee.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Disseminating information from committee meetings to the entire staff so that everyone is on the same page. **Root Cause:** Communication Procedures

**Problem Statement 2:** Student survey shows that many students feel like they do not have a voice in how the school should function. **Root Cause:** Students aren't being asked their opinion.

# Technology

## Technology Summary

Bonham has increased its available technology significantly over the last few years. The amount of hardware available to teachers and students is great, but some of it needs to be replaced. Teachers have more software available to them than they have before. A lot of it is underutilized due to the teachers not being familiar with it.

## Technology Strengths

one to one devices

online assessments for every grade level (mClass, MAP)

online resources for intervention and differentiation

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers need more training in utilizing the available resources in the classroom. **Root Cause:** Time and a lot of new technology

**Problem Statement 2:** iPads and some of the Chromebooks are aging. **Root Cause:** Devices have not been replaced.

# Priority Problem Statements

**Problem Statement 1:** Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle.

**Root Cause 1:** Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting.

**Root Cause 2:** Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** Two grade levels matched the National Norm for RIT on the Spring 22-23 Math MAP test and the other four were below.

**Root Cause 3:** There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test.

**Root Cause 4:** There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Parents have not had the opportunity to have significant input in the school decision making process.

**Root Cause 5:** Multiple school leadership changes through the years.

**Problem Statement 5 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

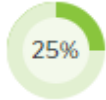




- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices






# Goals

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 1:** Implement Professional Learning Community (PLC) practices to allow for teacher collaboration and job-embedded professional learning.

**Evaluation Data Sources:** Professional Learning Needs Survey, Professional Learning Workshop Schedule and Sign In Sheets, Professional Learning Workshop Exit Tickets, PLC agendas and sign-in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Classroom teachers will meet weekly with a PLC coach through Region 14 ESC's Coaching Collaborative PLCs grant. <b>Strategy's Expected Result/Impact:</b> Teachers will track and utilize data to more effectively collaborate and plan. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator, Assistant Principal, and Grade Level Chairs  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in professional development over PLCs with Region 14 ESC. <b>Strategy's Expected Result/Impact:</b> Teachers will gain a better understanding of how to implement PLCs and their value. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Members of the leadership team and teachers will attend the PLC institute through Solution Tree. <b>Strategy's Expected Result/Impact:</b> We will increase our campus knowledge of better utilizing professional learning communities on our campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> PLC At Work Institute - Title I, Part A - \$4,794	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:







Curriculum, Instruction, and Assessment
<b>Problem Statement 2:</b> Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. <b>Root Cause:</b> Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.



**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 2:** Members of administration will participate in grade level PLCs a minimum of twice a month.

**Evaluation Data Sources:** PLC sign in, PLC notes





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish a schedule and protect the time for administrators to attend. <b>Strategy's Expected Result/Impact:</b> Better collaboration and teacher buy-in to the implementation of PLCs. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**Performance Objective 2 Problem Statements:**

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle. <b>Root Cause:</b> Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students. <b>Problem Statement 2:</b> Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. <b>Root Cause:</b> Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 3:** 100% of certified teachers will receive a minimum of two walkthroughs with written feedback regarding classroom routines and instructional strategies by May 2024.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly admin team meetings will be held to communicate about progress, expectations, and observation data. <b>Strategy's Expected Result/Impact:</b> Administration will be able to collaborate on strengths and needs and plan for addressing campus needs. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The principal will create a schedule and a tracking form for campus walkthroughs. <b>Strategy's Expected Result/Impact:</b> Administration will consistently perform walkthroughs. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				







Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The campus leadership team will create and prioritize look-fors during campus walkthroughs that they will then communicate to teachers. <b>Strategy's Expected Result/Impact:</b> Create consistency in feedback that will then be more useful to teachers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Apr	June
					
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### Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle. <b>Root Cause:</b> Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students.
<b>Problem Statement 2:</b> Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. <b>Root Cause:</b> Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.







**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 4:** 100% of 1st year and 2nd year teachers will be provided mentoring throughout the school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A yearly mentor/mentee program will be planned to provide opportunities for mentors and mentees to observe in each other's classroom, discuss important topics, and to be provided important information. <b>Strategy's Expected Result/Impact:</b> Teachers receiving mentoring will feel supported, be more effective, and more likely to return to Bonham. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 5:** We will increase parent attendance of the Title 1 Parent Advisory Meeting from three parents to six the Spring meeting.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Our parent liaison will gather the names of interested parents at family events and then invite them to our first meeting. <b>Strategy's Expected Result/Impact:</b> We will have more parents involved in our Parent Advisory Committee. <b>Staff Responsible for Monitoring:</b> Principal, parent liaison  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1		Formative			Summative
		Oct	Jan	Apr	June
					
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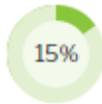



**Performance Objective 5 Problem Statements:**

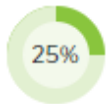







Parent and Community Engagement
<b>Problem Statement 1:</b> Parents have not had the opportunity to have significant input in the school decision making process. <b>Root Cause:</b> Multiple school leadership changes through the years.

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 1:** From BOY MAP in Fall of 2023 to EOY MAP in Spring of 2024, each grade level will meet the NWEA determined Grade-Level Norms Projected Growth in Math.

**Evaluation Data Sources:** MAP assessment will be evaluated to determine if we are on track throughout the year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student Mathematics RIT scores, pre-assessment and formative assessment data. <b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on their Mathematics MAP assessments and will achieve growth from pre-assessments to post assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Lakeshore Learning classroom carpets - Title I, Part A - \$4,172.40	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create grade level common assessments and adjust instructional grouping based on data. <b>Strategy's Expected Result/Impact:</b> Increased performance on classroom common assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students identified as not meeting targeted growth will receive tutoring in math and RLA. <b>Strategy's Expected Result/Impact:</b> An increase in student performance on common assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed - \$5,700	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will differentiate their instruction through the use of math manipulatives. <b>Strategy's Expected Result/Impact:</b> Students will increase their math RIT score on the EOY MAP testing. <b>Staff Responsible for Monitoring:</b> Teachers, instructional coordinator, principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Math manipulatives order from Hand2Mind - Title I, Part A - \$3,429.97, Plastic coins from Lakeshore - Title I, Part A - \$47.49	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Two grade levels matched the National Norm for RIT on the Spring 22-23 Math MAP test and the other four were below. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.
<b>Problem Statement 2:</b> Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.





### Curriculum, Instruction, and Assessment

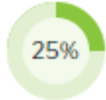







**Problem Statement 2:** Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. **Root Cause:** Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.



**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 2:** 90% of students in Kindergarten, 1st grade, and 2nd grade will show growth from the BOY mClass reading assessment to the end of the year assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p><b>Strategy 1:</b> Provide explicit and systematic phonemic awareness instruction in grades K - 2 through the Heggerty Program in class and during intervention time and provide explicit and systematic phonics instruction in grades K - 2 through Foundations Wilson Language Phonics Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve growth on grade level common assessments in reading and there will be an increased number of students reading on grade level in grades K - 2.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p>				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p><b>Strategy 2:</b> Teachers will implement personalized instruction based on student Reading RIT scores, pre-assessment and formative assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on their Reading MAP assessments and will achieve growth from pre-assessments to post assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2</p> <p><b>Funding Sources:</b> Lakeshore Learning - Title I, Part A - \$286.89</p>				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide reading support and interventions for students in K - 2. <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level in grades K-2. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinator, Interventionists  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers in grades K - 2 will use decodable readers with students in small groups to practice the skills learned in Foundations and Heggerty. <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Lakeshore Learning - Title I, Part A - \$170.97	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Two grade levels matched the National Norm for RIT on the Spring 22-23 Math MAP test and the other four were below. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.
<b>Problem Statement 2:</b> Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.





### Curriculum, Instruction, and Assessment







**Problem Statement 1:** Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle.  
**Root Cause:** Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students.

**Problem Statement 2:** Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. **Root Cause:** Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 3:** The percentage of students in 3rd, 4th, and 5th grade who "Meets" on the Reading STAAR Test will increase by 5% from 2022-2023 assessment results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student reading RIT scores, pre-assessment and formative assessment data. <b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on their reading MAP assessments and will achieve growth from pre-assessments to post assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create grade level common assessments and adjust instructional grouping based on data. <b>Strategy's Expected Result/Impact:</b> Increased performance on classroom common assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				




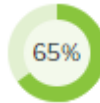
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Students in grades 4th and 5th who previously failed the reading STAAR test will complete tutoring over reading passages and questions, as well as test taking strategies.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					









### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Two grade levels matched the National Norm for RIT on the Spring 22-23 Math MAP test and the other four were below. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.
<b>Problem Statement 2:</b> Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle. <b>Root Cause:</b> Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students.
<b>Problem Statement 2:</b> Student progress towards measurable goals is not consistently tracked/visible in all classrooms to foster student ownership and goal setting. <b>Root Cause:</b> Data tracking has not been a campus expectation in the past. Clearer expectations and professional development in this area are needed.

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 4:** The percentage of students in 3rd, 4th, and 5th grade who "Meets" on the Mathematics STAAR Test will increase by 5% from 2022-2023 assessment results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student math RIT scores, pre-assessment and formative assessment data. <b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on their math MAP assessments and will achieve growth from pre-assessments to post assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create grade level common assessments and adjust instructional grouping based on data. <b>Strategy's Expected Result/Impact:</b> Increased performance on classroom common assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students in grades 4 and 5 who previously failed the mathematics STAAR test will complete tutoring during the school day over problem solving strategies and writing about about math. <b>Strategy's Expected Result/Impact:</b> An increased number of students will pass the mathematics STAAR test in 4th and 5th grades. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, and instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will utilize IXL with their students to provide individualized practice and instruction. <b>Strategy's Expected Result/Impact:</b> Increase performance on common assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, and instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Two grade levels matched the National Norm for RIT on the Spring 22-23 Math MAP test and the other four were below. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.
<b>Problem Statement 2:</b> Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.





### Curriculum, Instruction, and Assessment







**Problem Statement 1:** Students are not doing the majority of the cognitive lift in learning and teachers are not engaging students with techniques to encourage productive struggle.  
**Root Cause:** Not enough time given to productive struggle, student behavior, and a focus more on the lower achieving students.



**Goal 2:** Expect and support active learner engagement in classrooms.










**Performance Objective 5:** 80% of students will be considered Tier 1 on the Safe and Civil School Pyramid by having 1 or less office referrals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Foundation team will facilitate the implementation of Safe and Civil Schools Foundations including monthly meetings. <b>Strategy's Expected Result/Impact:</b> Consistent implementation of Foundations principles <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Address individual behavior needs of Tier II and Tier III behavior students by implementing behavior RTIs and providing staff development for all faculty and staff regarding behavior management strategies for different levels of need. <b>Strategy's Expected Result/Impact:</b> Decrease in Tier II and III behavior incidents / office referrals <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Discipline data will be reviewed and presented each six weeks to analyze effectiveness of classroom management strategies and campus consequences.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administration will be able to make the needed adjustments to classroom management strategies and campus consequences in a timely manner to prevent the need for some of the need for exclusionary consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.









**Performance Objective 6:** The number of days students spend out of the classroom due to exclusionary consequences will decrease by 10% from 2022-2023 school year to the end of the 2023-2024 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will complete a Classroom Management Plan that includes a "menu" of classroom consequences. <b>Strategy's Expected Result/Impact:</b> Few students' behavior will escalate to the point of requiring removal from the classroom. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus's Positive Behavior Support Liaison will have a defined schedule of students to visit in the classroom and to pull for behavior coaching and intervention. <b>Strategy's Expected Result/Impact:</b> Fewer students' behavior will escalate to the point of requiring exclusionary consequences. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Positive Behavior Support Liaison  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 7:** The performance of students who meets grade level on 5th grade science will increase by 10% from the 2022 - 2023 assessment results.







**Evaluation Data Sources:** TAPR and STAAR Results. MAP data will be utilized to monitor progress toward the objective.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in grades 3 - 5 will use StemScopes during their science instruction. <b>Strategy's Expected Result/Impact:</b> StemScopes is a program that has engaging and hands-on lessons and activities for students to learn the science TEKS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers in grades K through 2 will utilize the Mystery Science science curriculum. <b>Strategy's Expected Result/Impact:</b> Mystery Science curriculum will help teachers to plan and implement more effective science instruction and over time will improve 5th grade math scores. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 8:** Students in our Adapt classes will increase the percentage of IEP goals that they achieve.

**Evaluation Data Sources:** Teacher data, IEPs,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers in the K-2 Adapt classes will teach individualized vocational tasks with hands on manipulatives. <b>Strategy's Expected Result/Impact:</b> Increase in students hand eye coordination and fine motor skills. <b>Staff Responsible for Monitoring:</b> Teachers, principal, assistant principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** Expect and support active learner engagement in classrooms.







**Performance Objective 9:** 100% of 3-5 Adapt students will score Satisfactory on STAAR Alt 2.

**Evaluation Data Sources:** STAAR Alt 2

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 10:** The number of students needing to be removed from PE, Art, and Music will decrease by 10%.

**Evaluation Data Sources:** Referrals and level 2 forms turned in.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All 4th graders will learn and practice reading music in order to play songs on the recorder. <b>Strategy's Expected Result/Impact:</b> Student engagement will increase. <b>Staff Responsible for Monitoring:</b> music teacher, assistant principal, instructional coordinator, and principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Peripole - Title I, Part A - \$662.90	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PE will plan and implement age appropriate activities that include age appropriate equipment in order to teach students a wide variety of activities and games. <b>Strategy's Expected Result/Impact:</b> An increase in student engagement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PE teacher  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> PE Equipment - Title I, Part A - \$2,569.66	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** 100% of students will connect with, interact with, and serve members of Pioneer Drive Baptist Church.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> There will be planned events for students to serve lunches, perform for, and meet with members of Pioneer Drive Baptist Church's Primetimers class. <b>Strategy's Expected Result/Impact:</b> Students appreciation for the PDBC's members will increase and they will continue to grow in their understanding of each other. <b>Staff Responsible for Monitoring:</b> Principal and counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				






**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parents have not had the opportunity to have significant input in the school decision making process. <b>Root Cause:</b> Multiple school leadership changes through the years.



**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 2:** Bonham Elementary will partner with Pioneer Drive Baptist Church, AM Donuts, and Wyatt Electric to provide incentives for and to celebrate student academic growth.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the donations from community partners to fund celebrations of student growth. <b>Strategy's Expected Result/Impact:</b> Increase in student academic growth. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinator, Counselor  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








**Performance Objective 2 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parents have not had the opportunity to have significant input in the school decision making process. <b>Root Cause:</b> Multiple school leadership changes through the years.

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 3:** Bonham Elementary will promote at home literacy family events.

**Evaluation Data Sources:** Calendar, event agendas,









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bonham Elementary will partner with Clack Middle School to provide a Family STEM night. <b>Strategy's Expected Result/Impact:</b> Increase value of science in the homes. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, parent coordinator  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will provide families with reading strategies to use at home and provide books for at home libraries. <b>Strategy's Expected Result/Impact:</b> Students will have more books at home and parents will have a better understanding of how to help them at home. <b>Staff Responsible for Monitoring:</b> Parent liaison, principal,  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Achievement 2 - Parent and Community Engagement 1 <b>Funding Sources:</b> Scholastic (FACE) - Title I, Part A - \$510	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Grades 1-5 were 1 to 3 points below the National Norm for RIT on the Spring 22-23 Reading MAP test. <b>Root Cause:</b> There is not an established instructional framework with clear protocols to ensure that all students are doing the cognitive lift in learning.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Parents have not had the opportunity to have significant input in the school decision making process. <b>Root Cause:</b> Multiple school leadership changes through the years.









**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**Performance Objective 1:** Bonham will post a celebration weekly to its social media accounts.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> QR Codes will be created to share the social media accounts with staff and parents. <b>Strategy's Expected Result/Impact:</b> Increase in following of social media accounts <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create opportunity for teachers to share pictures and information that they would like shared through social media. <b>Strategy's Expected Result/Impact:</b> Increase in frequency and variety of social media posts. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.







**Performance Objective 2:** Host three family events during the 2022-2023 school year for families and community members to celebrate students, increase parent involvement, and share information.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lighthouse Team and Student Lighthouse Team will meet once a month to plan and design family nights. <b>Strategy's Expected Result/Impact:</b> Increase in effectiveness of family nights to increase parent involvement. <b>Staff Responsible for Monitoring:</b> Principal and Lighthouse Team Facilitator  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Opportunities for parents to complete the online volunteer form will be provided at the family night events. <b>Strategy's Expected Result/Impact:</b> Increase in parent volunteers. <b>Staff Responsible for Monitoring:</b> Principal, Parent Coordinator, and Campus Secretary  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 1:** All Title 1 parent engagement requirements will be completed.

**Evaluation Data Sources:** Parent Survey Results, Parent Involvement Event Sign-In Sheet

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Parent Liaison and the Principal will meet once a month to discuss progress and plan. <b>Strategy's Expected Result/Impact:</b> parent engagement requirements will be completed  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parents have not had the opportunity to have significant input in the school decision making process. <b>Root Cause:</b> Multiple school leadership changes through the years.

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 2:** 100% of students will participate in safety lessons, activities and drills.









**Evaluation Data Sources:** CrisisGo Drill reports, completed online courses,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus safety team will meet once a month to plan drills, evaluate prior drills, and plan communication to teachers and students.  <b>Strategy's Expected Result/Impact:</b> Drills will continuously improve and students will be familiar with procedures. <b>Staff Responsible for Monitoring:</b> principal, assistant principal  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 3:** Bonham attendance will improve to a rate of 94% by the end of the school year.

**Evaluation Data Sources:** Frontline, Raawee

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly class attendance winners will be announced every Tuesday. Six week winners will be announced at the end of each six weeks. <b>Strategy's Expected Result/Impact:</b> Classes will monitor their own attendance and encourage students to be at school. <b>Staff Responsible for Monitoring:</b> principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Every time a class earns 10 days of perfect attendance they will be rewarded. <b>Strategy's Expected Result/Impact:</b> Overall campus attendance will improve. <b>Staff Responsible for Monitoring:</b> principal, assistant principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# Title I

## 1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's *Needs Assessment* section.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

## 2.2: Regular monitoring and revision

Documentation is in Plan4Learning's *Formative and Summative Year End Reviews* section.

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

Please see Title1Crate for the following documentation.

## 3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

## 4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Supplemental Tutoring Allocation		\$5,700.00
Sub-Total					\$5,700.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PLC At Work Institute		\$4,794.00
2	1	1	Lakeshore Learning classroom carpets		\$4,172.40
2	1	4	Math manipulatives order from Hand2Mind		\$3,429.97
2	1	4	Plastic coins from Lakeshore		\$47.49
2	2	2	Lakeshore Learning		\$286.89
2	2	4	Lakeshore Learning		\$170.97
2	10	1	Peripole		\$662.90
2	10	2	PE Equipment		\$2,569.66
3	3	2	Scholastic (FACE)		\$510.00
Sub-Total					\$16,644.28