

Ector County Independent School District

Bonham Middle School

2020-2021 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 26, 2020
Public Presentation Date: September 16, 2020

Mission Statement

Everyday, Bonham Middle School is committed to providing a safe and healthy environment, where we will work collaboratively to ensure the social, emotional, physical and academic growth necessary for students to become responsible citizens and lifelong learners.

Vision

Motivate, Empower, Inspire...Repeat

Core Beliefs

At Bonham Middle School we believe:

that all students, staff and parents will operate within a culture of collaboration.

in forging and nurturing positive and healthy relationships.

in using differentiated instruction and in creating a culturally responsive environment for all learners.

in challenging and inspiring every student to engage in innovative learning experiences while striving for new knowledge.

in providing our students with the necessary tools to successfully navigate life.

Table of Contents

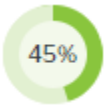

Goals	4
Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	4
Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	9
Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.	14

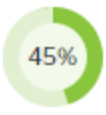





Goals

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: BMS will ensure efficient systems and procedures are in place to increase safety by reducing the number of discipline infractions by 20% and productivity by creating a campus leadership team and a crisis management team to meet the needs of all stakeholders.

Evaluation Data Sources: Parent/Student/Staff Surveys
 Safety Drills, Updated Emergency Operations Plan
 STAAR Data
 Growth Tracker
 Discipline and Attendance Data

<p>Strategy 1: BMS will create and implement a master schedule conducive to high levels of productivity and with minimum to no errors.</p> <p>Strategy's Expected Result/Impact: Reduce the number of schedule changes in the first few weeks of school (in a traditional school setting).</p> <p>Staff Responsible for Monitoring: Principal Counselors Instructional Services Director</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Context and Organization 1</p>	Reviews			
<p>Strategy 2: BMS will continue to focus on student /staff safety on the school campus and functions through active, preventative measures, Emergency Operations plan, and Safety Drills.</p> <p>Strategy's Expected Result/Impact: Staff and students will understand and follow proper fire, tornado, lock-down and bus evacuation procedures.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, ISD</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 2</p>	Reviews			
	Formative		Summative	
	Formative		Summative	
	Oct 	Jan	Mar	May
	Oct 	Jan	Mar	May

Strategy 3: BMS will implement school culture routines campus-wide and in classrooms to help safeguard students and staff. Strategy's Expected Result/Impact: Maintain a safe and healthy campus culture for students and staff. Staff Responsible for Monitoring: Principal, ISD, Assistant Principals, Teachers, Custodians ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 2	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
Strategy 4: BMS will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements. Strategy's Expected Result/Impact: Reduce the number of Level 3 and 4 infractions. Reduce the disproportional statistics of student discipline consequences by sub-population Staff Responsible for Monitoring: Principal Discipline Management committee Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 4, 5	Reviews			
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	Oct 	Jan	Mar	May
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 4: Lack of behavior management impacts the learning experience. Root Cause: No discipline management committee to monitor trends and address campus-wide concerns.
Problem Statement 5: 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population Root Cause: Lack of unconscious bias training and restorative discipline training.
School Context and Organization
Problem Statement 1: Master schedule design did not create the most efficient school process Root Cause: Lack of time and attention devoted to the construction of the master schedule
Problem Statement 2: School-wide systems not in place to make teaching and learning a priority. Root Cause: Lack of school-wide systems overall.

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: BMS will implement a robust learning platform to ensure that 100% of students are connecting academically and have access to equitable learning experiences.

- Evaluation Data Sources:** Attendance
 Grading Cycles
 Frequent contact
 Packets for remote learner with no internet
 Hybrid A/B model
 Remote synchronous and Asynchronous learning opportunities

<p>Strategy 1: ECISD will provide every student with a device to be able to engage in quality instruction from any location. Strategy's Expected Result/Impact: Increase the percentage of students who are participating in remote learning. Minimize the achievement gap. Staff Responsible for Monitoring: Assistant principal, principal, and dept chair TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 3, 4</p>	Reviews			
	Formative			Summative
	Oct 	Jan 	Mar 	May
<p>Strategy 2: Design and implement a process to ensure effective remote learning. Strategy's Expected Result/Impact: All teachers are able to conduct effective remote learning in the event of a school closure. Staff Responsible for Monitoring: Campus Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Technology 4</p>	Reviews			
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	Oct 	Jan	Mar	May
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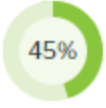





Performance Objective 2 Problem Statements:

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

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: At BMS 100% of all staff will attend the Unconscious Bias training to implement and integrate SEL initiatives for all stakeholders

Evaluation Data Sources: Improve student culture and climate

<p>Strategy 1: BMS will create systemic change by creating a shared vision and programming around the importance of Social Emotional Learning (SEL).</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Counselors SAS Counselors Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. The counseling staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.</p> <p>Strategy's Expected Result/Impact: Increased attendance Reduced Student apathy</p> <p>Staff Responsible for Monitoring: Assistant Principals Clerks Counselors SAS counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 3</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 3: BMS will reach out to local entities to build new partner relationships and strengthen long-standing relationships.</p> <p>Strategy's Expected Result/Impact: Improved SEL experiences for all learners Improved community-school relations and increased community engagement.</p> <p>Staff Responsible for Monitoring: Counselors SAS Counselors Community In School Counselors</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Lack of quality social and emotional interactions based on student's needs. Root Cause: As the needs of students changed, the staff did not adapt to meet those needs.

School Culture and Climate



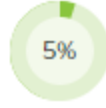





Problem Statement 1: Did not have an established vision or core beliefs Root Cause: Leadership Transition

Problem Statement 3: No climate survey in place to evaluate trends of campus climate and culture Root Cause: No climate survey created and campus or district level

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: BMS will increase communication with families by 60% using multiple mediums based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Monitor communication through different mediums

<p>Strategy 1: Communicate regularly with all stakeholders using all communication mediums: robo-calls, email, phone calls, social media, newsletters, and face-to-face.</p> <p>Strategy's Expected Result/Impact: Increased communication and parental involvement in activities, events and academics.</p> <p>Staff Responsible for Monitoring: Principal, ISD, Assistant Principals, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: BMS will develop a vision, mission and core beliefs that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.</p> <p>Strategy's Expected Result/Impact: Create a Vision, Mission and Core Belief to communicate the all stakeholders establish a brand for BMS</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
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	Oct 	Jan 	Mar 	May
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Performance Objective 4 Problem Statements:







School Culture and Climate
Problem Statement 1: Did not have an established vision or core beliefs Root Cause: Leadership Transition
Parent and Community Engagement
Problem Statement 1: Lack of effective and timely communication with families and the community Root Cause: Inconsistent expectations and communication methods

Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: BMS leaders will implement targeted and personalized coaching strategies to develop and retain from 63% to 75% of high-quality staff.

Evaluation Data Sources: Texas Teachers Evaluation and Support System (T-TESS)
 Staff Retention Rates
 STAAR Data
 STRIVE Classroom Observations
 Weekly Data Meetings
 Staff Exit Survey Data
 Staffing Report

<p>Strategy 1: BMS will use T-TESS to develop quality teachers.</p> <p>Strategy's Expected Result/Impact: Improve Tier I instruction Improve Student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: BMS will use the "Get Better Faster" RELAY observation feedback model to regularly coach teachers and provide timely feedback.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention, Improve Tier 1 Instruction, retain highly qualified teachers and student progress growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May

Strategy 3: Teachers new to BMS and ECISD will participate in a teacher mentor program. Strategy's Expected Result/Impact: Reduce the teacher attrition rate by 50% Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Services Director TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1, 3	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
Strategy 4: Teachers new to BMS will attend CHAMPS training. Strategy's Expected Result/Impact: Improve classroom management and increase learning time Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Services Director, and Instructional specialists TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2, 4	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: School climate and culture are not conducive for learning. Root Cause: No Standard Operating Procedures (SOP) are in place to drive work and effort.
Problem Statement 4: Lack of behavior management impacts the learning experience. Root Cause: No discipline management committee to monitor trends and address campus-wide concerns.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC, Lead4ward, Sheltered Instruction) Root Cause: Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.
Problem Statement 2: Lack of highly qualified teachers in all classrooms Root Cause: Lack of recruiting and development of quality teachers
Problem Statement 3: Staff turn-over has consistently risen over the past years. Root Cause: Must be able to retain quality teaching and administrative staff to promote consistency around the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. Root Cause: Teacher development and lack of highly qualified teachers with adequate content background.
Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. Root Cause: Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: For the 2020-2021 school year, BMS will be 100% staffed with teachers who at the minimum have a bachelor's degree and/or are enrolled in a alternative teaching program.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

<p>Strategy 1: BMS will utilize a clear selection criteria, protocols and hiring process aligned with the school's vision, mission values and goals.</p> <p>Strategy's Expected Result/Impact: Fully staffed with qualified teachers and aides</p> <p>Staff Responsible for Monitoring: Principal and Instructional Services Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Reviews						
	Formative			Summative			
	Oct	Jan	Mar	May			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

Performance Objective 2 Problem Statements:








Staff Quality, Recruitment, and Retention
Problem Statement 2: Lack of highly qualified teachers in all classrooms Root Cause: Lack of recruiting and development of quality teachers

Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: All BMS campus leaders will become effective instructional leaders with clear roles and responsibilities and receive training and development to address the causes of low performance indicated in T-PESS.

Evaluation Data Sources: STRIVE: T-PESS

- Weekly Data Meetings
- Short Cycle Assessment Data
- Lesson Plan Tracker
- T-TESS Tracker
- Classroom Observation Data
- Calendars
- Weekly meeting agendas

<p>Strategy 1: Campus leaders will be trained and evaluated using the Texas Principal Evaluation and Support System (T-PESS).</p> <p>Strategy's Expected Result/Impact: Student progress growth and teacher development.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 4</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: BMS principal will implement clear, written, transparent roles and responsibilities and ensure they are scheduled on weekly calendars.</p> <p>Strategy's Expected Result/Impact: Clear and concise expectations for core leadership Effective accountability for core campus leaders</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 4</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 3: BMS campus leaders will attend Relay training in the summer of 2020.</p> <p>Strategy's Expected Result/Impact: Teacher coaching, growth and development.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 3</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 3 Problem Statements:











Staff Quality, Recruitment, and Retention
Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) Root Cause: Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.
Problem Statement 3: Staff turn-over has consistently risen over the past years. Root Cause: Must be able to retain quality teaching and administrative staff to promote consistency around the campus.
Problem Statement 4: Lack of clear roles and responsibilities for campus leaders and staff Root Cause: No evaluation system in place for campus leaders

Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Domain I will increase from 58 to 70: Approaches 67, Meets 33 and Masters 13
 Domain II will increase from 57 to 66 by the spring benchmark in reading and math
 Domain III will increase from 30 to 70 by the spring benchmark in reading and math.

Evaluation Data Sources: STAAR Data
 Short-Cycle assessment Data
 Know and Show Chart
 Benchmark data
 MAP Data
 TTO Data
 Weekly Data Meetings
 PLC agendas
 Lead4ward

<p>Strategy 1: Core teachers will use daily PLC time (virtual or face-to-face) to review and analyze data regularly to plan and script re-teaches using the data driven instruction model by RELAY.</p> <p>Strategy's Expected Result/Impact: Increase student performance by sub populations</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: Teachers will participate in weekly data meetings (virtual or face-to-face) to review data and to improve the effect of Tier I teaching</p> <p>Strategy's Expected Result/Impact: Improved student achievement Close achievement gap</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May

<p>Strategy 3: Campus leaders will check lesson plans weekly to ensure that high-leverage instructional strategies are being used to differentiate to meet the needs of diverse learners to include SIOP, SpED accommodations, scaffolding, student engagement and personalized learning experiences.</p> <p>Strategy's Expected Result/Impact: Improved student achievement Closing the achievement gap in math in reading.</p> <p>Staff Responsible for Monitoring: Campus Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 4</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 4: Teachers will use short-cycle assessments and other formative assessments that are aligned to the standards to evaluate student progress.</p> <p>Strategy's Expected Result/Impact: Improve student achievement Close the achievement gap</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals ISD IS</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 5: BMS will extend the Teach to One (TTO) Math program to include 7th and build in an opportunity for students to learn and master priority standards</p> <p>Strategy's Expected Result/Impact: Close the achievement gap in math</p> <p>Staff Responsible for Monitoring: Principal Assistant principals Instructional Services Director Instructional Specialists Department Chairs</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1, 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan 	Mar 	May
<p>Strategy 6: Teachers and campus leaders will use the know and show chart to unpack the learning standards before each unit begins to effectively determine what students should be learning. They will use the know and show chart to create exemplars to determine the learning gap.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Principal Campus Leadership Team</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2: Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Staff Quality, Recruitment, and Retention

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

Problem Statement 4: Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Curriculum, Instruction, and Assessment








Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 2: BMS will improve from a TELPAS rating of 13% of English Learners achieving to a minimum of 35% of English Learners achieving.

Evaluation Data Sources: TELPAS Data
EL Data on Short-Cycle assessments.

<p>Strategy 1: Teachers and students will receive targeted training to gain a better understanding of TELPAS and the key components in the spring and in the fall.</p> <p>Strategy's Expected Result/Impact: Increased score on TELPAS</p> <p>Staff Responsible for Monitoring: Language Proficiency Assessment Committee (LPAC) Coordinator Principal Assistant principals Instructional Services Director</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: BMS teachers will incorporate Sheltered Instruction Observation Protocol strategies into their lesson plans.</p> <p>Strategy's Expected Result/Impact: Increase EL performance and language acquisition</p> <p>Staff Responsible for Monitoring: Assistant principal Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 3: BMS will use Summit K-12 for TELPAS support for students.</p> <p>Strategy's Expected Result/Impact: Obtain</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Campus Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Lack of focused intervention, data collection and progress monitoring of identified students. Root Cause: Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.</p>
<p>Bonham Middle School Generated by Plan4Learning.com</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students