

# San Antonio Independent School District

## Bonham Academy

### 2022-2023 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

**Bonham Academy's mission is to empower students to be culturally literate, innovative global learners and leaders by creating an environment where students, families, and staff feel a deep sense of connection to each other and to the community and by providing students with multicultural, multilingual, scientific, and artistic learning opportunities.**

# Value Statement

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Student-Centered  
High Expectations  
Commitment  
Passion  
Integrity  
Respect  
Teamwork

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# Comprehensive Needs Assessment

Revised/Approved: November 11, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

The following data were used to verify the comprehensive needs analysis.

- **Improvement Planning Data**
  - District goals
  - Campus goals
  - HB 3 reading and math goals for Kinder - 3rd
- **Accountability Data**
  - Texas Academic Performance Report (TAPR)
  - Student Achievement Domain
  - Student Progress Domain
  - Closing the Gap Domain
- **Student Data: Assessments**
  - MAP
  - STAAR
  - TELPAS

# Demographics

## Demographics Summary

Bonham Academy is a 133-year-old in-district K-8 SAISD Title 1 charter school with an enrollment of 634 students. The school has three pillars: dual-language, fine arts, and environmental science. The kindergarten through 8th grade is comprised of local attendance zone students and students selected by lottery from any address in Bexar county according to a tiered process that takes into consideration attendance zone, siblings, district membership and county of residence. The neighborhoods served by Bonham, as the local attendance zone, are King William and Lavaca.

Extensive academic electives and clubs are part of the school's extracurricular events. Electives and clubs are creative and design-focused. We offer after-school activities to enhance culture, science, athletics, and the arts.

Community partners that we work with, to name a few, are 1882 Partnership with UTSA, Gemini Ink, HEB Foundation, Texas A&M, San Antonio University of Texas at San Antonio, Witte, San Antonio Museum of Art, Mitchell Lake, Bamberger Ranch, SAWS, San Antonio River Authority, DoSeum, Green Spaces, Alliance of South Texas, Picture Your World, Spare Parts, The Mini Art Museum, San Antonio Public Library Bibliotech, the Kiwanis, Mission Trails Rotary Club, and San Antonio Youth Literacy.



## San Antonio Independent School District 2023 Demographics: 107 Bonham Academy

### Enrollment by Sex and Ethnicity

Grade	Total		Female		Male		Amer. Ind.		Asian		Pacific		Black		Hispanic		White		Two or More	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
KG	49		27	55%	22	45%	0	0%	1	2%	0	0%	1	2%	44	90%	3	6%	0	0%
01	86		37	43%	49	57%	0	0%	0	0%	0	0%	3	3%	72	84%	11	13%	0	0%
02	64		33	52%	31	48%	1	2%	0	0%	1	2%	2	3%	54	84%	4	6%	2	3%
03	65		30	46%	35	54%	0	0%	0	0%	0	0%	0	0%	64	98%	1	2%	0	0%
04	72		34	47%	38	53%	0	0%	0	0%	0	0%	0	0%	68	94%	3	4%	1	1%
05	80		47	59%	33	41%	0	0%	0	0%	0	0%	0	0%	75	94%	5	6%	0	0%
06	56		27	48%	29	52%	0	0%	0	0%	0	0%	3	5%	49	88%	4	7%	0	0%
07	66		26	39%	40	61%	0	0%	0	0%	0	0%	1	2%	61	92%	3	5%	1	2%
08	60		28	47%	32	53%	0	0%	0	0%	0	0%	0	0%	59	98%	1	2%	0	0%
<b>Campus Total:</b>	<b>598</b>		<b>289</b>	<b>48%</b>	<b>309</b>	<b>52%</b>	<b>1</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>10</b>	<b>2%</b>	<b>546</b>	<b>91%</b>	<b>35</b>	<b>6%</b>	<b>4</b>	<b>1%</b>

### Enrollment by Subpopulation

Grade	Total		LEP		BE		ESL		At Risk		Eco Dis.		SPED		GT		Migrant		PEP		Homeless	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
KG	49		9	18%	37	76%	0	0%	37	76%	32	65%	1	2%	0	0%	0	0%	0	0%	0	0%
01	86		25	29%	64	74%	0	0%	67	78%	47	55%	4	5%	2	2%	0	0%	0	0%	0	0%
02	64		17	27%	40	63%	0	0%	53	83%	39	61%	6	9%	15	23%	0	0%	0	0%	0	0%
03	65		18	28%	48	74%	0	0%	45	69%	35	54%	3	5%	12	18%	0	0%	0	0%	0	0%
04	72		26	36%	51	71%	0	0%	44	61%	55	76%	10	14%	15	21%	0	0%	0	0%	3	4%
05	80		22	28%	52	65%	0	0%	44	55%	44	55%	7	9%	15	19%	0	0%	0	0%	0	0%
06	56		18	32%	37	66%	1	2%	42	75%	36	64%	6	11%	16	29%	0	0%	0	0%	0	0%
07	66		19	29%	36	55%	1	2%	47	71%	47	71%	10	15%	17	26%	0	0%	0	0%	0	0%
08	60		23	38%	40	67%	0	0%	36	60%	37	62%	8	13%	17	28%	0	0%	0	0%	0	0%
<b>Campus Total:</b>	<b>598</b>		<b>177</b>	<b>30%</b>	<b>405</b>	<b>68%</b>	<b>2</b>	<b>0%</b>	<b>415</b>	<b>69%</b>	<b>372</b>	<b>62%</b>	<b>55</b>	<b>9%</b>	<b>109</b>	<b>18%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>1%</b>

#### Demographics Strengths

- Kinder - 8th grade have robust enrollment.

- Above the state for GT Identification: 18% Bonham; 9% State
- Below the state for mobility: 5.6% (TAPR), 13.8% State, and 21.3% District
- Stakeholders: parents, teachers, administration, PTA, and Friends of Bonham
- Staff certification: one teacher is working towards certification
- 

## Demographics Strengths

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- Kinder - 8th grade have robust enrollment.
- Above the state for GT Identification: 18% Bonham; 9% State
- Below the state for mobility: 5.6% (TAPR), 13.8% State, and 21.3% District
- Stakeholders: parents, teachers, administration, PTA, and Friends of Bonham
- Staff certification: one teacher is working towards certification
- We have a diverse student population because of our in-district charter. We enroll neighborhood students and students from all over Bexar county. The non-neighborhood students bring diversity; new thoughts, new ideas, and occasionally resources that add to our school culture. We are considered a neighborhood school. Many of our students walk or ride their bikes to school. We have a number of multi-generation students. Their parents or grandparents attended Bonham.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We had zero emergent bilinguals meet the criteria for exiting as per TELPAS results. **Root Cause:** We provided limited oracy opportunities to advance listening and speaking in our daily classroom work.

**Problem Statement 2:** Bonham has 47% - 40% emergent bilinguals in our dual language classrooms. **Root Cause:** We have not recruited or retained our students in our program



# Student Learning

## Student Learning Summary

Student learning objectives for Bonham Academy include all students mastering the TEKS and demonstrating strong performance on the STAAR assessment in grades 3-8 as well as on End of Course exams in Algebra I and in English I in order to earn an A or B rating for the school. We also want to foster increased levels of students scoring at the highest levels on the STAAR, which assures equitable learning for all subpopulations and post-secondary readiness. In addition to STAAR/EOC tests, the school utilizes MAP testing twice a year at grades 4 to 8 and three times per year at grades K-3 to assess student progress and growth and to inform specific programming and support for individual students.



### 2021-22 Very Preliminary Accountability Results with Domain Scores 107 Bonham Academy

#### ACHIEVEMENT DOMAIN

	Tested		DNM		APP		MTS		MAS	
	#	%	#	%	#	%	#	%	#	%
MATHEMATICS	412	41%	169	41%	135	59%	70	26%	38	9%
READING	412	28%	115	28%	102	72%	89	47%	106	26%
SCIENCE	139	50%	69	50%	46	50%	14	17%	10	7%
SOCIAL STUDIES	72	56%	40	56%	23	44%	6	13%	3	4%
<b>Achievement</b>	<b>1,035</b>	<b>38%</b>	<b>393</b>	<b>38%</b>	<b>306</b>	<b>62%</b>	<b>179</b>	<b>32%</b>	<b>157</b>	<b>15%</b>

**Achievement Domain Raw Score 36**

**Scale Score 62**

#### Academic Growth

Subject	Total Possible	Total Earned	Total Possible	Total Earned	# Met Progress
Math	250	190.0	Campus Total	468	79%
Reading	218	178.5			

**Academic Growth Raw Score 79**

**Scale Score 86**

#### Relative Performance

Eco Dis % 61.9% Achievement Domain Raw Score 36 86.00

**Relative Performance 36**

**Scale Score 58**

#### CLOSING THE GAPS

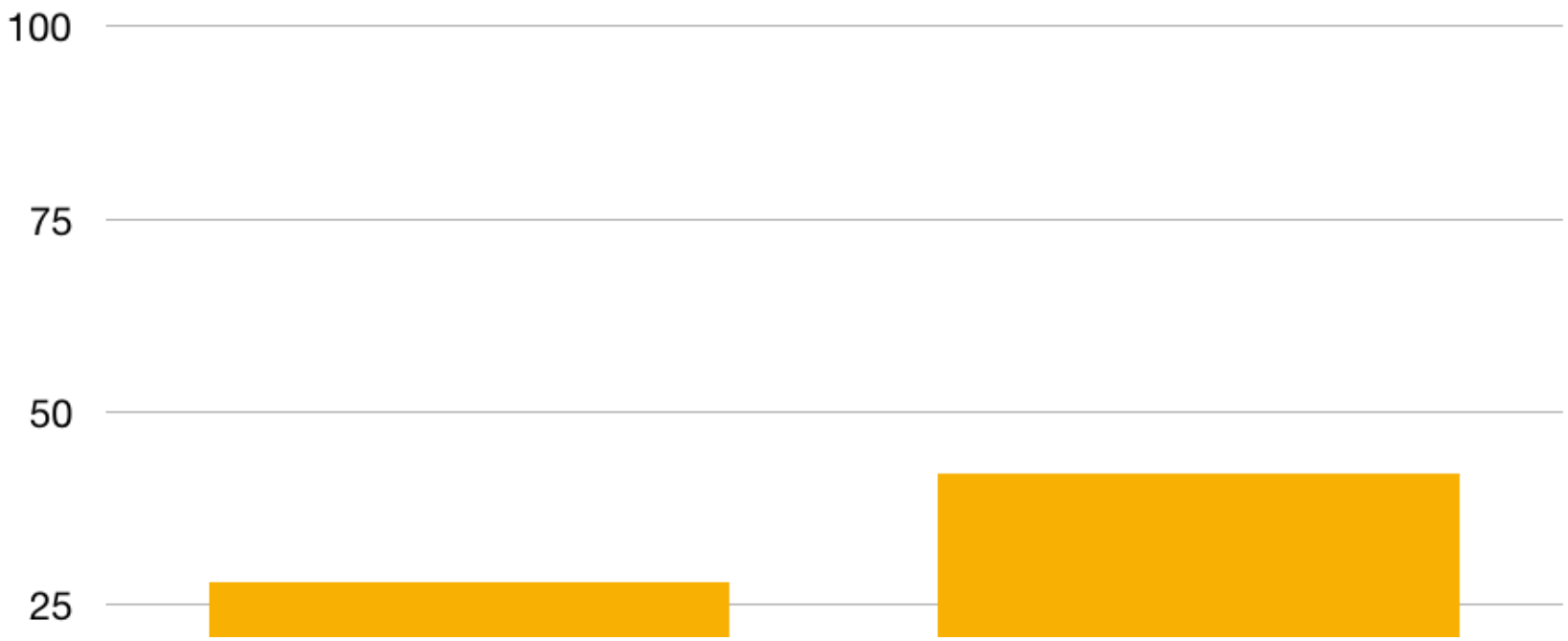
	All Students	African American	Hispanic	White	Eco Dis	SPED Current	ELL +4 Yr Exit	Contin. Enrolled	Non Cont. Enrolled
<b>ACADEMIC ACHIEVEMENT (Meets Grade Level)</b>									
% Meets Math	26	0	24	65	17	4	21	25	29
% Meets Read	47	67	45	85	34	13	33	47	48
Targets Met: 6	Total Targets: 14		% Targets Met: 43				30.0		12.9
<b>ACADEMIC GROWTH</b>									
% Met Growth Mat	76	0	76	83	72	71	79	78	69
% Meets Read	87	50	84	100	76	70	87	87	84

% meets need	02	00	01	100	70	70	02	02	01
Targets Met: 13	Total Targets: 14		% Targets Met: 93				50.0		46.5
<b>ENGLISH LANGUAGE PROFICIENCY</b>									
# Met: 74	Total Tested: 152		% Met Growth: 49				10.0		10.0
<b>STUDENT SUCCESS - STAAR Component</b>									
Targets Met: 1	36	25	34	71	27	13	29	36	37
Total Targets: 8		% Targets Met: 13				10.0		1.3	
<b>Closing the Gaps Raw Score 71</b>					<b>Scale Score 76</b>				

**Early Projected Accountability Score: 83 - \*B/C**

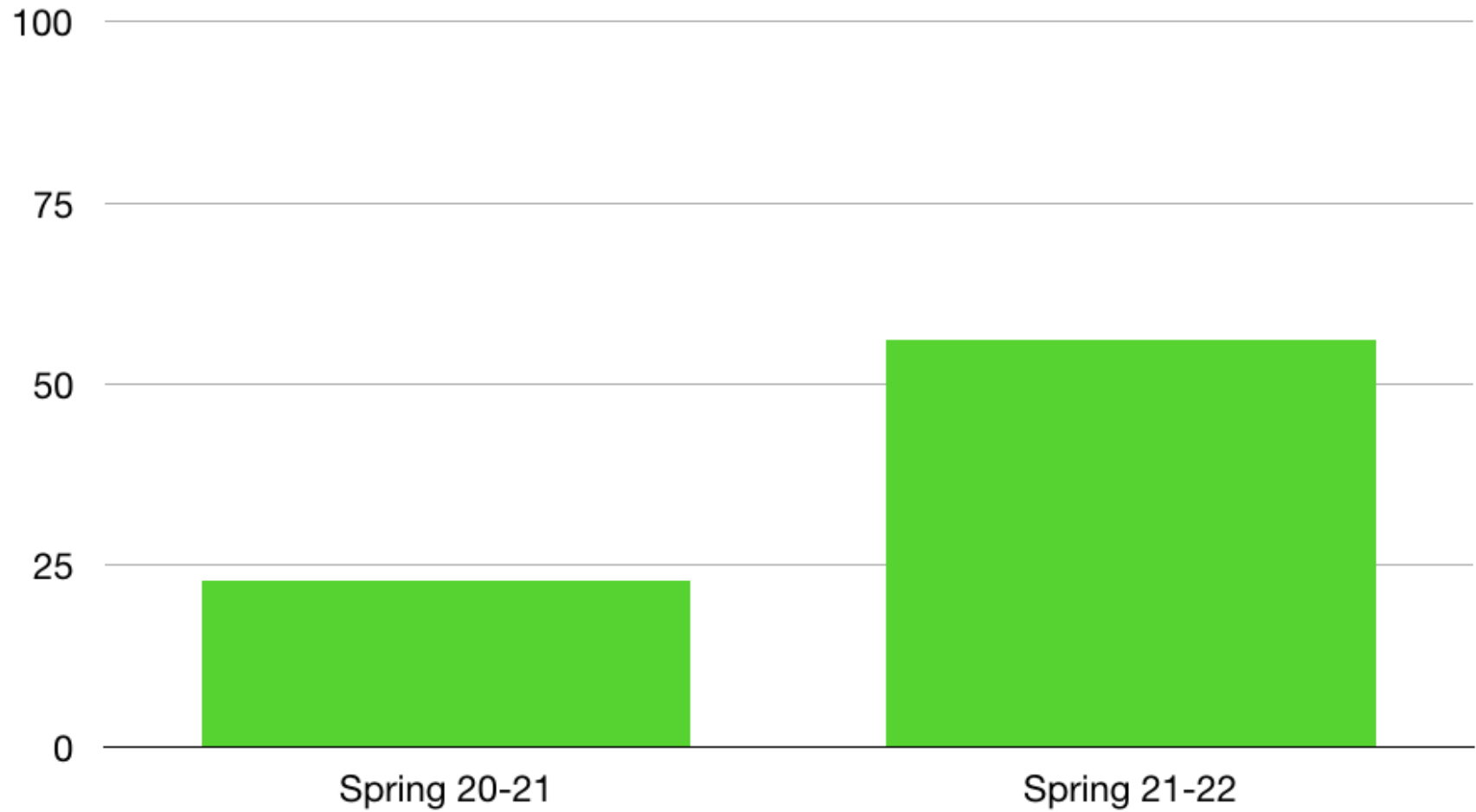
\*Early Projected Accountability Score may change by +/- 3 points.  
Includes all test results in December 2021 and Spring 2022.  
Calculations may change as results continue to be released.

## Reading Spanish MAP Met Growth All Tests



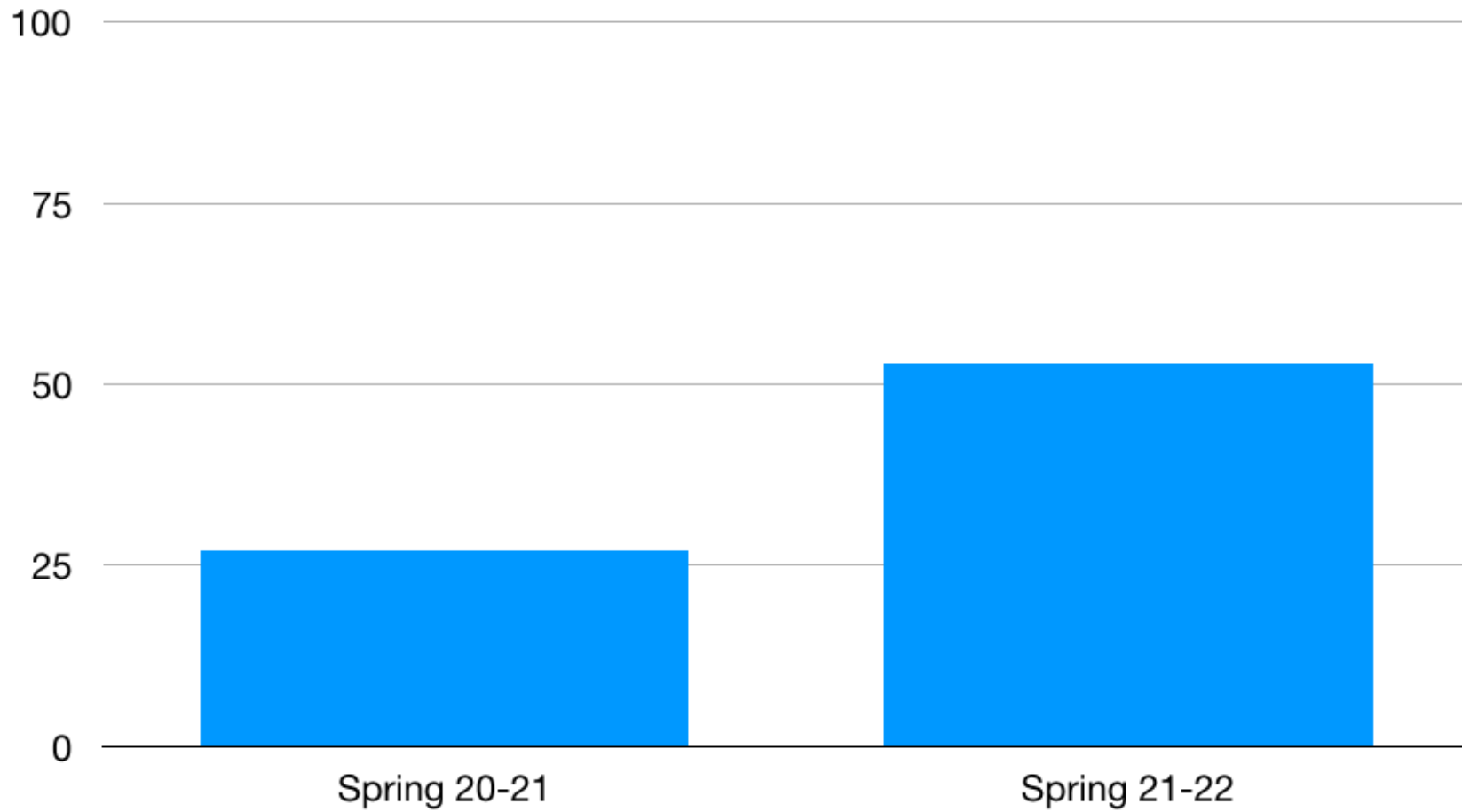


# Reading Eng MAP Met Growth All Tests



MAP All Campus Data

# Math MAP Met Growth All Tests



## Student Learning Strengths

Preliminary results indicate that Bonham's growth was a strength. All sub-pops with the exception of Not Continuously enrolled met their growth goals.

Our performance in Reading outpaced our performance in Math in all areas, including growth.

49% of our TELPAS students met their growth goals; however, no EBs were able to exit the program.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR reading decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 73% to 72%; meets 44% to 47%; masters 22% to 26% (increased) **Root Cause:** There is a lack of quality Tier 1 instruction in classrooms

**Problem Statement 2 (Prioritized):** STAAR math decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 64% to 59%; meets 44% to 31%; masters 22% to 16% **Root Cause:** There is a lack of quality Tier 1 instruction in classrooms

**Problem Statement 3 (Prioritized):** Bonham's overall TELPAS rating was 49% **Root Cause:** Bonham did not provide specific oracy instruction during Tier 1 instruction

**Problem Statement 4:** Overall, students in 3rd Grade MAP math scores have dropped from previous years to this current school year. MAP BOY 2021-22 is 34% at Lo-Lo Avg. **Root Cause:** Inconsistent math tier 1 strategies are in place

**Problem Statement 5:** Overall, students in 3rd Grade MAP reading scores have dropped from previous years to this current school year MAP Reading BOY for 2021-22 is 34% at Lo-Lo Avg. **Root Cause:** Inconsistent implementation of Seven Steps/Siete Pasos (Perryman & Seidlitz)

**Problem Statement 6 (Prioritized):** Science scores for STAAR are low overall. 5th and 8th grades combined: 50% did not meet; 50% approaches; 17% meets; 7% masters **Root Cause:** Lack of consistent daily science instruction using appropriate strategies and resources

**Problem Statement 7 (Prioritized):** Social Studies scores for STAAR are low overall: 56% did not meet; 44% approaches; 13% meets; 4% masters **Root Cause:** Lack of consistent daily social studies instruction using appropriate strategies and resources

**Problem Statement 8 (Prioritized):** Overall, students in Kinder-2nd Grade MAP reading scores have dropped from previous years to this current school year. MAP reading for 2021-22 is K 50% Lo-LoAvg 1st 32% Lo-LoAvg 2nd 63% **Root Cause:** Lack of rigorous Tier 1 instruction in K - 2 classes

**Problem Statement 9 (Prioritized):** Overall, students in Kinder-2nd Grade MAP math scores have dropped from previous years to this current school year. MAP math for 2021-22 is K 51% Lo-LoAvg 1st 43% Lo-LoAvg 2nd 49% **Root Cause:** Lack of rigorous Tier 1 instruction in K - 2 classes

**Problem Statement 10 (Prioritized):** As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, and how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

# School Processes & Programs

## School Processes & Programs Summary

Bonham's attendance rate has remained above 95% for the past 3 years.

Bonham met the minimum standard for using Branching Minds last year but there was no standard process for entering and reviewing its use. There was no process or procedure in place for the regular review and monitoring of the MTSS process

PLCs were not 100% academic in nature and were used a grade level catch all meeting.

## School Processes & Programs Strengths

1882 Partnership to support the integration of the best practices and emerging innovations

PLC time built into the schedule for teacher collaboration. During PLCs, assessments and plans created from those assessments was reviewed.

Leader in Me training has begun, but we have not progressed to the implementation of Guidance Lessons.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is no formal review process in place for the MTSS process **Root Cause:** Campus wide processes, procedures, and expectations are not in place to regularly monitor and review the MTSS process

**Problem Statement 2:** Socio-emotional program was implemented on a limited basis. Grade levels were inconsistent. **Root Cause:** There was not a systemic use of SES programming that included monitoring and adjusting by administration and teachers.

# Perceptions

## Perceptions Summary

Insight survey index results demonstrate a low engagement of staff. The overall index score was 4.9 with a 4% index percentile rank

Parent feedback indicates that they perceive that while Bonham's social outlets are numerous and varied, the academics are not as rigorous as it could be.

Common set of norms were not in place and were not used for whole or small group teacher meetings.

## Perceptions Strengths

- Professional development is on-going.
- The principal maintains an open-door policy.
- All communication is accessible to parents and in provided in English and Spanish.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There was a decrease in parent engagement **Root Cause:** Campus has not leveraged the variety of engagement strategies needed and has over relied on former ways of communication

**Problem Statement 2:** Teacher retention rate has dropped. We replaced one teacher in 2021. We replaced 10 teachers in 2022. **Root Cause:** We do not have a teacher recruitment and retention plan in place.



# Priority Problem Statements

**Problem Statement 1:** STAAR reading decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 73% to 72%; meets 44% to 47%; masters 22% to 26% (increased)

**Root Cause 1:** There is a lack of quality Tier 1 instruction in classrooms

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Overall, students in Kinder-2nd Grade MAP reading scores have dropped from previous years to this current school year. MAP reading for 2021-22 is K 50% Lo-LoAvg 1st 32% Lo-LoAvg 2nd 63%

**Root Cause 2:** Lack of rigorous Tier 1 instruction in K - 2 classes

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** STAAR math decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 64% to 59%; meets 44% to 31%; masters 22% to 16%

**Root Cause 3:** There is a lack of quality Tier 1 instruction in classrooms

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Overall, students in Kinder-2nd Grade MAP math scores have dropped from previous years to this current school year. MAP math for 2021-22 is K 51% Lo-LoAvg 1st 43% Lo-LoAvg 2nd 49%

**Root Cause 4:** Lack of rigorous Tier 1 instruction in K - 2 classes

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Science scores for STAAR are low overall. 5th and 8th grades combined: 50% did not meet; 50% approaches; 17% meets; 7% masters

**Root Cause 5:** Lack of consistent daily science instruction using appropriate strategies and resources

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Social Studies scores for STAAR are low overall: 56% did not meet; 44% approaches; 13% meets; 4% masters

**Root Cause 6:** Lack of consistent daily social studies instruction using appropriate strategies and resources

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause 7:** As a district, we need to improve systems that involve assessments, and how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Bonham's overall TELPAS rating was 49%

**Root Cause 8:** Bonham did not provide specific oracy instruction during Tier 1 instruction

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** There is no formal review process in place for the MTSS process

**Root Cause 9:** Campus wide processes, procedures, and expectations are not in place to regularly monitor and review the MTSS process

**Problem Statement 9 Areas:** School Processes & Programs

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS 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
- Budgets/entitlements and expenditures data


# Goals


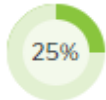
**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

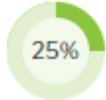

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


**Performance Objective 1:** By end of school year 22-23, Bonham will increase grade level readiness in all grade levels by 5%





**Evaluation Data Sources:** STAAR, TELPAS, MAP, CBA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bonham staff will utilize effective dual language strategies such as Siete Pasos in 100% of classrooms campus wide in order to maximize student engagement and learning</p> <p><b>KPI/Metric/Measure:</b> Reading STAAR: Approaches 90% or greater; Meets 70% or greater; Masters 50% or greater            Math STAAR: Approaches 90% or greater; Meets 64% or greater; Masters 375 or greater            Science STAAR: Approaches 82% or greater; Meets 46% or greater; Masters 26% or greater</p> <p>Increase the number of teachers qualifying as Master Teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 196 - 1882 UTSA</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Leader in Me professional development will be provided in order to support the socio-emotional development of the students and their academic progress.</p> <p><b>KPI/Metric/Measure:</b> Reduction in discipline referral rates from previous year</p> <p>Reading STAAR: Approaches 90% or greater; Meets 70% or greater; Masters 50% or greater  Math STAAR: Approaches 90% or greater; Meets 64% or greater; Masters 375 or greater  Science STAAR: Approaches 82% or greater; Meets 46% or greater; Masters 26% or greater</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 196 - 1882 UTSA</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> After attending conferences such as, TABE, La Cosecha, NABE. and attending district provided academic professional development, staff will implement effective strategies in classrooms.</p> <p><b>KPI/Metric/Measure:</b> TELPAS increase in students exiting  10% increase in TELPAS overall rating for campus</p> <p>Reading STAAR: Approaches 90% or greater; Meets 70% or greater; Masters 50% or greater  Math STAAR: Approaches 90% or greater; Meets 64% or greater; Masters 375 or greater  Science STAAR: Approaches 82% or greater; Meets 46% or greater; M</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><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  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 6</p> <p><b>Funding Sources:</b> - 196 - 1882 UTSA</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Substitutes / materials / resources and/or contractual services needed to support campus PLCs, instructional calibrations, vertical alignment, and professional development during the school day.</p> <p><b>KPI/Metric/Measure:</b> 10% increase in overall TELPAS score            Reading STAAR: Approaches 90% or greater; Meets 70% or greater; Masters 50% or greater            Math STAAR: Approaches 90% or greater; Meets 64% or greater; Masters 375 or greater            Science STAAR: Approaches 82% or greater; Meets 46% or greater; Masters 26% or greater            MAP Reading (Spanish &amp; English): Average / High Average / High 80% or greater            MAP Math: Average / High Average / High 80% or greater</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Grade level chairs, Instructional Coaches</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math            -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Bonham leadership team will collaborate with faculty to develop and implement a plan to support teachers at Bonham, recruit and retain them.</p> <p><b>KPI/Metric/Measure:</b> Increase the retention rate to 90% or greater</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>            2.4, 2.5  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals            -</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Bonham will increase parent engagement on campus through principal coffees, weekly updates to parents, and the creation and use of a Parent Information Hub.</p> <p><b>KPI/Metric/Measure:</b> Sign in sheets will indicate parents have attended events, agendas from Principal Coffees will indicate academic and social topics.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, FACE specialist, Counselors</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> STAAR reading decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 73% to 72%; meets 44% to 47%; masters 22% to 26% (increased) <b>Root Cause:</b> There is a lack of quality Tier 1 instruction in classrooms</p>
<p><b>Problem Statement 2:</b> STAAR math decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 64% to 59%; meets 44% to 31%; masters 22% to 16% <b>Root Cause:</b> There is a lack of quality Tier 1 instruction in classrooms</p>
<p><b>Problem Statement 3:</b> Bonham's overall TELPAS rating was 49% <b>Root Cause:</b> Bonham did not provide specific oracy instruction during Tier 1 instruction</p>
<p><b>Problem Statement 6:</b> Science scores for STAAR are low overall. 5th and 8th grades combined: 50% did not meet; 50% approaches; 17% meets; 7% masters <b>Root Cause:</b> Lack of consistent daily science instruction using appropriate strategies and resources</p>









**Goal 2: ENSURE PROFICIENCY**

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

**Performance Objective 1:** Professional development for PK-2 to support preliteracy and decoding and encoding in both Spanish and English.

**Evaluation Data Sources:** MAP, iStation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Substitutes / materials / resources and/or contractual services needed to provide phonics professional development for K-2 based on the checklist protocol to support decoding and encoding in both Spanish and English</p> <p><b>KPI/Metric/Measure:</b> MAP Reading (Spanish &amp; English): Average / High Average / High 80% or greater</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 8, 9</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutor to support biliteracy and mathematical skills in K -2.</p> <p><b>KPI/Metric/Measure:</b> MAP Reading (Spanish &amp; English): Average / High Average / High 80% or greater MAP Math: Average / High Average / High 80% or greater</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Interventionist, classroom teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 8, 9</p> <p><b>Funding Sources:</b> Tutoring - 196 - 1882 UTSA, Tutoring - 211 - ESEA Title I, Part A - Regular</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** Bonham's overall TELPAS rating was 49% **Root Cause:** Bonham did not provide specific oracy instruction during Tier 1 instruction

**Problem Statement 8:** Overall, students in Kinder-2nd Grade MAP reading scores have dropped from previous years to this current school year. MAP reading for 2021-22 is K 50% Lo-LoAvg 1st 32% Lo-LoAvg 2nd 63% **Root Cause:** Lack of rigorous Tier 1 instruction in K - 2 classes

**Problem Statement 9:**

Overall, students in Kinder-2nd Grade MAP math scores have dropped from previous years to this current school year. MAP math for 2021-22 is K 51% Lo-LoAvg 1st 43% Lo-LoAvg 2nd 49% **Root Cause:** Lack of rigorous Tier 1 instruction in K - 2 classes






**Goal 3: ENSURE PROFICIENCY**

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Performance Objective 1:** By the end of 2022- 2023 school year, 70% of the 3rd grade students will meet or exceed the goal for STAAR Reading and STAAR Math ( 70 approaches, 40% Meets and 30% Masters).

**High Priority**

**Evaluation Data Sources:** CBAs, Benchmarks, STAAR night

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use of AES coach to increase the Tier 1 instruction of math in 3rd grade rooms.  <b>KPI/Metric/Measure:</b> CBA, MAP, Grades, STAAR  <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>Title I:</b>                      2.4, 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 Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**







Student Learning
<p><b>Problem Statement 2:</b> STAAR math decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 64% to 59%; meets 44% to 31%; masters 22% to 16%  <b>Root Cause:</b> There is a lack of quality Tier 1 instruction in classrooms</p>

**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** By end of school year 22-22, Bonham will increase grade level readiness in all grade levels by 5%

**Evaluation Data Sources:** CBA, MAP, Grades, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide regular feedback and coaching for teachers through administrative walkthroughs and coaches walkthroughs regularly</p> <p><b>KPI/Metric/Measure:</b> Performance Matters documentation, classroom grades, CBAs, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Grade Level Chairs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 8</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MTSS meetings will be conducted every month to review tier 2 and tier 3 students' data. The data will be used to track student progress, close achievement gaps and provide intervention for students who are scoring below grade level</p> <p><b>KPI/Metric/Measure:</b> Branching Minds entry, CBAs, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Core Teachers K-8</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** STAAR reading decreased from 2018-19 to 2021-22. All Grades in the following domains: approaches 73% to 72%; meets 44% to 47%; masters 22% to 26% (increased) **Root Cause:** There is a lack of quality Tier 1 instruction in classrooms

**Problem Statement 3:** Bonham's overall TELPAS rating was 49% **Root Cause:** Bonham did not provide specific oracy instruction during Tier 1 instruction

**Problem Statement 8:** Overall, students in Kinder-2nd Grade MAP reading scores have dropped from previous years to this current school year. MAP reading for 2021-22 is K 50% Lo-LoAvg 1st 32% Lo-LoAvg 2nd 63% **Root Cause:** Lack of rigorous Tier 1 instruction in K - 2 classes

**Goal 5: ENSURE PROFICIENCY**






2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Performance Objective 1:** By the end of the year, 75% of the eighth graders will earn high school credit (algebra I, HS art I, Spanish 4)

**Evaluation Data Sources:** EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will tier students by need based on ongoing assessments to provide targeted instruction / intervention using evidence based materials / resources for courses with high school credit.</p> <p><b>KPI/Metric/Measure:</b> EOC, Grades</p> <p><b>Staff Responsible for Monitoring:</b> Busse, Siptak, Instructional Coaches, Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 10</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 10:</b> As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, and how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)



**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**






4c: Increase the percent of graduates attending College

**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 10</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$9,092</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 10:</b> As a district, 31% of students are at grade level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, and how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

# State Compensatory

## Budget for Bonham Academy

**Total SCE Funds:** \$100.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

State compensatory funds are used to improve student achievement for our at risk students. We purchased reading resources and materials. We purchased MAP science assessments and math materials as well as general office supplies to deliver lessons such as chart paper, sentence strips, markers among other things.

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CNA/CIP Team Roster is in the Plan Addendum's section uploaded as an attachment.

### 2.2: Regular monitoring and revision

The CIP was created June 20-June 24, 2022 by administrators with collaboration from campus leaders. However, in July and August it will be revised as more team members give feedback, make adjustments, etc

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

The CIP is located in the main office in both Spanish and English.

### 2.4: Opportunities for all children to meet State standards

All performance objectives and strategies under Goal #1 - academic excellence, Goal #2 - culture shift, Goal #3 - stakeholder engagement, and Goal #5 talent management address opportunities for all children through teacher development, academic programming, technology, and teacher quality

### 2.5: Increased learning time and well-rounded education

All performance objectives and strategies under Goal #1 - academic excellence, Goal #2 - culture shift, Goal #3 - stakeholder engagement, and Goal #5 talent management highlight where methods and instructional strategies strengthen the instructional program through teacher development, academic programming, technology, and teacher quality

### 2.6: Address needs of all students, particularly at-risk

Refer to CIP in Plan4Learning

## 3. Annual Evaluation

## 4. Parent and Family Engagement (PFE)

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

To help build capacity for involvement Bonham provides assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement during principals coffees, and regularly scheduled academic nights by providing materials and training to help parents work with their child, such as STEAM night, literacy night, math night and technology training.

With the assistance of parents, Bohnam educates teachers, campus administrators, and other staff, in the value and utility of the contribution of parents and how to communicate with and work with parents and other equal partners by meeting quarterly to discuss opportunities for all stakeholders to work towards campus success.

Bohnam coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs as often as possible through the programs listed in the first paragraph.

Information is provided monthly to families in a uniform format through Principals Coffee's, and during school sponsored academic nights, in both Spanish and English and on the campus web page.

Family engagement activities are designed and coordinated to provide reasonable support for families by offering a variety and times and dates so we can accommodate as many families as possible.

## **4.2: Offer flexible number of parent involvement meetings**

Parent and Family engagement meetings have been held on campus on: September 2, 2022 at 10:00am; September 13, 2022 at 5:30pm; October 11, 2022 at 6:15pm; October 18, 2022 at 9:30am; November 30, 2022 at 5:30pm.

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Gebhart	Assistant Principal		Yes
Eva Gamez	FACE Specialist		Yes
Jeff Price	Principal		Yes
Jessica Rodriguez	Assistant Principal		Yes



# Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
11	1	1	MAP Assessment Platform		\$9,092.00
<b>Sub-Total</b>					<b>\$9,092.00</b>
196 - 1882 UTSA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
2	1	2	Tutoring		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Tutoring		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums



# San Antonio Independent School District 2023

## Demographics: 107 Bonham Academy

### Enrollment by Sex and Ethnicity

Grade	Total		Female		Male		Amer. Ind.		Asian		Pacific		Black		Hispanic		White		Two or More	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
KG	49		27	55%	22	45%	0	0%	1	2%	0	0%	1	2%	44	90%	3	6%	0	0%
01	86		37	43%	49	57%	0	0%	0	0%	0	0%	3	3%	72	84%	11	13%	0	0%
02	64		33	52%	31	48%	1	2%	0	0%	1	2%	2	3%	54	84%	4	6%	2	3%
03	65		30	46%	35	54%	0	0%	0	0%	0	0%	0	0%	64	98%	1	2%	0	0%
04	72		34	47%	38	53%	0	0%	0	0%	0	0%	0	0%	68	94%	3	4%	1	1%
05	80		47	59%	33	41%	0	0%	0	0%	0	0%	0	0%	75	94%	5	6%	0	0%
06	56		27	48%	29	52%	0	0%	0	0%	0	0%	3	5%	49	88%	4	7%	0	0%
07	66		26	39%	40	61%	0	0%	0	0%	0	0%	1	2%	61	92%	3	5%	1	2%
08	60		28	47%	32	53%	0	0%	0	0%	0	0%	0	0%	59	98%	1	2%	0	0%
<b>Campus Total:</b>	<b>598</b>		<b>289</b>	<b>48%</b>	<b>309</b>	<b>52%</b>	<b>1</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>1</b>	<b>0%</b>	<b>10</b>	<b>2%</b>	<b>546</b>	<b>91%</b>	<b>35</b>	<b>6%</b>	<b>4</b>	<b>1%</b>

### Enrollment by Subpopulation

Grade	Total		LEP		BE		ESL		At Risk		Eco Dis.		SPED		GT		Migrant		PEP		Homeless	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
KG	49		9	18%	37	76%	0	0%	37	76%	32	65%	1	2%	0	0%	0	0%	0	0%	0	0%
01	86		25	29%	64	74%	0	0%	67	78%	47	55%	4	5%	2	2%	0	0%	0	0%	0	0%
02	64		17	27%	40	63%	0	0%	53	83%	39	61%	6	9%	15	23%	0	0%	0	0%	0	0%
03	65		18	28%	48	74%	0	0%	45	69%	35	54%	3	5%	12	18%	0	0%	0	0%	0	0%
04	72		26	36%	51	71%	0	0%	44	61%	55	76%	10	14%	15	21%	0	0%	0	0%	3	4%
05	80		22	28%	52	65%	0	0%	44	55%	44	55%	7	9%	15	19%	0	0%	0	0%	0	0%
06	56		18	32%	37	66%	1	2%	42	75%	36	64%	6	11%	16	29%	0	0%	0	0%	0	0%
07	66		19	29%	36	55%	1	2%	47	71%	47	71%	10	15%	17	26%	0	0%	0	0%	0	0%
08	60		23	38%	40	67%	0	0%	36	60%	37	62%	8	13%	17	28%	0	0%	0	0%	0	0%
<b>Campus Total:</b>	<b>598</b>		<b>177</b>	<b>30%</b>	<b>405</b>	<b>68%</b>	<b>2</b>	<b>0%</b>	<b>415</b>	<b>69%</b>	<b>372</b>	<b>62%</b>	<b>55</b>	<b>9%</b>	<b>109</b>	<b>18%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>1%</b>