Campus Improvement Plan
2024 - 2025

SAISD

107 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 District and Campus Goals

SAISD 5 Year Board Goals

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1	March 26, 2024 Q3 Review, Discussed CIP Items that were not met, adjourn
Meeting #2	May 20, 2024 Q4 Review, Summative evaluation, development of a draft CNA, discussion, adjourn

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

The summative evaluation demonstrated several areas needing further refinement. There were some challenges that persisted throughout the school year despite efforts to mitigate them. Preliminary STAAR results demonstrate a continued need to refine tier 1 instruction across the campus. It was evident throughout the school year though that our math performance was still lacking. There continue to be issues with meeting the needs of our neurodivergent student population and providing consistent social-emotional support. Attendance and tardiness continue to be an ongoing issue across all grade levels which has resulted in a lower than anticipated attendance rate for the year. Tier 1 instruction needs to be targeted across grade levels to ensure that our students are receiving high quality instruction with consistency. The campus's PLC process needs additional attention drawn to it to ensure that the sessions are impactful and effective which will ultimately result in an overall improvement in academic achievement across the board. Charter is up for review, therefore a committee will need to be formed and all three pillars will need to be reviewed. The committee will need to explore opportunities to strengthen the three clusters of grades being served to ensure alignment and a sense of community among all three. Some ideas include the following: consider MS schedules when planning events; take into account the different courses that students are enrolled in. Think about opportunities to integrate the strands in all grade levels with greater frequency. Be intentional about all communities that form the campus to ensure that all populations feel welcome and that they belong. Streamline communication across the campus and use one system for the whole school or systems by cluster.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Demographics							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data	X	EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			
Student Learning							
STAAR/EOC Results	X	Local Benchmark Results		State Interim Results	X	MAP Data	
CIRCLE Data	X	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			
Processes and Programs							
Observational Data	X	Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			
Perceptions							
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	
Parent Volunteers	X	Calendar of Parent Engagement		Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

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.

Comprehensive Needs Assessment – Demographics

		Demographics (Minimum 2 Areas)
Area Examined		**Problem Statements and Root Causes**
Student Attendance	**PS DE-1**	Attendance rates remain below the goal of 96% for the school year.
	RC DE-1	Students and parents haven't experienced consequences for chronic tardiness and absences. Students with high attendance haven't experienced recognition or positive incentives related to being present regularly.
Programs Enrollment	**PS DE-2**	In lower elementary dual language classrooms there is an imbalance of EB versus Non-EB students which doesn't align to the recommendations characteristic of a two-way DL program.
	RC DE-2	As a choice campus, the percentage of applications received from EB households is significantly lower than those of non-EB households.
Choose One	**PS DE-3**	
	RC DE-3	
Choose One	**PS DE-4**	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		The ADA rate for the campus during the 23-24 school year was at 93% falling short of our goal of 96%. Recruitment efforts need to be streamlined and targeted in areas with higher concentrations of EB families.

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.

Comprehensive Needs Assessment - Student Learning

	Student Learning (Minimum 2 Areas)	
Area Examined		**Problem Statements and Root Causes**
Grade Level Readiness	**PS SL-1**	38% of students demonstrate growth in the area of reading as evidenced by EOY MAP results. Which communicates that there are still gaps in foundational skills in the early grades and there is still a limited amount of students, 55%, meeting state standard on the STAAR test.
	RC SL-1	Students receive inconsistent interventions, and teachers need additional professional development opportunities and access to an instructional coach to enhance their practice to help students make greater gains in reading.
EOY Assessment Outcomes	**PS SL-2**	MATH: 36% of students demonstrate growth in the area of math as evidenced by EOY MAP results. Which communicates that there are still gaps in foundational skills in the early grades and there is still a very limited amount of students, 36%, meeting state standard on the STAAR test.
	RC SL-2	Students receive inconsistent interventions, and teachers would benefit from additional opportunities to receive professional development in math instruction. Students on our campus would also benefit from a vertically aligned math framework to guide their instructional practices.
EOY Assessment Outcomes	**PS SL-3**	SCIENCE: 46% of our students performed at the approaches category or above on their STAAR test, and 66% of students are identified as Tier 1.
	RC SL-3	Science instruction on the campus happens inconsistently and teachers would benefit from additional support in enhancing their instruction so that it is more interactive and hands-on.
Choose One	**PS SL- 4**	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	The data doesn't demonstrate major signs of regression and the performance indicators largely remained stagnant. Overall, tier 1 instruction across all grade levels needs to refined and implementation of higher order thinking tasks, targeted data analysis, and backwards design lesson planning isn't happening with consistency.	

Comprehensive Needs Assessment - Processes & Programs

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 & Programs (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Behavioral / SEAD Needs	**PS PP-1**	Students continue to have inadequate opportunities to engage in SEAD lessons with consistency.
	RC PP-1	The daily schedule had time allocated in it for SEAD lessons, however, implementation wasn't monitored with fidelity.
Teacher PD	**PS PP-2**	The percentage of special education students that reach approaches or higher on STAAR decreased from 28% to 24% between 2022 to 2023, and the overall percentage was lower than the region.
	RC PP-2	The teachers had limited access to current resources beyond IMSE and they had limited access to professional development to improve their teaching methods for diverse student needs.
TTESS Skew	**PS PP-3**	There is a lack of congruence between the T-TESS average of 3.86 and the preliminary STAAR results that have been provided.
	RC PP-3	The leadership team didn't calibrate consistently throughout the school year.
Teacher Feedback	**PS PP-4**	According to the insight survey, 52% of teachers agreed with the statement "At my school teachers use a common vocabulary to discuss effective teaching practice," where as the SAISD average was 70% for the same statement.
	RC PP-4	This indicates there is a misalignment among teachers in what high leverage and effective instructional practices looks like at the campus.
Strengths & Areas for Improvement Based on your Data Analysis		We have identified Leader in Me, a CASEL rated SEL curriculum, to use during mascot time, however, we have not implemented the curriculum with fidelity. Teachers have been trained in the implementation of IMSE to support students with dyslexia, however, they need additional access to other PD sessions. Our PLC process needs further refinement.

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.

Comprehensive Needs Assessment - Perceptions

		Student Learning (Minimum 2 Areas)	
Area Examined		**Problem Statements and Root Causes**	
Parent Engagement Attendance	**PS PE-1**	During principal's coffee events there are only about 15 parents in attendance, however, during family nights we have between 85 and 100 participants.	
	RC PE-1	The campus hasn't used parent input to design learning opportunities that are tailored to their interests or needs which leads to low attendance.	
Parent Survey Results	**PS PE-2**	71% of parents share that their teacher communicates with them about their child's academic progress which is lower than the district average.	
	RC PE-2	There is not a uniform communication platform that we use as a campus.	
Choose One	**PS PE-3**		
	RC PE-3		
Choose One	**PS PE-4**		
	RC PE-4		
Strengths & Areas for Improvement Based on your Data Analysis		We have parents participating in meetings, but a greater percentage of parents participate in family events. Teachers use different platforms to communicate with parents as opposed to a uniform system for the campus.	

2.1 - Campus Improvement Plan (CIP)
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS # 1, 2, 3, 4	By the end of the 24-25 school year, the campus ADA rate will be at 96%.	Students will be incentivized for maintaining an attendance rate of 96% or above. For example, they may receive prizes or opportunities to participate in special events.	Admin and attendance committee	
		Quarterly KPIs	By the end of the first quarter, 100% of students with a 96% attendance rate will participate in a special event to celebrate their attendance.		
			By the end of the second quarter, 100% of students that maintain an attendance rate of 96% will receive a prize to celebrate their achievements.		
			By the end of the third quarter, 100% of students that maintain an attendance rate of 96% will participate in a special event.		
			By the end of the fourth quarter, 100% of students that maintain an attendance rate of 96% will receive an incentive and recognition for their achievements.		
DE-2	PS #4	By the end of the 24-25 school year, we will see an increase in applicants for our DL program from spanish-speaking households.	Recruitment efforts will be adjusted to target different areas of the city to help increase the percentage of spanish speaking students that are enrolled in our dual language program. We will increase the prominence of Spanish on the campus and on social media platforms.	Admin, FACE, social worker	
		Quarterly KPIs	By the end of the first quarter, 50% of family communication will be in both languages.		
			By the end of the second quarter, 100% of recruitment efforts will target various parts of the city.		
			By the end of the third quarter, 75% of family communication will be in both languages.		
			By the end of the fourth quarter, 100% of family communication will be in both languages.		
DE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	PS # 4	By the end of the 24-25 school year, the campus will have systems in place to provide SEL instruction to all grade levels.	We will maintain our 2nd counselor to help support with the social-emotional needs of our students, and to help provide mental health support to facilitate learning. In addition, we will provide teachers with professional learning for proactive behavior interventions.	Admin	211-31-6119-47-107-30-000
		Quarterly KPIs	By the end of the first quarter, Counselor will deliver guidance lessons centered around SEL in 50% of classrooms.		
			By the end of the second quarter, Counselor will deliver guidance lessons centered around SEL in 75% of classrooms.		
			By the end of the third quarter, Counselor will deliver guidance lessons centered around SEL in 100% of classrooms and 50% of teachers implement proactive behavior interventions.		
			By the end of the fourth quarter, Counselor will deliver guidance lessons centered around SEL in 100% of classrooms and 75% of teachers implement proactive behavior interventions.		
PP-2	PS # 1, 3	By the end of the 24-25 school year, the SPED team will have the opportunity to gain access to resources and PD sessions to help them better meet the needs of students with disabilities.	We will invest in additional resources and instructional materials that can be used to enhance the educational experience of our Special Education student population to help promote greater academic achievement.	Admin	211-11-6399-00-107-30-000
		Quarterly KPIs	By the end of the first quarter, administration and special education staff will meet to discuss areas of academic need and supporting materials and training.		
			By the end of the second quarter, 25% of Special Education teaching staff will receive training and/or instructional materials identified areas of academic need.		
			By the end of the third quarter, 50% of Special Education teaching staff will receive training and/or instructional materials identified areas of academic need.		
			By the end of the fourth quarter, 75% of Special Education teaching staff will receive training and/or instructional materials identified areas of academic need.		
PP-3	PS #	By the end of the 24-25 school year, the ILT will be calibrated as evidenced by the quarterly calibration tasks.	The instructional leadership team (ILT) will conduct monthly calibration activities such as debrief conversation after collective teacher observations.	Admin	
		Quarterly KPIs	By the end of the first quarter, the ILT will create a year-long action plan for completion of calibration activities.		
			By the end of the second quarter, 50% of the calibration action plan will be completed.		
			By the end of the third quarter, 75% of the calibration action plan will be completed.		
			By the end of the fourth quarter, 100% of the calibration action plan will be completed.		
PP-4	PS #	By the end of the 24-25 SY, the campus will have a set PLC process and regular protocols available to strengthen PLCs.	A campus-wide PLC process will be created and modeled to ensure that all teacher PLCs follow a common and effective process.		
		Quarterly KPIs	By the end of the first quarter, the campus-wide PLC process will be created.		
			By the end of the second quarter, 25% of PLCs will consistently use the campus-wide process.		
			By the end of the third quarter, 50% of PLCs will consistently use the campus-wide process.		
			By the end of the fourth quarter, 75% of PLCs will consistently use the campus-wide process.		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, 75% of students identified as Tier I to decrease the gap in foundational literacy skills as evidenced by our EOY MAP results and the percentage of students meeting state standard on the STAAR test.	We will maintain our literacy instructional coach to support teachers as they work to improve their practices, and so that they can support with reading interventions in all grade levels. A learning environment conducive to successful assessment practices will increase student achievement. Intervention resources and materials will be purchased to help meet the academic and linguistic needs of special populations such as Emergent Bilingual students. Intervention resources and materials will be purchased to help meet the academic needs of Tier 3 students. Intervention resources and materials to support students includes whisper phones, post it notes, index cards, highlighters, pens, sheet protectors to be used as erasable tool for student work, pens, pencils, cardstock, and the use of Forde Ferrier Reading and Writing Ultimate Mastery resource to support academic achievement of EBs and Tier 3 students and help close gaps in foundational learning skills.	Admin	211-13-6119-44-107-30-000 $5000 164-11-6118-00-107-30-947 211.11.6339.00.107.30.0.00
	PS # 1	Quarterly KPIs	By the end of the first quarter, the literacy instructional coach will provide professional development to 100% of teachers that focus on high leverage strategies that can help strengthen instruction.		
			By the end of the second quarter, the literacy instructional coach will support in the PLC process and 100% of our elementary teachers will have been trained in the implementation of intervention delivery using SIL, LIS, Camino al Exito, and Proximo Paso al Exito. By the end of the second quarter, at least 30% of students will be at Tier 1 based on STAAR Interims, MAP, and District Formative Assessments.		
			By the end of the third quarter, MOY MAP Data will demonstrate that at least 60% of our K-2 students met or exceeded their growth goal. By the end of the second quarter, at least 50% of students will be at Tier 1 based on STAAR Interims, MAP, and District Formative Assessments.		
			By the end of the fourth quarter, EOY MAP Data and District Formative Assessments will demonstrate that at least 70% of our students are identified as Tier 1.		
SL-2		By the end of the year, 75% of students will be identified as Tier I to decrease the gaps in foundational math skills and math fluency as evidenced by our EOY MAP results and the percentage of students meeting state standard on the STAAR test.	The math IC will work on coaching and modeling high quality math instruction for teachers and co-teach as necessary to help enhance math instruction across the campus. Teachers will also provide after school tutoring to help close gaps in foundational learning skills. A learning environment conducive to successful assessment practices will increase student achievement. Intervention resources and materials will be purchased to help meet the academic needs of Tier 3 students. Intervention resources and materials to support students include, post it notes, index cards, highlighters, pens, sheet protectors to be used as erasable tool for student work, pens, pencils, cardstock, and mathematics manipulatives.		164-11-6118-00-107-30-947 211.11.6339.00.107.30.0.00 $5000
	PS # 2	Quarterly KPIs	By the end of the first quarter, the IC will provide PD to 100% of our teachers.		
			By the end of the second quarter, the IC will lead PLCs focused on math instruction resulting in improvement in math performance on formative assessments. By the end of the second quarter, at least 30% of students will be at Tier 1 based on STAAR Interims, MAP, and District Formative Assessments.		
			By the end of the third quarter, MOY MAP Data will demonstrate that at least 60% of our K-2 students met or exceeded their growth goal. By the end of the second quarter, at least 50% of students will be at Tier 1 based on STAAR Interims, MAP, and District Formative Assessments.		
			By the end of the fourth quarter, EOY MAP Data and District Formative Assessments will demonstrate that at least 70% of our students are identified as Tier 1.		
SL-3		By the end of the year, 75% of students will be identified as Tier I as measured by the percentage of students at the Meets grade level or Above on STAAR Science in 5th and 8th grade.	The instructional coaches will target science instruction by modeling, coaching, and collaborating with teachers to help strengthen their tier 1 instruction.		211
	PS # 1, 2	Quarterly KPIs	By the end of the first quarter, the IC will provide PD to 100% of our teachers.		
			By the end of the second quarter, the IC will lead PLCs focused on science instruction resulting in improvement in science performance on formative assessments.		
			By the end of the third quarter, MOY MAP data will demonstrate that at least 60% of our students met or exceeded their growth goal.		
			By the end of the fourth quarter, EOY MAP data will demonstrate that at least 75% of our students are identified as Tier 1.		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	PS #	By the end of the 24-25 school year, the amount of participation in family events will increase resulting in more investment and involvement in the platicas.	Using parent input via survey data, principal/community engagement opportunities such as community platicas will be held at varying times of the day to increase opportunities for families to attend.	Admin, FACE	211/supplies & refreshments/$1,600+
		Quarterly KPIs	By the end of the first quarter, at least 15 parent/community members will attend community platicas.		
			By the end of the second quarter, at least 20 parents/community members will attend community platicas.		
			By the end of the third quarter, at least 30 parent/community members will attend community platicas.		
			By the end of the fourth quarter, at least 40 parent/community members will attend community platicas.		
PE-2	PS #	By the end of the 24-25 school year, the campus will have adopted a single platform to use for all parent communication.	The campus will develop streamlined communication methods and common platforms for teacher/family communication purposes. Due to specificity by grade level needs, different platforms will be used. However, the Remind platform will be researched.	Admin, ACTs, FACE	
		Quarterly KPIs	By the end of the first quarter, campus administration will collect family and staff survey data to decide on common communication methods and expectations.		
			By the end of the second quarter, 50% of teachers will send weekly communication to families via common platforms Canva: Bobcat Bulletin.		
			By the end of the third quarter, 75% of teachers will send weekly communication to families via common platforms Canva: Bobcat Bulletin.		
			By the end of the fourth quarter, 100% of teachers will send weekly communication to families via common platforms Canva: Bobcat Bulletin.		
PE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 100% of students that maintain an attendance rate of 96% will receive a prize to celebrate their achievements.	Good Progress (51% - 75%)	Current attendance 93.66%. We are not above 96%. Incorporating February attendance incentive for students 97%-100% will be entered into a drawing for $25 gas card or a snack basket (PTA/school sponsored). We will continue to highlight and reward ADA period for PERFECT ATTENDANCE receiving Sweet Parties. We will continue to reward students for maintaining 100% attendance.
DE-2	By the end of the second quarter, 100% of recruitment efforts will target various parts of the city.	No Progress (0% - 50%)	Tours on campus, choice nights; we need to target EB area; PK-SA drop off flyers; look for events to advertise our students; target where there are bus routes; traditional elementary schools; student concern: middle school behaviors need to improve with language; behaviors; summer behavior contracts/camps/team building

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, the literacy instructional coach will support in the PLC process and 100% of our elementary teachers will have been trained in the implementation of intervention delivery using SIL, LIS, Camino al Exito, and Proximo Paso al Exito. By the end of the second quarter, at least 30% of students will be at Tier 1 based on STAAR Interims, MAP, and District Formative Assessments.	Good Progress (51% - 75%)	IC continue to support teachers during PLC to internalize units and provide each other feedback through mini-teach lessons and walkthroughs. IC will continue coaching cycle to support teachers. Fall Interims: 6th, 7th, and English I are on track to meet the goal.
SL-2	By the end of the second quarter, the IC will lead PLCs focused on math instruction resulting in improvement in math performance on formative assessments. By the end of the second quarter, at least 30% of students will be at Tier 1 based on STAAR Interims, MAP, and District Formative Assessments.	No Progress (0% - 50%)	Teacher: math timer for 5 minutes to create mulitplication table 1-10 grid sheet; multiplication Mondays - parents helping with tutoring; CRT working with 3rd grade two days a week; review of 5th grade math minutes. IC will begin to stay on Wednesdays for math tutoring for 6th grade. Sensory hallway incorporated at Primary. Academy in cafeteria to focus on math games, flash cards, math board games, math card games. Parent ask a student a math question before they get their lunch tray. 99 Math online (3 rounds and ranks). Reflex Math 1st-8th as per IC (engaging math activities - fact fluency); student: vocabulary cards for math helps; teacher: vertical alignment with math for elementary teachers and tricks that can cause confusion. Fall Interims: 4th, 8th, Algebra I are on track to meet the goal.
SL-3	By the end of the second quarter, the IC will lead PLCs focused on science instruction resulting in improvement in science performance on formative assessments.	Good Progress (51% - 75%)	3rd greatest percentage growth on MAP science focused on readiness standards and embedded in language arts lessons; 5th grade is second highest percentage of growth on MAP Science, then 4th grade, then 8th grade; 6th and 7th grade is the lowest - need to improve assessment environment; teacher: remember we are preparing life long readers and writers; science is one of our pillars - it is something we should do; teacher: suggest vertical alignment for TEKS by grade level. October CBA: 5th and 8th are on track to meet the goal. December CBA 5th grade on track to meet the goal.

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, Counselor will deliver guidance lessons centered around SEL in 75% of classrooms.	Significant Progress (76% - 99%)	Counselor will continue to work with teacher instructional calendars to provide SEL lessons to students
PP-2	By the end of the second quarter, 25% of Special Education teaching staff will receive training and/or instructional materials identified areas of academic need.	Good Progress (51% - 75%)	Monitoring teachers providing training, guidance and support for general education teachers.
PP-3	By the end of the second quarter, 50% of the calibration action plan will be completed.	Good Progress (51% - 75%)	Admin will continue to meet weekly to ensure calibration.
PP-4	By the end of the second quarter, 25% of PLCs will consistently use the campus-wide process.	Significant Progress (76% - 99%)	Teachers will continue to meet during the establish PLC times. Admin and IC will continue to meet with teacher during PLC to provide support.

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, at least 20 parents/community members will attend community platicas.	No Progress (0% - 50%)	Parents are participating in PTA/Principal meetings; however, we need more during Platicas. Add on Bobcat Bulletin: parents have you done the math facts for grade level; parent resource guide; student: vocabulary cards for math helps; MS continue to use Remind to provide parent information; add the MS HUB QR code. Incorporating math into next Platica.
PE-2	By the end of the second quarter, 50% of teachers will send weekly communication to families via common platforms Canva: Bobcat Bulletin.	No Progress (0% - 50%)	Bobcat Bulletin is distributed to parents weekly; however, 50% of teachers are not submitting news to be added. Teachers are using other means of communication for parents by grade level (ES ClassDojo; MS Remind)

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of students with a 96% attendance rate will participate in a special event to celebrate their attendance.	Met Target (100%)	96% certificate and a treat for students; future incentive to provide 2 "movie tickets" for parent night with child on turf; classroom incentive for period ADA - spell PERFECT ATTENDANCE for a class treat
DE-2	By the end of the first quarter, 50% of family communication will be in both languages.	Met Target (100%)	100% of family communication is sent out in English and Spanish; we are working on a postcard to recruit Spanish speakers in different community areas and apartment complexes; weekend set up a table at an HEB, etc.

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, the literacy instructional coach will provide professional development to 100% of teachers that focus on high leverage strategies that can help strengthen instruction.	Met Target (100%)	PLC ICs focus on lesson internalization, unit internalization, stations, address Tier II and III students through data digs to close gaps; Primary: created intervention groups for IC small grooups; CRT: future focus Primary focus on ensure grade level skills; Academy focus to push to meets and master; Future focus: TELPAS bootcamp on Saturday for students and parents (during Platicas, what it is and importance); how to provide directions in English and Spanish, how to record and speak for 90 seconds
SL-2	By the end of the first quarter, the IC will provide PD to 100% of our teachers.	Met Target (100%)	PLC ICs focus on lesson internalization, unit internalization, stations, address Tier II and III students through data digs to close gaps; Primary: created intervention groups for IC small grooups; CRT: future focus Primary focus on ensure grade level skills; Academy focus to push to meets and master
SL-3	By the end of the first quarter, the IC will provide PD to 100% of our teachers.	No Progress (0% - 50%)	Check fidelity curriculum; science instruction in elementary through middle school alignment for unit internalization; message from admin clear and direct expectations (labs per quarter - once/month) Stem Scopes; check if we have Gizmos digital science lab; parents suggestion for hands-on labs with parent support with resources for labs; During STEAM Night need a donation table with item, name and phone number, take home for parent labs

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, Counselor will deliver guidance lessons centered around SEL in 50% of classrooms.	Met Target (100%)	Counselor focus for last month was mental health (suicide prevention) focus for this month is anti-bullying.
PP-2	By the end of the first quarter, administration and special education staff will meet to discuss areas of academic need and supporting materials and training.	Good Progress (51% - 75%)	Refresh or review schedule time to review students to fully internalize accommodations; PLC bring your SE Binder to review and ask questions or faculty meeting (tab questions); graphic organizer to ensure they are approved by district
PP-3	By the end of the first quarter, the ILT will create a year-long action plan for completion of calibration activities.	No Progress (0% - 50%)	Calibrations occuring; however, need to plan for the year and continue to develop collection of walkthrough for data collection
PP-4	By the end of the first quarter, the campus-wide PLC process will be created.	Good Progress (51% - 75%)	PLC has established; PLC norms; scheduled; year long calendar

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, at least 15 parent/community members will attend community platicas.	Met Target (100%)	Topic was reading and math and how parents can support students; next Platica will be Ms. Lerma
PE-2	By the end of the first quarter, campus administration will collect family and staff survey data to decide on common communication methods and expectations.	No Progress (0% - 50%)	We will to change. Primary: Class Dojo & See Saw (student portfolio) one or the other; Elementary Class Dojo; 5th is Remind; 6th-8th Remind; Class Dojo - can create events, will translate into different languages, school wide point system;

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 100% of students that maintain an attendance rate of 96% will participate in a special event.	Choose One	
DE-2	By the end of the third quarter, 75% of family communication will be in both languages.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, MOY MAP Data will demonstrate that at least 60% of our K-2 students met or exceeded their growth goal. By the end of the second	Choose One	
SL-2	By the end of the third quarter, MOY MAP Data will demonstrate that at least 60% of our K-2 students met or exceeded their growth goal. By the end of the second	Choose One	
SL-3	By the end of the third quarter, MOY MAP data will demonstrate that at least 60% of our students met or exceeded their growth goal.	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, Counselor will deliver guidance lessons centered around SEL in 100% of classrooms and 50% of teachers implement proactive behavior interventions.	Choose One	
PP-2	By the end of the third quarter, 50% of Special Education teaching staff will receive training and/or instructional materials identified areas of academic need.	Choose One	
PP-3	By the end of the third quarter, 75% of the calibration action plan will be completed.	Choose One	
PP-4	By the end of the third quarter, 50% of PLCs will consistently use the campus-wide process.	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, at least 30 parent/community members will attend community platicas.	Choose One	
PE-2	By the end of the third quarter, 75% of teachers will send weekly communication to families via common platforms Canva: Bobcat Bulletin.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 100% of students that maintain an attendance rate of 96% will receive an incentive and recognition for their achievements.	Choose One	
DE-2	By the end of the fourth quarter, 100% of family communication will be in both languages.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, EOY MAP Data and District Formative Assessments will demonstrate that at least 70% of our students are identified as Tier 1.	Choose One	
SL-2	By the end of the fourth quarter, EOY MAP Data and District Formative Assessments will demonstrate that at least 70% of our students are identified as Tier 1.	Choose One	
SL-3	By the end of the fourth quarter, EOY MAP data will demonstrate that at least 75% of our students are identified as Tier 1.	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, Counselor will deliver guidance lessons centered around SEL in 100% of classrooms and 75% of teachers implement proactive behavior interventions.	Choose One	
PP-2	By the end of the fourth quarter, 75% of Special Education teaching staff will receive training and/or instructional materials identified areas of academic need.	Choose One	
PP-3	By the end of the fourth quarter, 100% of the calibration action plan will be completed.	Choose One	
PP-4	By the end of the fourth quarter, 75% of PLCs will consistently use the campus-wide process.	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, at least 40 parent/community members will attend community platicas.	Choose One	
PE-2	By the end of the fourth quarter, 100% of teachers will send weekly communication to families via common platforms Canva: Bobcat Bulletin.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the 24-25 school year, the campus ADA rate will be at 96%.	Choose One	
DE-2	By the end of the 24-25 school year, we will see an increase in applicants for our DL program from spanish-speaking households.	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 75% of students identified as Tier I to decrease the gap in foundational literacy skills as evidenced by our EOY MAP results and the percentage of students meeting state standard on the STAAR test.	Choose One	
SL-2	By the end of the year, 75% of students will be identified as Tier I to decrease the gaps in foundational math skills and math fluency as evidenced by our EOY MAP results and the percentage of students meeting state standard on the STAAR test.	Choose One	
SL-3	By the end of the year, 75% of students will be identified as Tier I as measured by the percentage of students at the Meets grade level or Above on STAAR Science in 5th and 8th grade.	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 24-25 school year, the campus will have systems in place to provide SEL instruction to all grade levels.	Choose One	
PP-2	By the end of the 24-25 school year, the SPED team will have the opportunity to gain access to resources and PD sessions to help them better meet the needs of students with disabilities.	Choose One	
PP-3	By the end of the 24-25 school year, the ILT will be calibrated as evidenced by the quarterly calibration tasks.	Choose One	
PP-4	By the end of the 24-25 SY, the campus will have a set PLC process and regular protocols available to strengthen PLCs.	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, the amount of participation in family events will increase resulting in more investment and involvement in the platicas.	Choose One	
PE-2	By the end of the 24-25 school year, the campus will have adopted a single platform to use for all parent communication.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

Committee Members

Name	Role	Name	Role
Blanca Rojas	Principal	Aaron Vargas	Student
Jessica Rodriguez	AP	Nicholas Fabela	Student
CJ Schell	Non-teaching professional	Edward Gonzales	Student
Jason Siptak	Non-teaching professional	Alessia Lerma	Student
Connie Pacheco	General Education Teacher ALE 3rd-5th		
Elisa Lerma	General Education Teacher Elementary		
Joel Sanchez	General Education Teacher Math Middle School		
Grace Marengo	General Education Teacher RLA Middle School		
Scottie Payne	General Education Teacher, SPED		
Bryan Leija	IA		
Christina Lopez	LIA		
Susan Del Toro	District Level Representative		
Patricia Chavez	Community Member		
Cristina Medrano	Community Member		
Aracely Medina	Business Representative		
Alexis Medina	Business Representative		
Alexandra Fabela	Parent		
Mary Helen Mansbach	Parent		
Joe Mansbach	Parent		
Brenda Ruiz	Parent		

Assurances and Approval Information

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Bonham Academy	15907- 107

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Melissa Alcala

Principal	SAISD Board Approval Date
Blanca Rojas	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
March 26, 2024	May 20, 2024

Data Tables

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents		
☐ At-Risk Support	Physical Locations of the Plan	Main Office	
☐ CCMR - Secondary	Languages Available	English	
☐ Dropout Prevention (Secondary)	URL to Online Version	School Website Under Community Tab https://schools.saisd.net/upload/template/0250/docs/Bonham_2024_2025_CIP.pdf	
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**		
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office	
☐ Parent & Family Engagement	Languages Available	English & Spanish	
☐ Physical Activity	URL to Online Version	School Website Under Parent Tab https://schools.saisd.net/upload/template/0250/docs/BonhamFamilyEngagementPolicy24-25.pdf	
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**		
☐ Quality of Learning Environment	Physical Locations of the Compact	Main Office	
☐ Recruiting/Retaining Teachers	Languages Available	English & Spanish	
☐ Social and Emotional Support	URL to Online Version	School Website Under Parent Tab https://schools.saisd.net/upload/template/0250/docs/BonhamSchoolParentCompact24-25.pdf	
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**		
☐ Students Not On Grade Level	Method	Date	Method	Date
☐ Support for Special Populations	School website	9/26/2024	Coffee with Principal	9/28/2024
☐ Transition PK to K	Bulletin Boards (main office, and parent boards)	9/16/2024	Open House	9/12/2024
☐ Violence Prevention/Intervention	Coffee with Principal	9/3/2024	Platicas	9/24/2024

Title I Campus Program Requirements

Title I Compliance Documentation and Submissions

Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d))

Documentation	Description	CIP Location / Upload Location	Done
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, and posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

Documentation	Description	CIP Location / Upload Location	Done
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	**Google Shared Folder**	
	Staff Training: Value & Utility of Parents	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
		Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		