

Midland Independent School District
Bonham Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Bonham provides relevant learning for every student fostering individuality, respect, safety and security in a loving environment.

Vision

The staff at James B. Bonham Elementary will form a partnership with students, parents, and community members to ensure that students are provided with individualized instruction which will enable them to reach their highest potential.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff and CEIC at Bonham Elementary reviewed previous years goals and data as a campus. Data was also taken from the new TEA Accountability Indexes, grade level subjects, and most challenging categories in STAAR results. Based on prior findings, the staff and CEIC members determined the following needs which will be addressed in the 2016-2017 Campus Improvement Plan.

There are at least 607 students at Bonham Elementary with approximately 26% White, 9% African American, 58% Hispanic, and 5% Asian. 20% of students are Limited English Proficient, 5.6% of students are Special Ed, and 54% of total enrollment are Economically Disadvantaged. The Average Daily Attendance is approximately 95.3%. While attendance is consistently above the 95% range, we continue to monitor and improve student attendance with a focus on students with a history of poor attendance.

Demographics Strengths

NA

Demographics Needs

NA

Student Achievement

Student Achievement Summary

The TEA rating of Bonham Elementary is currently FIR (Formally Improvement Required.) According to the 2015 State Accountability Summary Bonham Elementary received the following on the Performance Index Report: Index I (student achievement) Bonham scored 63 (state target score was 60); Index II (student progress) Bonham scored 45 (state target score was 32); Index III (closing performance gaps) Bonham scored 32 (state target score was 28); and Index IV (post secondary readiness) Bonham scored 21 (state target score was 12.) Therefore, Bonham was in FIR (Formerly Improvement Required).

The expectation at Bonham Elementary is that 100% of our students demonstrate at least one year or more of growth per year in all core subjects. Progress monitoring continues on a consistent basis with formative and summative assessments, then interventions are modified or added when it is necessary.

Student behavior appropriate for learning has a direct correlation to student success. All Bonham teachers are directly trained by Safe and Civil Schools trainers on CHAMPS, and staff work proactively to establish a climate of trust and strong relationships with students and their parents. Expectations for student behavior are clearly delineated in Classroom Management Plans and CHAMPS procedures for 1) Independent Work, 2) Teacher led instruction, 3) Cooperative Learning, and 4) Testing. With teachers all utilizing the same behavior expectations and language, they work together to correct student behavior when needed. A Positive Office Referral is a proactive program put in place by our campus and is used as a tool to support student behavior.

Bonham strives to ensure that 100% of our students are successful on all measurements. Expectations have been set high to ensure that all children move towards their maximum level of ability. By teaching engaging lessons and making personal connections with students, children can reap the benefits of an outstanding education.

Punctual and regular attendance to school helps support instruction as students get a proper start to their school day and are in attendance daily to get the maximum benefit from instruction. Daily attendance reports allow for data collection of both absences and tardies, and contact is made with parents to offer reminders and review state requirements when patterns are noted for specific students.

Student Achievement Strengths

Professional Learning Communities are embedded during the school day with administrators and grade level teams in order to define SMART Goals. These

goals are to identify and move students toward grade level proficiency and to teach common academic language in Kindergarten through sixth grade. Goals are directly aligned to student achievement by setting targets every 6 weeks . Cooperative grouping using cooperative learning strategies will continue daily. Critical Thinking skills in all content areas will continue to be a focus by embedding Process Standards in instruction. Interventions will be provided for every child and will be closely monitored for progress using specific measures. Tutorials will be provided for all students that are at- risk in grades two through six as needed. Intervention programs will be provided during the school day for grades K-2. All district initiatives will be implemented and monitored by the campus administration. Administration will continue professional development on implementation of the District Curriculum Management Plan as the framework for all content areas. Using student achievement data, professional learning communities, grade level meetings, instructional team meetings, and staff meetings will be the foundation of review of the TEKS and implementing strategies to continue to prepare students for improving performance and making progress on the STAAR test.

Student Achievement Needs

Based upon district data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

- All teachers need a better understanding of the STAAR Readiness and Supporting with the knowledge of how Process Standards effect student learning.
- Teachers need support on how to teach broad and deep concepts with complexity
- Training for administrators on how to access data and analyze it for student achievement purposes.

School Culture and Climate

School Culture and Climate Summary

Bonham Elementary staff were directly trained by Safe and Civil School trainers and have developed school wide rules/procedures to establish a safe learning environment. Classroom expectations using the CHAMPS Classroom Management Plan will continue for the 2016-2017 school year. The objective in ongoing staff development will be to increase student engagement in every classroom.

School Culture and Climate Strengths

The Bonham Elementary staff is committed to inspiring life long learners. The goal is to foster hearts that care, hands that serve, and minds that dream and grow. However, making personal connections with students and encouraging the "relationship" is equally as important as academics. When teachers and staff members encourage the "relationship" they are making personal connections with our students. Making these connections allow special relationships to develop between the child and teacher. This is one key factor to achieving success in our school community. As our educators bond with their students, these connections help foster mutual respect, and children understand that the adults in our school care deeply for every child. This philosophy is encouraged and reinforced with CHAMPS.

School Culture and Climate Needs

Continued support and implementation of CHAMPS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2015-2016, not all staff members are, "highly qualified." Administration meets with teachers to assess areas for support and communicates regularly with District academic coaches to work with the entire staff to ensure mastery of skills at every grade level. Communication will predominately be disseminated through e-mail and staff meetings will be held for the purpose of staff development which will be evaluated for meaningful feedback. All personnel will participate in Professional Learning Communities.

Bonham Elementary School has and will continue to hire the most highly qualified teachers. Hiring practices focus on employing the best, top quality teachers who can provide a classroom environment conducive to promoting academic success for all students by providing engaging lesson designs where students are taught at higher levels of thinking. Coupled with academic success expectations, all staff members are expected to ensure a safe, nurturing classroom environment where students can learn and grow academically in a risk free setting.

All potential candidates are carefully screened to ensure that only the most highly qualified candidates will be interviewed. The administrative team and the grade level teachers work together when an opening occurs to interview potential candidates and ensure the best match for campus needs. Mentors are assigned to new teachers and they will meet throughout the school year to ensure that the needs of new hires are addressed. The administrative staff will also meet periodically with new hires to make them feel a part of their new school community and to assist with their needs as appropriate.

Staff Quality, Recruitment, and Retention Strengths

The staff at James B. Bonham Elementary strives to create a climate that supports students in a respectful manner by collaborating, engaging and enriching the school experience for every child. Bonham Elementary is committed to serve all students and to provide them with individualized instruction designed to meet the specific academic needs of all learners. Bonham will strive to increase student engagement with a focus on academic language and growth.

Staff Quality, Recruitment, and Retention Needs

Bonham currently has non-highly qualified teachers in 2nd grade regular and 6th grade ESL. The teachers have obtained a college degree from a university and are currently working on being Texas certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Initiatives adopted by the District will be implemented at Bonham. Assessments provided through some of the initiatives will be reviewed by staff members. Student progress will be monitored using checkpoints, Accelerated Reader, Accelerated Math, STAR Reading/Math, I-Station, Imagine Learning, and Fountas and Pinnell in conjunction with observation by teachers and administration. Students will graph their progress in the content areas of Reading, Math, Science, and Social Studies. The PBMAS Campus Core Team will meet every six weeks to ensure alignment in curriculum and instruction for LEP students and under performing groups. Teachers are utilizing the District's Curriculum Management Plan and are implementing the Lesson Plan Wheel to plan high quality lessons for instruction, assessment and self-reflection.

Curriculum, Instruction, and Assessment Strengths

Students receive ESL according to the schedule and time allotments set forth by the District and provided components such as, Imagine Learning, I-Station, Inside, and Reach. Each grade level has Spanish guided reading sets housed in the school library to checkout for small group instruction on their level. Bonham has purchased STAR Reading/Accelerated Reader for students in grades 2nd through 6th . The teachers conference with students to set reading goals. The students are taught to understand what their individual Zone of Proximal Development is and what can help them reach their goal. Teachers are to build in at least 30 minutes per day of independent reading. Teachers in grades PreK-2 focus on guided reading and centers in order to provide appropriate instruction. Several model classrooms will be selected to provide model reading comprehension strategies, so that there is consistency in instruction school wide.

Curriculum, Instruction, and Assessment Needs

Bonham has 149 ELLs, yet currently has no certified 6th grade ESL teacher to serve 6th grade ESL students. Teachers need additional time and support with the Curriculum Management Plan.

Family and Community Involvement

Family and Community Involvement Summary

Individual grade level parent meetings will be held in order to establish working relationships between school and home. Information will be provided to parents concerning expectations of learning for their student(s). Bonham PTA has scheduled parent involvement events. All teachers will schedule a minimum of two parent/teacher conferences per year. Parents will be kept informed of all activities involving their child(ren) through the use of the campus website, Take Home folder, student planner, TxConnect to access, school marquee, and ParentLink along with individual informal and formal conferences.

Family and Community Involvement Strengths

Bonham has teachers, staff, students, and parents that work together in a partnership to create the best learning environment for all of our students. Bonham Elementary School involves family and community through various activities and programs, including: "Christmas with Santa" through our partner in education, academic celebration, and character cafe & tiger pride luncheon, fall festival, math and science night, CATCH, and numerous service programs involving parents and community. Texas Day and Foster Grandparent program are other ways that the family and community are involved.

Family and Community Involvement Needs

The school will continue to address a variety of ways to reach out to family and community to increase involvement and be more consistent with communication.

School Context and Organization

School Context and Organization Summary

Bonham continuously strives to keep parents informed with both English and Spanish communication and encourage a partnership between school and home when making decisions concerning their child(ren). The school counselor delivers lessons in all classrooms, and at every grade level. She also provides service and support for individuals and small groups. Teachers document all home/school communication.

School Context and Organization Strengths

The Bonham Elementary community is dedicated to inspiring life long learners. We foster hearts that care, hands that serve, and minds that dream and grow. However, making personal connections with our students and encouraging the "heart" is equally as important as academics. When teachers encourage the "heart" they are making personal connections with our students. Making these connections allow special relationships to develop between the child and teacher is one key factor to achieving excellence and success in our school community. As educators bond with their students, these connections help foster mutual respect, and children understand that the adults in our school care deeply for every child. This is reinforced through CHAMPS, the District's proactive and positive approach to classroom management.

Technology

Technology Summary

Efforts to stay abreast of the technological needs of the campus are ongoing. Technology Standards are embedded in lessons in each classroom. All classrooms are equipped with Smart-boards and with document cameras. With the Technology Bond, it is expected that all classrooms will have 5 student computers and one teacher computer by the end of this academic year. In grades 3rd-5th, all students will use LearnPads for instruction and homework. Students in 6th grade will be using Chrome books for the district wide BYOD initiative.

Technology Strengths

- Starboards and document cameras in the majority of classrooms
- Computers in lab.
- LearnPads in use in 3rd through 5th grade.
- Mobile laptop cart

Technology Needs

- Individualized and/or small group training for teachers on specific programs or areas that would enable them to provide more meaningful instruction.
- Provide updated document cameras for classrooms in need.
- New classroom sets of headphones needed in computer lab and classrooms.
- Computer teacher needed to teach Technology Standards and computer use skills.
- Not enough time slots available for everyone to use the lab.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ...will increase performance of all students.

Goal 2: ...will close the achievement gap between all student groups.

Goal 3: ...will ensure a safe and welcoming environment.

State Compensatory

Budget for Bonham Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6119 00 101 4 24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,400.00
	6100 Subtotal:	\$45,400.00

Title I

Schoolwide Program Plan

Bonham began the process of identifying needs by reviewing the previous year's Comprehensive Needs Assessment to ensure a school wide program is developed by all stakeholders of the community in which the school is located. Due to the rapid growth of enrollment and demographics, specifically in the economically disadvantaged population, the school wide plan had to ensure that under-served and under performing students were provided with as much support and accelerated instruction as possible. STAAR data demonstrated that Hispanics students scored the lowest in all subjects. English Language Learners (ELLs) were the lowest achieving groups in STAAR. Several initiatives have begun addressing these areas. The campus will use licenses of Renaissance STAR Reading and Accelerated Reader for students in grades 3-6 and some 2nd graders in critical need. Other interventions are also provided during school and through after school tutorials. Students in grades 1-2 are also provided additional small group accelerated instruction by a certified teacher. Specific programs are available to support ELLs in progressing in TELPAS levels and in academics. An ESL teacher provides ESL instruction to 6th grade students in a pull out setting while other ELLs stay in the classroom with their teacher for this instruction. All accelerated instruction is based on research-based practices. The campus has a designated team, PBMAS/ELL Core Team, to monitor data and progress for historically low performing students that meets every 6 weeks to identify additional needs and services utilizing campus data. Teachers are participating in the Comprehensive School Support initiative provided through ESC18 where they are trained on formative assessments, PLCs, and data disaggregation to drive instruction and provide enriching learning activities for all students. CHAMPS has been implemented school wide to provide campus wide procedures and expectations that focus on positive approaches and support instructional practices.

The plan also ensures that all teachers, parents, community representatives, district personnel and students are provided with an opportunity to provide input for improving learning in the school as well as to ensure all Title I resources are used for highest impact. Bonham will conduct an annual review of the effectiveness of the school wide program on an annual basis.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Bonham Elementary conducted its comprehensive needs assessment based on STAAR data, parent information, TEA Accountability data, teacher feedback, and student demographic and achievement data to create goals and strategies that would address all students' needs as identified by these sources. The comprehensive needs plan makes an effort to achieve a common goal of improving student learning and teacher effectiveness to raise student achievement in a safe learning environment. Hispanics and African Americans are the subgroups that are identified to have the lowest achievement in all areas. ELLs are also identified as a low performing group in STAAR. Teachers are utilizing the District Curriculum Management Plan with a focus on the lesson plan wheel components in order to provide indepth and complex lessons for all students. The campus has been directly trained by Safe and Civil Schools trainers to implement CHAMPS, a proactive and positive classroom management approach in order to focus on instruction.

2: Schoolwide Reform Strategies

Teachers are participating in the Comprehensive School Support initiative provided by Lead4Ward and PLCs to receive training on utilizing STAAR and District data to drive instruction and use a variety of formative assessments in addition to summative assessments to individualize instruction for students. The Curriculum Management Plan which includes a focus on lesson planning is a tool teachers are trained and being revisited throughout the year to evaluate instructional strategies within PLCs. and grade level planning sessions.

3: Instruction by highly qualified professional teachers

Teachers follow the District Curriculum Management Plan to ensure high quality instruction. The campus principal works with the District's HR department ensure teachers are highly qualified.

More details for addressing instruction by highly qualified professional teachers is addressed in the Comprehensive Needs Assisment and CIP Goals.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The District has created a new position, Director of Professional Development, to coordinate professional development throughout the district. Ongoing professional development is a goal and is being offered to teachers in all core subject areas. The principal is also attending the Comprehensive School Support trainings with ESC18 and all ongoing training provided by the District for the new initiatives. Assistant Principals and teachers are identified as lead personnel for different initiatives to "turn around" the training at the campus level.

More details for addressing ongoing professional development for teachers, principals, and paraprofessionals is addressed in the Comprehensive Needs Assessment. Please refer to the CNA.

5: Strategies to attract highly qualified teachers

The Human Resources department at the District level creates and implements recruitment plans to attract highly qualified teachers Teachers at Bonham work as a team with the administrators to recruit highly qualified teachers.

More details are addressed in the Goals section of the CIP.

6: Strategies to increase parental involvement

Bonham offeres a variety of opportunities throughout the school year for parents to become involved in school and student activities. Parents are always checked in by the front office to sign in so that staff may recognize them as they travel through the campus. ParentLink is utilized to communicate with parents in English and Spanish to notify them of special events and how to get involved. Parent information sessions and teacher grade level meetings are also scheduled throughout the year. Teachers are required to document parent communication through the District's Schoolnet program.

The details are addressed in the Goals of the CIP. Please also refer to the CNA.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Since Bonham already has two PreK sections on campus, kinder teachers and PreK teachers will begin to meet for collaborative activities and to provide information to PreK parents about the transitioning into Kindergarten. The teachers are supported by the PreK/Head Start parent liaison in helping PreK students and parents with the transition.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Through the Districts Curriculum Management Plan, the instructional resources and programs, teachers have the ability to provided input in the decisions regarding academic assessments and can also access data to create their own assessments based on previous assessments. They are also trained and required to give formative assessments which are embedded in their lesson plans.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Teachers collect and analyze student assessment data and utilize formative assessment to identify students are are experiencing difficulty with mastering standards. In Reading, students are assessed monthly with IStation so teachers can monitor progress and respond to student needs immediately through a variety of interventions. The RTI process for Tier II intervention has also been provided to teachers in order for them to address students needs at that level and beyond.

10: Coordination and integration of federal, state and local services and programs

Bonham has had to integrate services and programs at federal, state, and local levels in order to serve the changing demographics of students attending the school. One program/service cannot meet all the student needs, therefore, it is imperative that coordination of services be implemented to have the highest impact on improving learning for each student. This has been done with federal, state, and local resources, which also includes PTA support and Partners In Education support.

Plan Notes

September - September 14, 2016

Welcomed members of CEIC for 2016-2017

Reviewed CEIC Regulations

Discussed opening of school and enrollment

Presented TEA Accountability Summary and Title I Budget

Review 2015-2016 Campus Improvement Plan and began development of 2016-2017 plan

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Juan Dominguez	Principal
Assistant Principal	Josie Mata	AP
Business Representative	Marco Tena	
Classroom Teacher	Leonor Alcocer	Teacher
Classroom Teacher	Jennifer Daniel	Teacher
Classroom Teacher	Ashley Debusk	Teacher
Classroom Teacher	Ashley Debusk	Teacher
Classroom Teacher	Chernika Goodley	Teacher
Classroom Teacher	Trevor May	Teacher
Classroom Teacher	Tami Sleeper	Teacher
Classroom Teacher	Mary Torres	Teacher
District-level Professional	JR Silva	ELL Parent Involvement
Paraprofessional	Michael Cross	Secretary
Parent	Debbie Martinez	