

Campus Improvement Plan

2023-2024



Bonham Academy

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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
	Lead team reviewed CNA work, and used the district goals to address the problem statements identified in the CNA through performance objectives, strategies, and KPIs
	<p>Staff meeting was held and campus reviewed both draft CIP and draft CNA. Notes were made about staff absence numbers, and revisions were made to attendance data.</p> <p>Campus Advisory Council/ CLT meeting was held and campus reviewed both draft CIP and draft CNA.</p>

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

In review of the 2022-2023 CIP progress evaluation, we note the following

- Many performance objectives are based on Spring 2023 STAAR scores, which will not be available until August 2023
- Our annual attendance rate is on track to meet our goal of at least 95%
- We do not yet have TELPAS scores for Spring 2023, although the performance bands have increased since the creation of the goal.
- Parent survey and Insight survey is also unavailable at this time.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Attendance	Frontline Attendance Data	PS DE-1	Student attendance rate for the 22-23 school year is 94.07%; although this is a 0.67 percentage point increase from the 21-22 attendance rate, it is still below the 96% rate target.
		RC DE-1	Other than conducting home visits and providing warning letters to parents, there is no systematic way to hold parents accountable for bringing students to school.
Teacher Attendance	Frontline Staff Attendance Data	PS DE-2	Teacher absences increased from the 21-22 to the 22-23 school year.
		RC DE-2	Instructional leaders did not provide periodic attendance reports to teachers to help them monitor attendance.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,	By the end of year, the campus will maintain a 96% attendance rate or higher with students. PS-DE1	An attendance committee will be created and they will monitor and track attendance, organizes incentives, addresses concerns with parents, and follow through with retention officers as needed. This committee will also support student recruitment, enrollment, and retention efforts.	Admin, Attendance Committee, FACE Specialist; Attendance Clerk	
		Quarterly KPIs	By the end of Quarter 1 Attendance committee formation.,. By the end of Quarter 2, Attendance committee reports attendance data weekly to administration . Interventions are put in place (home visits, parent meetings). Meetings with retention officer are held. By the end of Quarter 3 Attendance committee reports attendance weekly to administration. Meetings with retention officer are held. Court interventions are requested as needed. By the end of the year, the campus will maintain a 96% attendance rate with students.		
DE-2	1.	80% of classroom teachers will have less than 10 absences.	Campus administrators will hold monthly attendance incentive drawings for staff with 100% attendance. The team will also develop an attendance tracking tool and share quarterly reports with teachers so they can track their attendance.	Admin	
		Quarterly KPIs	By the end of the 1st quarter, campus administration will have incentives planned for teachers that have maintained a 100% attendance rate, and they will provide reports to teachers with excessive absences. During the 2nd, 3rd, and 4th quarter, reports will be given to teachers as well.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Grade-level Readiness (3-8) in Reading and Math	Preliminary STAAR Results	PS SL-1	On the 2023 Reading STAAR there was a regression in 71% of our grade levels that tested as evidenced by the percentage of students reaching Approaches in the 21-22 school year and those reaching “likely passed” in the 22-23 school year. On the 2023 Math STAAR there was a regression in 86% of our grade levels that tested as evidenced by the percentage of students reaching Approaches in the 21-22 school year and those reaching “likely passed” in the 22-23 school year.
		RC SL-1	The majority of teachers are not consistently using teaching practices that engage all students and holds all students accountable for the learning. We are not promoting critical thinking skills within the classrooms with consistency.
Grade-level Readiness (K-2) in Reading and Math	MAP Assessment Data	PS SL-2	We see a 29% decrease in the percentage of students meeting or exceeding their growth target from Kinder to first grade, and we see a 1% increase in the percentage of students meeting or exceeding their growth target from 1st to 2nd grade.
		RC SL-2	Students develop foundational skills in Kindergarten but they aren’t reinforced as students progress into 1st and 2nd grade. Students engage in tasks that are not aligned to the rigor of the state standards.
Grade-level Readiness in Science and Social Studies	Preliminary STAAR Results	PS SL-3	On the 2023 Science STAAR there was a regression in 100% of our grade levels that tested as evidenced by the percentage of students reaching Approaches in the 21-22 school year and those reaching “likely passed” in the 22-23 school year.. On the 2023 Social Studies STAAR there was a regression in 100% of our grade level that tested as evidenced by the percentage of students reaching Approaches in the 21-22 school year and those reaching “likely passed” in the 22-23 school year.
		RC SL-3	The majority of teachers are not consistently using teaching practices that engage all students and holds all students accountable for the learning. We are not promoting critical thinking skills within the classrooms with consistency.
		PS SL-4	
		RC SL-4	
Data Determinations	STAAR Math students grade 3-8 are projected to be 75% at the approaches level or higher based on Spring STAAR Interims. STAAR ELA students grade 3-8 are projected to be 75% at the approaches level or higher based on Spring STAAR Interims. 35% of students K-2 grade met or exceeded growth expectations BOY-MOY in Reading. 51% of students K-2 grade met or exceeded growth expectations BOY-MOY in Math.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2	By the end of the 23-24 school year, we will see an increase in the percentage of students scoring in the Approaches category or higher in 3rd to 8th Grade Reading and Math STAAR by 25%.	3rd-8th grade teachers will receive professional development or be able to attend conferences to learn valuable skills to use to be able to plan and deliver rigorous lessons that engage all students in the learning through total participation strategies.	Instructional Leadership Team Teachers	211-13-6411-00-xxx-1-30-000 211-13-6411-OS-xx-x-1-30-000 211-13-6291-00-xxx-1-30-000
		Quarterly KPIs	By the end of Quarter 1, 3rd-8th grade teachers will receive 1 professional development on student engagement. By the end of Quarter 2, 50% of 3rd-8th grade teachers will implement total participation strategies that target student engagement. By the end of Quarter 3, 75% of 3rd-8th grade teachers will implement total participation strategies that target student engagement. By the end of the year, 100% of 3rd-8th grade teachers will implement total participation strategies that target student engagement.		
SL-2	1,2	By the end of the 23-24 school year, we will see an increase in the percentage of students scoring in the Approaches category or higher in 3rd to 8th Grade Reading and Math STAAR by 25%.	3rd-8th grade students will have access to a variety of digital, printed, and hands-on resources to maximize student performance and engagement across all content areas.	Instructional Leadership Team Teachers	211-11-6339-65-xxx-1-30-000
		Quarterly KPIs	By the end of Quarter 1, students will complete 1 iReady Assessment. By the end of Quarter 2, students will complete 2 iReady Assessments. By the end of Quarter 3, students will complete 3 iReady Assessments. By the end of the year, students will complete 4 iReady Assessments.		
SL-3	1,2	By the end of the 23-24 school year, at least 60% of our students in 5th grade will score in the Approaches or higher category, and at least 75% of our students in 8th grade will score in the Approaches or higher category on the Science STAAR.	5th & 8th grade teachers will receive professional development or be able to attend conferences to learn valuable skills to use to be able to plan and deliver rigorous lessons that engage all students in the learning through total participation strategies. Students will be able to attend and participate in hands-on Science learning experiences on and off-site.	Instructional Leadership Team Teachers	211-13-6411-00-xxx-1-30-000 211-13-6411-OS-xx-x-1-30-000 211-13-6291-00-xxx-1-30-000 211-11-6494-00-xxx-1-30-000
		Quarterly KPIs	By the end of Quarter 1, 3rd-8th grade teachers will receive 1 professional development on student engagement and By the end of Quarter 2, 50% of 3rd-8th grade teachers will implement total participation strategies that target student engagement. By the end of Quarter 3, 75% of 3rd-8th grade teachers will implement total participation strategies that target student engagement. By the end of the year, 100% of 3rd-8th grade teachers will implement total participation strategies that target student engagement.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1	By the end of the 23-24 school year, at least 60% of our students in 5th grade will score in the Approaches or higher category, and at least 75% of our students in 8th grade will score in the Approaches or higher category on the Science STAAR.	5th & 8th grade students will have access to a variety of digital, printed, and hands-on resources to maximize student performance and engagement across all content areas.	Instructional Leadership Team Teachers	211-11-6339-65-xxx -1-30-000
		Quarterly KPIs	By the end of Quarter 1, students will complete 1 iReady Assessment. By the end of Quarter 2, students will complete 2 iReady Assessments. By the end of Quarter 3, students will complete 3 iReady Assessments. By the end of the year, students will complete 4 iReady Assessments.		
SL-5	1	By the end of the 23-24 school year, we will see an increase in the percentage of students meeting or exceeding their MAP Growth goal in Reading and Math. Kindergarten by at least 15% 1st Grade by at least 30% 2nd Grade by at least 29%	K-2 teachers will implement student accountability tools to be used learning stations. K-2 teachers will receive PD or attend conferences to help them develop new skills that they can use to enhance their lessons and to plan for more critical thinking opportunities.	Instructional Leadership Team	211-13-6411-00-xxx -1-30-000 211-13-6411-OS-xx x-1-30-000 211-13-6291-00-xxx -1-30-000
		Quarterly KPIs	By the end of Quarter 1, teachers will have at least one accountability tool for students to use in learning stations. By the end of Quarter 2, teachers will have at least 2 accountability tools for students to use in learning stations, and some teachers will have had the opportunity to attend at least one educator conference. By the end of Quarter 3, teachers will have at least 3 accountability tools for students to use in learning stations. By the end of the year, all learning stations will have a related accountability tool incorporated into the station.		
SL-6					
		Quarterly KPIs			
SL-7					
		Quarterly KPIs			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Professional Growth	Performance Matters Reports	PS PP-1	Although teachers are attending some professional learning from the district, there is no system in place to follow up with material or monitor implementation of strategies learned.
		RC PP-1	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices. (ESF 5.1)
PLCs and PLNs	PLC Agendas, Administrator Observation	PS PP-2	There are currently no teacher-led PLCs in elementary, as all are administration/instructional led. Middle school PLCs lack a consistent instructional focus and a consistent administration/IC presence.
		RC PP-2	In admin-led PLCs teachers meet to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (ESF 5.3)
Social Emotional Academic Development	Administrator and Teacher Feedback, Parent Input	PS PP-3	There is inconsistent implementation of social emotional learning within our classrooms.
		RC PP-3	We don't have a set time and curriculum to follow during the school day to focus on social-emotional learning within our classrooms.
		PS PP-4	
		RC PP-4	
Data Determinations	Teacher led PD is inconsistent on the campus. Based on PLC agendas and administration observation, administrators led all elementary PLC's in the 22-23 school year. Daily schedules don't explicitly define a set time for consistent SEL lessons in all grade levels.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2,3	When the staff survey is administered to staff, administration will ensure staff participation in the School Performance Framework (SPF) staff survey at 90%, and work to obtain positive response scores at 80% PS- PP1	Teachers will be provided opportunities for professional learning locally and nationally and follow up support, mentoring, shared decision making, and leadership on the campus to enhance recruitment and retainment of highly qualified teachers.	Admin, Teachers	211-13-6291-00-xxx -1-30-000
		Quarterly KPIs	By the end of Quarter 1, 100% of new teachers are provided mentors in order to support them through their initial years at Bonham. By the end of Quarter 2, teachers and lead team staff are assigned committee and roles and responsibilities, and professional learning opportunities will be reviewed by administrators and follow up and supports created on an individual basis to support teachers. By the end of the 3rd quarter, at least 25% of our teachers will have had the opportunity to attend local or national PD and they will share their learning with the staff. By the end of the year, when the staff survey is administered, administration will ensure that 90% of our staff participate in the School Performance Framework (SPF), and we will work to obtain positive response scores at 80%.		
PP-2	1, 2, 3	When the staff survey is administered, administration will ensure staff participate in the School Performance Framework (SPF) staff survey at 90%, and work to obtain positive response scores at 80% PS-PP2	Create teacher leaders through release of responsibilities from administration led PLCs to teacher led PLCs, and begin the implementation of teacher-led PD on the 4th Monday of every month.	Admin, Teacher Leaders	211-13-6291-00-xxx -1-30-000
		Quarterly KPIs	By the end of Quarter 1, administration will ensure that teacher leaders understand PLCs and the PLC process, and they will be trained in PLC facilitation. By the end of Quarter 2, teacher leaders will have led a PLC with administrative support. By the end of Quarter 3, 75% of PLC's will be managed by teacher leaders. By the end of the year, 100% of PLC's will be managed by teacher leaders.		
PP-3	4	By the end of the 23-24 school year, 100% of our students will receive consistent SEL lessons on a weekly basis. PS-PP3	Campus administration will research and invest in SEL Curriculum and PD and we will embed an explicit block of SEL instruction into our schedules at least once a week.	Admin, Counselors	211-31-6399-00-xxx -1-30-000
		Quarterly KPIs	By the end of Quarter 1, Admin and Counselors will have vetted and selected an SEL curriculum to implement in class. By the end of Quarter 2, teachers will have been trained in the implementation of SEL curriculum and implementation will be seen in at least 75% of our classrooms. By the end of Quarter 3, 100% of teachers will have implemented the SEL curriculum with consistency. By the end of the year, 100% of our students will have received explicit SEL instruction in their classrooms.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-5					
		Quarterly KPIs			
PP-6					
		Quarterly KPIs			
PP-7					
		Quarterly KPIs			
PP-8					
		Quarterly KPIs			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Discipline	Frontline Discipline Data	PS PE-1	Although the number of incidents are not high, the school-wide PBIS management plan is not being used to curtail serious incidents.
		RC PE-1	Although all staff and students appear to understand a system of rewards and consequences, staff has not consistently implemented the system with fidelity. (ESF 3.2)
Student Perceptions	Campus Created Student Survey	PS PE-2	24% of our students do not feel a sense of belonging on our campus.
		RC PE-2	Students have access to support services (e.g., counseling, mentoring, external service referrals) that address their needs, but we don't explicitly make time for SEL in our daily schedules (ESF 3.3).
Parent Family Engagement	Campus Created Parent Survey	PS PE-3	Parents surveyed reported they were involved in activities through the school that improved their child's performance
		RC PE-3	Systems are not in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, nor are there opportunities available to increase the number of parent learning opportunities (ESF 3.4).
		PS PE-4	
		RC PE-4	
Data Determinations	<p>There were discipline incidents input into Frontline, but there is no record to track PBIS implementation.</p> <p>Student survey results show a higher percentage than we'd like for those that don't feel a sense of belonging on campus.</p> <p>Parent survey shows parents were involved in events that enhanced student achievement.</p>		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1, 4	ATTENDANCE/HEALTH AND SAFETY: Bonham staff will implement a campus-wide system for monitoring student attendance data and PBIS/SEL data resulting in: - an annual attendance at school rate of 96% - an annual participation rate in health, safety and wellness program of 100% PS-PE1	We will work with the PBIS and attendance committee to develop a system that we can use to monitor attendance and discipline incidences, and we will provide student incentives for perfect attendance and for following expected behaviors consistently.	Admin, PBIS Committee, Attendance Committee, Counselor	211-11-6399-00-153-30-000 Supplies:teaching \$11,212.00
		Quarterly KPIs	By the end of Quarter 1, we will identify the members of our PBIS and Attendance committees and we will develop a list of incentives. By the end of quarter 2, we will have awarded 6 attendance incentives, and students will have had the opportunity to earn PBIS prizes. By the end of Quarter 3, 9 attendance incentives will have been given out, and students will continue to earn PBIS prizes. By the end of the year, 12 attendance incentives will have been given out, and 100% of our students will have had the opportunity to earn PBIS prizes.		
PE-2	4	Reduce the percentage of students who do not feel a sense of belonging according to end of the year surveys from 24% to less than 10%. PS-PE2	We will continue to use tools like Rhithm to get a clear understanding of our student needs. We will adopt an SEL curriculum and implement consistent SEL lessons across grade levels and build our understanding on Restorative practices across the campus. Teachers will attend PD or participate in conferences to enhance their understanding of SEL and Restorative Practices.	Admin, PBIS Committee Teachers, Counselor	211-11-6399-00-153-30-000 Supplies:teaching \$11,212.00
		Quarterly KPIs	By the end of Quarter 1, students in grades 2-8 will be using Rhithm at least twice weekly and we will have vetted and selected the SEL Curriculum. By the end of quarter 2, we will see Rhithm being used three times a week and at least 50% of our students will be receiving explicit SEL lessons. By the end of the 3rd quarter, Rhithm will be used four times a week, and 75% of our students will be receiving SEL lessons consistently. By the end of the year, Rhithm will be used every day of the week and 100% of our students will be receiving SEL instruction.		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-3	4	When the parent survey is administered, Bonham staff will encourage and support participation in the SPF family survey at 50%, and work to obtain positive response scores at 70%. PS-PE3	Hold family engagement events through evening events, coffees, and parent education events, including curriculum events that support parent understanding of the curriculum and of their positive impact on student achievement.	Admin, PBIS Committee Teachers, Counselor, CIS	211-61-6399-00-153-30-000 Supplies Family Engagement \$1289.00 211-61-6499-00-153-30-000 Refreshments Family Engagement \$1289.00
		Quarterly KPIs	By the end of Quarter 1, campus will have 1 curriculum based event. By the end of Quarter 2, campus will host 2 or more curriculum based events and Title I required parent meetings: Parent Utility training, Parent Compact meeting. By the end of Quarter 3, campus has hosted all required Title I events and 2 or more curriculum/community based events, including an event that supports parents' understanding of student achievement and how parents can help their students meet their goals. By the end of the year, when the parent survey is administered, Bonham staff will encourage and support participation in the SPF family survey at 50%, and work to obtain positive response scores at 70%.		
PE-4					
		Quarterly KPIs			