BONHAM

ELEMENTARY SCHOOL

Action Plan

2024-2025

Magdalena Villa
Principal

Needs Assessment

Demographic Profile:

- At-Risk Students: 87.3%
- Economically Disadvantaged: 98%
- Emergent Bilingual Students: 81%
- Languages Spoken: Spanish, English, Pashto, Arabic, Urdu, Farsi, Deri, Arabic, Wanda
- Hispanic: 68%
- African American: 15%
- Asian: 15%
- Attendance: 93.3%

Campus 3 Year Ratings:

Year	Rating
2023-2024	D
2022-2023	F
2021-2022	B

STAAR Data:

	Math			Reading			Science		
	2023	2024	Diff	2023	2024	Diff	2023	2024	Diff
Approaches	56%	59%	+3%	59%	57%	-2%	39%	34%	-5%
Meets	26%	28%	+2%	29%	29%	0%	17%	12%	-5%
Masters	10%	10%	0%	10%	12%	+2%	5%	5%	0%

The STAAR data for Bonham Elementary from the past years revels mixed trends with the overall decline of the in student performance across Reading, Math, and Science at all levels (Approaches, Meets, and Masters Grade level). In 2022, Bonham received an inflex of Refugee students from the Middle East of about 15% unschooled and speaking a variety of languages different than English. In a addition of the culture shock, students also faced social and emotional challenges since they came from a country that was in war. The 2023 STAAR scores reflect the Newcomer challenges on the assessments. In 2023, Bonham became an NES-A campus and moved the Bilingual traditional program to Dual Language for PK to 2nd grade and Early Exit Bilingual program for 3-5 grades challenging our Emergent Bilingual students to receive instruction in English regardless the proficiency language level. While the growth was evident, the campus rating moved only one letter grade from F to a D.

The STAAR reading achievement from past years shows significant fluctuations across grades 3, 4, and 5. This data indicates a need for consistent and effective educational strategies, targeted support for struggling grades, and continuous curriculum adjustments to address the changing needs of students

The Math STAAR achievement data indicates a significant drop in the percentage of students meeting grade-level standards or above. This data highlights a decline in Math proficiency, underscoring the necessity for enhanced instructional strategies and support to help students meet grade-level expectations.

The Science STAAR achievement data for 5th grade shows a marked decrease in the percentage of students meeting grade-level standards or above. The percentage fell from 17% in 2023 to 12% in 2024. This significant decline indicates that very few students are achieving the expected proficiency levels in science, pointing to a critical need for focused instructional improvements and interventions to enhance student outcomes in this subject area.

SPED Data

CAMPUS NUMBER	DIVISION	CAMPUS NAME	Action Plan Required	ARD timeliness	Quality of IEP	Progress Monitoring	Quality of Instruction	SE Count 6.5.24
111	West	Bonham ES	**Yes**	5	1	5	5	80

The Special Education review team report for the 2023-2024 school year indicates that need of the campus to focus on the quality of the IEPs this school year.

STAAR Special Education Data									
Year	SPED All Test			Reading			Math		
	App	Meets	Master	App	Meets	Master	App	Meets	Master
2022-2023	38%	21%	5%	41%	19%	4%	35%	23%	8%
2023-2024	38%	17%	13%	41%	21%	13%	36%	15%	13%

The STAAR 2024 results indicate that SPED students who took the STAAR demonstrated no growth form the 2023 to 2024. Only 38% of these students met the standards in Reading and Math across grades 3, 4, and 5, highlighting a need for increased focus on the quality of instruction and more rigorous IEP goals. Additionally, the data reveals that the Meets and Masters levels dropped in Math 13% but increased in Reading 5%.

NWEA MAP Data

	Achievement						Growth					
Grade	BOY (%)	MOY (%)	BOY to MOY Difference (- or +)	EOY (%)	MOY to EOY Difference (- or +)	BOY to EOY Difference (- or +)	BOY (%)	MOY (%)	BOY to MOY Difference (- or +)	EOY (%)	MOY to EOY Difference (- or +)	BOY to EOY Difference (- or +)
Reading												
2nd Grade	10%	6%	6%	5%	6%	6%	20%	34%	14%	32%	-2%	12%
3rd Grade	5%	2%	2%	6%	7%	7%	49%	63%	14%	64%	1%	15%
4th Grade	7%	9%	8%	7%	7%	6%	54%	53%	-1%	53%	0%	-1%
5th Grade	12%	4%	4%	6%	6%	7%	40%	53%	13%	53%	0%	13%
Math												
Kinder	27%	24%	25%	17%	17%	52%	24%	30%	6%	30%	0%	6%
1st Grade	8%	14%	14%	20%	21%	47%	58%	63%	5%	63%	0%	5%
2nd Grade	17%	9%	10%	18%	20%	52%	47%	80%	33%	80%	0%	33%
3rd Grade	7%	10%	10%	20%	22%	49%	76%	75%	-1%	74%	-1%	-2%
4th Grade	10%	14%	14%	20%	20%	51%	69%	65%	-4%	65%	0%	-4%
5th Grade	20%	13%	15%	19%	23%	47%	61%	60%	-1%	60%	0%	-1%
Science												
2nd Grade	16%	10%	12%	11%	12%	14%	32%	44%	12%	44%	0%	12%
3rd Grade	4%	4%	4%	11%	12%	13%	51%	59%	8%	60%	1%	9%
4th Grade	7%	14%	14%	11%	13%	12%	52%	46%	-6%	46%	0%	-6%
5th Grade S	13%	14%	16%	17%	24%	27%	53%	59%	6%	59%	0%	6%

The Math NWEA data suggests that while some grades (e.g., Kindergarten, 1st, and 2nd) show substantial growth indicating effective learning processes, others (e.g., 4th and 5th) demonstrate minimal growth, which might indicate the need for instructional adjustments or additional support to enhance student progress. The varying trends in achievement levels highlight the importance of targeted interventions in 4th and 5th grades to address specific grade level challenges and to support continuous student improvement

Overall, the Reading NWEA data highlights the need for targeted interventions in the 2nd and 4th grades to boost reading achievement and growth, while the 3rd and 5th grades show promising progress that should be sustained and built upon.

Overall, the NWEA Science data emphasizes the need for targeted interventions in the 2nd and 4th grades to support consistent progress, while the 3rd and 5th grades show promising trends that should be maintained and further developed.

TELPAS Composite Data:

2023-2024 Emergent Bilingual Data

Campus Number	Campus Short Name	Division	School Type	Recommended for Action Plan (Yes/No)	# of students who grew one level of Proficiency	Denominator (# Students In-Scope at Campus)	% Gained (from SY22-23 to SY23-24)	Recommended Target Metric
111	Bonham ES	WEST	ES	Yes	176	478	36.8	49

Year	Beginning	Intermediate	Advanced	Advanced High	Number Tested
2023-2024	294	242	112	30	682
2022-2023	259	237	101	36	633
2021-2022	199	227	118	51	621
2020-2021	136	199	152	67	554
2019-2020	168	191	167	71	597

- EB Data _ 800+ EB's
  - STAAR 2023 RLA Results: 55% Met Standards
  - STAAR 2024 RLA Results: 55% Met Standards
  - STAAR 2023 Math Results: 51% Met Standards
  - STAAR 2024 Math Results: 62% Met Standards

Emergent bilingual students at Bonham Elementary have faced considerable challenges over the years, especially during and after the pandemic. While there have been improvements in some areas, sustaining these gains remains a challenge. Focused interventions are needed to support these students, particularly in science, where consistent underperformance is evident. Enhanced language support, targeted instruction, and continuous monitoring could help in better addressing the academic needs of emergent bilingual students.

IRT Data:

2023-2024

IRT 1	IRT 2	IRT 3	IRT 4
9.0	4.25	9.5	9.88

The analysis of the IRT visits and scores reveals that while there is a strong performance in Domain 1(Planning) across all visits, there is a notable variance in Domain 2 (Instruction) and Domain 3 (Learning Environment) scores, suggesting targeted PD for faculty and staff are needed to elevate the performance in these areas.

Key findings:

The majority of students come from economically disadvantaged backgrounds, and a significant percentage are considered at-risk or emergent bilingual learners. Bonham recently welcomed an inflex of Refugee unschooled students from the Middle East (Form Feb 2022 to Present). While there are variations across subjects and grades, overall academic performance, indicates limited improvement. These can be attributed to the change of Bilingual programs from Traditional to Early Exit.

For the 2024-25 school year, the goal is to provide targeted professional development to increase teacher capacity to improve the quality of instruction especially targeted to Emergent Bilingual population in order to improve student outcomes.

Needs related to improving the quality of instruction

- Data-Driven Instruction: Utilize data analysis to monitor student progress, identify areas of need, and adjust instruction accordingly. Implement regular assessments to track student growth and inform instructional decision-making. Prediction data meetings will be scheduled monthly to analyze data trends focusing on individual students and adjust instruction.

- Targeted LSAE block: Implement High Quality of Instruction during differentiated instruction, closely monitor students progress in both, the re-teaching in the classroom and enrichment progress in the team center.

- Professional Development: Build teacher density in unit internalization, lesson internalization, intentional MRS and scaffolds. Language development, and designated supports for Special Populations (EBs, SPED, Tier 3). Targeting the new to NES teachers/Beginner Teacher (50%)

- On the spot coaching: After each professional development session, administrators and teacher leaders will conduct follow-ups to ensure that strategies are promptly implemented in the classroom. Administrators will provide on-the-spot coaching to refine instructional practices in alignment with the professional development. A minimum of 2 SPOTS per Month to each teacher.

- Targeted Language Supports: Implement strategies such as, the use of visuals, sentence stems, differentiated instruction, and targeted support for English language learners.

Key Actions

1. Improve teacher capacity to provide High-Quality of Instruction across grade levels in all content areas.
2. Implement the LSAE model with fidelity (Accelerated Instruction and Enrichment).
3. Improve Special Education Instruction and Service Delivery
4. Improve English Proficiency for Emergent Bilingual Students

School Action Plan

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<td rowspan="5">K E Y   A C T I O N   O N E</td>
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Key Action *(Briefly state the specific goal or objective.)*

Improve teacher capacity to provide High-Quality of Instruction across grade levels in all content areas.

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Indicators of success *(Measurable results that describe success.)*

- The average score of the spot observations conducted by school leaders in December 2024 will be at least proficient I (9-11) and that score will increase to proficient II (12-13) by May 2025. That score will differ from the average IRT's score by no more than 1 point overall. By May 2025, 70% of teachers will score 8 points of higher in Domain II (Engage & Deliver and Monitor & Adjust) of the SPOTs, as measured by the monthly average score for second semester.
- By December 2024, 60% of teachers will achieve an average rating of proficient I or higher (9-15 points), and this percentage will increase to 70% by May 2025.
- By May 2025, 70% of teachers will achieve a score of 4 points out of 6 points in the "Engage and Deliver" and 3 points out of 4 points in the "Monitor and Adjust" section on SPOTs.

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Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Train teachers on implementing the NES curriculum, Short/ Extended Constructed Responses in all core content. Follow up with coaching/modeling on weekly basis.
- Train teachers on high-quality instruction, including Ready-Characteristics, Effective alignments with LO, lesson activities, and DOL, effective scaffolding and differentiated strategies, and multiple response strategies. Follow up with coaching/modeling on the spot daily.
- Lead weekly PLCs following the effective planning and internalization protocol.
- Lead Weekly Demo Day Teacher At-Bats following the protocol with the purpose to strengthen instruction delivery. Feedback provided.
- Lead data tracker checks and analysis of students' data progress (DOLs, Unit Assessment, Zearn, MAP, etc.).
- Conduct on-the-spot coaching and weekly spot checks for all teachers.

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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Plan and internalize daily lessons using the school planning protocol (learn possible misconceptions of the concept/skill taught, create exemplars, embed MRS, scaffolds, designated supports/accommodations, content-language supports, and writing strategies).
- Correctly implement at least two short constructed responses in all core content and extended constructed responses in every lesson class.
- Deliver High Quality of Instruction as described by campus and district expectations. Alignment. Embedding scaffolding and differentiating strategies. Multiple response strategies.
- Fully participate in weekly Demo Day (at-bats) by following the protocol with the purpose of strengthening instruction delivery.
- Participate in data tracker checks and analyze student data progress (Consistently track daily DOLs, Unit Assessment, Dibels, MAP, etc.), followed by designing an action plan.
- Immediately implement on the spot coaching and the feedback provided in the weekly spot checks.

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	Key Action One: Improve teacher capacity to provide High-Quality of Instruction across grade levels in all content areas.		
	Who: Principal, Instructional Leaders, Teachers, and Support Staff		
	What: Effective planning and internalization must continue to improve. Training on scaffolding and differentiated strategies. Effective implementation of the Multiple Response Strategies. Data-driven PLCs to monitor the student's progress.		
	When: Pre-Service week, Monthly Professional Development, Weekly PLCs, Daily Planning, and Demo Day on Thursdays.		
	Where: Bonham ES		

B u d g e t	**Proposed item**	**Description**	**Amount**
	Staff development	Pre-Service, Staff Development Days, PLC, Demo Days.	$0.00
	Materials/resources	PLC Protocol Form, SPOT Form	$0.00
	Purchased services	NA	$0.00
	Other	NA	$0.00
	Other	NA	$0.00
		TOTAL	$0.00
	Funding sources: NES Funding		

K E Y A C T I O N T W O	**Key Action** *(Briefly state the specific goal or objective.)* Implement the LSAE model with fidelity (Accelerated Instruction and Enrichment).
	Indicators of success *(Measurable results that describe success.)* • By December 2024, 60% of teachers will achieve an average rating of proficient I or higher (9-15 points) during the LSAE block, and this percentage will increase to 70% by May 2025. • 85% of Bonham's teachers will receive a proficient rating (9-11 points) from the Independent Review Team visits by the Spring 2025 during the LSAE/ Accelerated Instruction block. • Student outcomes will increase by 25% on Demonstration of Learning (DOL) • By May of 2025, the STAAR student achievement will increase from 56% points to 70% or more as measured in the STAAR Test.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* • Coach and provide teachers feedback via SPOT form at least twice a week during the LSAE block on differentiated learning, scaffolding, and language development. • Monitor the student's data tracker and communicate and support teachers with next steps for students not progressing or staying behind. • Monitor the Team Centers daily that Learning Coaches are implementing the model correctly, challenging and supporting students. Data conference with Learning Coaches. • Data conferences with teachers every grading cycle using grades and data tracker (DOL, unit assessments, Map, etc.). • Train teachers on LSAE high quality of instruction, multiple response strategies, differentiating & scaffolding strategies, designated supports, language development strategies and Depth of knowledge. • Develop PLC for planning and internalizing LSAE block slide deck, resources, and strategies.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* • Plan high quality instruction for the LSAE block to support students' mastery using differentiation, scaffolding, designated supports, language development strategies, and engaging strategies. • Track and analyze the demonstration of learning and unit assessment data to drive lesson adjustments, instructional interventions and scaffolding needs. • Teachers will participate in weekly Demo days detailing the lesson cycle including the LSAE/Re-Teaching block and the effective instructional strategies to increase student achievement. • Implement SPOT feedback provided immediately. • Learning Coaches will track and monitor S2, A, and E students work for high performance. Participate in data conferences with administrators.

Key Action Two: Implement LSAE model with fidelity.

	Who: Principal, Instructional Leaders, Teachers and Support Staff		
	What: Effective LSAE/Re-Teaching planning and internalization must continue to improve. Training on scaffolding and differentiated strategies. Effective implementation of the Multiple Response Strategies. Data-driven PLCs to monitor the student's progress.		
	When: Pre-Service week, Monthly Professional Development, Weekly PLCs, Daily Planning, and Demo Day on Thursdays.		
	Where: Bonham ES		

B u d g e t	**Proposed item**	**Description**	**Amount**
	Staff development	NES Training	$0.00
	Materials/resources	NA	$0.00
	Purchased services	NA	$0.00
	Other	NA	$0.00
	Other	NA	$0.00
		TOTAL	$0.00
	Funding sources: NES Funding		

K E Y A C T I O N T H R E E	**Key Action** *(Briefly state the specific goal or objective.)* Improve Special Education Instruction and Service Delivery • The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	Indicators of success *(Measurable results that describe success.)* • By the end of the 2024-2025 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. • 100% of quarterly audits of Power School records will show consistent documentation of accommodation and modification of Special Education students in Power School. • Throughout the 2024-2025 school year, 100% of the staff members receive and implement the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* • Schedule the review of the campus IEPs using the standardized rubric and checklist to ensure 100% completion by May 2025. • Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs. • Monitor the implementation of student accommodation in the general education classrooms using a monthly tracker. • Provide professional development for special education teachers: High Quality of Instruction, SPOT evaluation specialty criteria, Easy IEP, IEP Rubric and checklist, Goalbook, and compliance expectations. • Leader(s) will meet weekly (PLC) with the special education department chair to identify immediate support needed and develop weekly targets (track).
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* • Review 100% of the students' IEPs using the standard rubric and checklist to ensure 100% accuracy by May 2025. • Provide a folder to every resource student with their required accommodations as per their IEP (supplemental aids, calculation aids, math manipulatives, etc.). Train students to correctly use the accommodations. Using a tracker, monitor the accommodations implementation in general education, pull outs, and assessments. • Regularly use Goal Book during IEP planning to ensure all student goals are clearly defined, measurable, and tailored to individual needs. • Attend the required training on high quality of instruction, SPOT evaluation specialty criteria, Easy IEP, IEP Rubric and checklist, Goalbook, and Compliance expectations. • Collaborate with the General Education teacher to track students' grades in both General Education and Resource classes. Track all students' grades, ensuring that accommodations are captured in the assignments, DOL, Unit Assessments, etc. If students have inadequate progress or failing grades, an action plan must be designed and documented in Easy IEP progress reports.

	Key Action Three: Improve Special Education Instruction and Service Delivery
B u d g e t	Who: Principal, Instructional Leaders, Teachers (General Ed and Special Ed), and Support Staff
	What: High Quality of Instruction, SPOT evaluation specialty criteria, Easy IEP, IEP Rubric and checklist, Goalbook, and compliance expectations. Effective backward planning and internalization. Training on scaffolding and differentiated strategies. Effective implementation of Designated Supports. Weekly Data-driven PLCs to monitor the special education student's progress and effective IEPs.
	When: Pre-Service Week, Monthly Professional Development, Weekly PLCs, and Daily Planning
	Where: Bonham ES

Proposed item	Description	Amount
Staff development	General and Special Ed Teachers	$0.00
Materials/resources	NA	$0.00
Purchased services	NA	$0.00
Other	NA	$0.00
Other	NA	$0.00
	TOTAL	$0.00

Funding sources: NES Funding

E **Y** **A** **C** **T** **I** **O** **N**	**Key Action** *(Briefly state the specific goal or objective.)* Improve English Proficiency for Emergent Bilingual Students
	Indicators of success *(Measurable results that describe success.)* • By June 2025, 49 % of students who grew one level of Proficiency, defined as SY23-24 composite to SY24-25 composite on TELPAS. • By May 2025, the percentage of students scoring advanced and advanced high on composite ratings in Grades K-5, will increase from 17% to 30% as measured on TELPAS • By 2024 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded. • By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who as identified as EB after the EB identification test are placed in a bilingual or ESL classroom unless parents waive services. • By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA. • DIBLES – By June 2025, campus will see 13% increase in percent of total students who hit composite score benchmark as compared to EOY SY2023-2024 • NWEA - By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading • By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor and Adjust and Engage & deliver) of the SPOT, as measured by the monthly average SPOT score for second semester.
F **O** **U** **R**	**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)* • The campus principal will pull current student's composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized. • The campus principal will facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers. • The campus principal will review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate. • The campus principal will identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters. • Administrators will conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students. • The LPAC administrator will monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders. • The campus principal will establish strong and clearly defined systems on identification, enrollment, scheduling, and monitoring coding for all EB students. • The LPAC administrator will ensure documentation, timelines, and coding align with federal and state guidelines.

- The LPAC administrator will review potential emergent bilingual list provided by multilingual department for identifying students who need to test EB identification assessment (Pre-LAS/LAS 18 links) before district snapshot date.
- Administrators will ensure that all teachers provide appropriate services and interventions for emergent bilingual students.
- Train teachers on specific instructional skills to differentiate and scaffold lessons and content-language development strategies. This will include visuals, academic vocabulary, and multi-sensory experiences.
- Preview and review teacher annotations and instructional resources and provide feedback during weekly PLC.
- Use PLC time to review students' work using the ELPS (Four domains: Reading, Writing, Listening, and Speaking), including the TELPAS Writing rubric.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- The Counselors will provide PD on how to create a culturally inclusive classroom environment that respects and integrates students' cultural backgrounds and languages into the curriculum.
- Teacher leaders will deliver training on RACE (Restate, Answer, Cite, Explain), CER (Claim, Evidence, Reasoning), peer editing, and other writing strategies during Demo days, district professional development days, and PLCs.
- Teachers will engage in PD and at-bats are specifically designed to provide teaching strategies to support students at the beginning and intermediate levels.
- Teachers will engage in professional development on specific instructional protocols for checking understanding, maintaining engagement, and developing communication skills during August in pre-service and through weekly PLC meetings and Demo days where MRS strategies will be modeled and applied: Turn and Talk, White Boards, Response Cards, Think Pair Share, Table Talk, Quick Response, Whip Around, Modified Whip Around
- Teachers will collaborate in PLC 3-4 times per week to backward planning and internalization, share instructional best practices and ensure writing strategies are embedded in their annotated lesson plans.
- Attend PLCs and review students' work using the ELPS (Four domains: Reading, Writing, Listening, and Speaking), including the TELPAS Writing rubric.
- Teachers will integrate the English Language Proficiency Standards (ELPS) into their annotated lesson plans to support language development.
- Teachers will also implement strategies for teaching academic vocabulary and essential language structures across all content areas

Key Action Four: Increase Student English Language Proficiency in grades K-5

Who: Principal, Instructional Leaders, Teachers, and Support Staff

	What: Effective backward planning and internalization. Training on content-language development strategies. Weekly PLCs are used to monitor students' progress. Effective daily implementation of the Multiple Response Strategies (MRS) to increase reading, writing, listening, and speaking.		
	When: Pre-Service Week, Monthly Professional Development, Weekly PLCs, and Daily planning.		
	Where: Bonham ES		

	Proposed item	**Description**	**Amount**
B **u** **d** **g** **e** **t**	Staff development	Pre-Service, Scaffolding, and English Language Development Strategies	$0.00
	Materials/resources	ELPS/PLDs/ Language Development and Linguistic Accommodations	$0.00
	Purchased services	NA	$0.00
	Other	NA	$0.00
	Other	NA	$0.00
		TOTAL	$0.00
	Funding sources: NES Funding		

<div align="center">**2024-2025 Student Achievement Goals**</div>

As a result of the preceding actions, student academic proficiency will increase. Specifically, Bonham Elementary School establishes the following student achievement goals:

Goal 1 – Reading proficiency

Goal 1a: In the 2024-2025 school year, 60% of Bonham Elementary School 2-5 grade students will grow 0.6 percentile RIT by the MOY test and 1.6 percentile RIT growth by EOY in reading as measured by the NWEA MAP assessment.

Goal 1b: In the 2024-2025 school year, 50% of Bonham ES K-2 will perform at/above benchmark on DIBELS/Lectura

Goal 1c: By May 2025, 3-5 grade students will increase the Meets and Masters' level from 41% to 55% as measured by STAAR Reading.

Goal 2 – Math proficiency

Goal 2a: In the 2024-2025 school year, 60% of Bonham Elementary School K-5 grade students will grow 0.6 percentile RIT by the MOY test and 1.6 percentile RIT growth by EOY in math as measured by the NWEA MAP assessment.

Goal 2b: By May 2025, grades 3-5 will increase the Meets and Masters' level from 38% to 50% as measured by STAAR Math.

Goal 3 – Science proficiency

Goal 3a: In the 2024-2025 school year, 60% of Bonham Elementary School K-5 grade students will grow 0.6 percentile RIT by the MOY test and 1.6 percentile RIT growth by EOY in science as measured by the NWEA MAP assessment.

Goal 3b: By May 2025, grades 3-5 will increase the Meets and Masters' level from 17% to 30% as measured by STAAR Science.

Goal 4 – English Language proficiency

Goal 4a: In the 2024-2025 school year, the number of students meeting the one level proficient in TELPAS will increase from 36% to 50%.

Goal 4b: By May 2025, 3-5 grade emergent bilingual students will increase the Meets and Masters' level from 36% to 50% as measured by STAAR Reading and Math.