

Campus Turnaround Plan			
District Name:	Midland Independent School District	County-District Number (CDN):	165901
Campus Name:	Bonham Elementary	Campus Number:	101
Grades Served:	PK - 06	Date of Board Approval:	9-May-16
Consecutive School Years Rated Academically Unacceptable/Improvement Required:			2nd Year IR
Professionals Responsible for Campus Turnaround Plan Development:			
Name:		Role:	
Juan Dominguez		Principal	
Josie Mata		Assistant Principal	
Angela Turley, Berenice Ramirez Caro, Jamie White		Campus Team Leaders	
Kalli Martin, EvaMarie Fuentes, Sheena Wallace		Campus Team Leaders	
Nancy Sustaita, Nicole Valenzuela		Campus Team Leaders	
Diane Lopez		DCSI	
Debbie Henderson		PSP	
Turnaround Plan Attestation Statements			
<input checked="" type="checkbox"/>	By checking the box, we attest assistance was requested from parents and community members in developing the campus turnaround plan, per Texas Education Code (TEC) 39.107(a-2)(2). In addition, the request and input have been recorded and are available upon request.		
<input checked="" type="checkbox"/>	By checking the box, we attest the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of trustees, per TEC 39.107(b). The comments must be submitted in the ISAM portal.		
<input type="checkbox"/>	By checking the box, the superintendent and board of trustees attest this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward. The district confirms its commitment to support the school in the successful implementation of this plan.		
Historical Narrative (Optional Response)			
Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Limit the narrative to big picture issues and the challenges of the campus. Do not exceed 3000 characters.			
<Enter Text>			
Needs Summary and Turnaround Plan			
Systemic Root Cause: <i>Describe the systemic root cause that has led to low student performance.</i>			
Current campus culture and structures do not fully lend themselves toward a systemic approach of effective teacher collaboration practices which identify needs of students in order to provide more effective and targeted support. Historically, teams have reviewed data, but without consistent protocols for analyzation and prioritization of the essential knowledge and skills, teams have struggled with use of that data in order to develop and successfully deliver quality Tier 1 instruction.			

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Turnaround Initiative: <i>Describe your systemic approach for turning around the campus.</i>		Impacted Critical Success Factors (CSFs):	
<p>In order to fulfill our mission of inspiring students to reach their fullest potential by providing a safe, student-centered, positive environment, we must establish a professional learning community approach across the entire campus. Through implementing this approach, the campus will make shifts in several areas by focusing on: "how" teachers collaborate as well as "on what"; consistent systems for analyzation of data, most appropriate use of data; and establishing learners with a growth mindset.</p> <p>In the classroom there will be a shift in focus from what the teacher is doing to what the students are learning, and the collaborative teams will establish processes to monitor student learning.</p> <p>In this turnaround initiative, collaborative teams will be the driving force for change because they will have purpose, structure, and mutual accountability to all students, staff, parents, and community.</p>		<input checked="" type="checkbox"/> CSF 1 - Academic Performance (Curriculum & Instruction)	
		<input checked="" type="checkbox"/> CSF 2 - Quality Data to Drive Instruction	
		<input checked="" type="checkbox"/> CSF 3 - Leadership Effectiveness	
		<input type="checkbox"/> CSF 4 - Increased Learning Time	
		<input type="checkbox"/> CSF 5 - Family/Community Engagement	
		<input checked="" type="checkbox"/> CSF 6 - School Climate	
		<input checked="" type="checkbox"/> CSF 7 - Teacher Quality	
Outcome: <i>Describe how the turnaround initiative will resolve the identified systemic root cause.</i>			
By shifting to a more structured culture of collaboration, Bonham will establish processes for enhancing current instructional practices (Tier 1 Instruction), strategies for addressing specific needs for all learners to target individualized instruction, and processes to continually monitor student progress toward established goals. This focused collaboration will reinforce the campus vision...Every Student Matters. Every Moment Counts.			
Processes/Procedures: <i>What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?</i>			
Collaborative teams must have a direct impact on what happens in the classroom which means they must focus on curriculum, instruction, assessment and data that drive student interventions. In order to accomplish these job-embedded tasks, the collaborative teams will establish protocols to ensure they are consistently engaging in the right work to address the needs of all learners. Additionally, the teams will use a data analysis protocol to examine assessment data - down to the essential learning standard level. Use of this data will allow the campus to develop specific plans for either intervention or enrichment, depending on the needs of the students. It will keep the focus on individual student progress, not group progress. With this focus on individual student progress, teams will work to engage students to become partners in their own learning by creating processes that support a growth mindset.			
Because this school improvement process will constitute substantive change for all stakeholders to be successful members of high-performing collaborative teams on the campus, the most effective way to ensure its success is through shared leadership. Administrative staff and campus leadership team will be joined by a newly hired instructional specialist who will support the work to be done.			

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Communications: <i>How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?</i>			
<p>Initially, the turnaround initiative will be communicated this spring to staff through grade level team meetings, campus staff meetings and CEIC meetings. Ongoing opportunities will be provided for teams to celebrate positive culture changes throughout implementation of the plan. Parents, staff, and community will have the opportunity to provide input toward the plan beginning April 4th via the campus website, through an online or hard-copy survey as well as clarifications on the turnaround initiative being provided during parent meetings. Written communications through the parent newsletter will also be provided each school year to address the academic changes toward improving student success through Tier 1 instruction.</p> <p>Instructional Focus Visits, or walkthroughs, conducted by campus administrators will be utilized as a two-way communication method with teachers to collect information that will assist in identifying areas in need of collaboration with focus on understanding the “how” and the “what” of Tier 1 instruction.</p>			
Organizational Structure: <i>How will you eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of the turnaround initiative?</i>			
<p>Multiple protocols will be put into place that will ensure focus and consistency of the collaborative teams. Documents will be collected and maintained in Google Drive and be available for review by administrative staff, leadership team, instructional specialist, and district staff/support specialist. This transparency should eliminate barriers to improvement and empower district staff to be responsive in support of the turnaround process.</p>			
Capacity and Resources: <i>Describe the staff that are required to implement the plan. (Specify any new full time employees as a result of the initiative. Describe how personnel resources are different from the previous school year.)</i>			
<p>Currently, the only organizational change that will be required is the addition of instructional specialist who will work with the campus administration and teachers to facilitate the development of a collaborative culture that focuses on quality tier 1 instruction.</p>			
How will you allocate campus and district funds for this initiative?			
Category	Amount	Description	
Payroll	130,000	Instructional Specialist	
Professional Development			
Supplies and Materials			
Other Operating Cost			
Capital Outlay			