

Campus Turnaround Plan

District Name:	Ector County ISD	County-District Campus Number (CDCN):	
Campus Name:	Bonham Middle School	Grades Served:	Sixth-Eighth

Stakeholders Responsible for Campus Turnaround Plan Development:

Name:	Role:
James Ramage, Debra Theesfield	Principal, Dean of Students
Julie Marshall, Howard Wilen	ISD, AP
Amy Darg, Mary Fulton	Math DC, CCF
Misty Hiner, Michelle Lewallen	SpEd DC, ELAR DC
Magdeline Cook, Wayne Byrd	Science DC, PSP
Brandan Cook, Marlane Burns	Social Studies DC, DCSI

Campus Administrative Team

Please complete the following information for all members of the campus administrative team (including principal, principal's supervisor, assistant principals, any campus-embedded instructional coaches, and any other administrative staff responsible for the implementation of the plan presented here.

Name:	Current Role:
James Ramage	Principal
Julie Marshall	ISD
Howard Wilen	AP
Debra Theesfield	Dean of Students
Shannon Griffith	AP
Mary Fulton	CCF
Stephanie Moran	Reading IC

Historical Narrative and Campus Vision

Include a historical narrative that succinctly describes the history of the campus that has led to under performance. Use the problem statements identified during the systemic data analysis to frame the narrative. Do not exceed 3000 characters.

Prior to the 2014-15 school year, Bonham Middle School excelled academically, competing for top performing junior high school within ECISD. 2011-12 saw Bonham students above 71% for all tests and 87% passing standard TAKS tests. Rezoning for 2014-15 significantly impacted the campus, with a significant shift in socioeconomic demographics and significant decline in parental involvement. Simultaneously, the district shifted to a middle school concept and embraced a "teaming" concept; interdisciplinary teacher teams share groups of students with a common teaming period. A teacher shortage and master schedule issues have led to "cross-teaming" many students; teachers continue to work across teams to meet student needs. Bonham experiences high staff turnover, losing approximately 50% of staff each of the past four years; seven teachers currently on staff were here five years ago. Currently 49% of teachers have 0-3 years of classroom experience. Many teachers struggle with building relationships with their students, leading to difficulties engaging students and struggles with managing the classroom. The campus has had three principals in five years, leading to a lack of consistent vision, instability in campus leadership, and abandonment of campus traditions. ECISD reassigned a former Bonham principal to the campus for 2017-18 along with an Instructional Services Director and a reading Instructional Coach. Likewise, there have been seven different assistant principals during the past five years; 2017-18 is the first to begin with the same team of assistant principals. In 2017-18, one assistant principal's position was repurposed as "Dean of Students" to oversee SPED, LEP, master schedule, and building operations. Despite 49% of teachers having 0-3 years' classroom experience, and four classrooms that have been served by long-term substitute teachers, preliminary district testing data shows the quality of classroom instruction is gradually improving. The Bonham Team is committed to transforming Bonham Middle School into an exemplar school that is the pride of the community.

Include the campus vision.

By growing a culture of collaboration and ownership, the Bonham community provides for each other's social-emotional well-being, fosters persistence and grit, and demands academic excellence, making the campus a model middle school in Texas.

Needs Summary and Turnaround Plan

Systemic Root Cause(s): Describe the systemic root cause that has led to low student performance.

1. Lack of quality Tier I instruction. 2. The inconsistency and/or lack of classroom management .

Turnaround Strategy: *Describe your approach to resolve the systemic root cause and improve student outcomes.*

Build teacher capacity to deliver quality Tier I instruction through teacher / leadership team planning sessions where quality lessons are created and consistent classroom management strategies are outlined during each planning session and required in each day's lesson plan/delivery.

Outcome: *Describe how the turnaround strategy will help the campus achieve its vision.*

Weekly teacher / leadership team planning sessions will open up lines of communication and allow for collaboration resulting in quality Tier I instruction that leads to academic excellence. Through the daily use of WICOR (writing, inquiry, collaboration, organization, and reading) strategies such as socratic seminar, Cornell notes, learning logs, and summarizing strategies, teachers will provide a learning model that will be used to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) . English Language Learners (ELLs) will have accelerated development of academic language acquisition in all domains (reading, writing, listening, speaking) and will increase academic performance in all areas closing achievement gaps. Dedicated time for Special Education students to work on gaps in academic knowledge will increase the academic performance and close the knowledge gaps, bringing these students closer to grade level achievement. The implementation of a campus-wide, proactive classroom management system will provide opportunities to build quality relationships between staff and students and allow for bell-to-bell instruction.

Annual Goals: *To be completed upon receipt of 2018 preliminary rating.*

<Enter Text>

Processes/Procedures: *What processes, procedures, and policies are needed to ensure that the turnaround initiative will be implemented effectively?*

Bonham teachers will utilize cooperative learning strategies and other high yield instructional strategies to become an Advancement Via Individual Determination (AVID) Schoolwide Campus that focuses on WICOR (writing, inquiry, collaboration, organization, and reading). All staff will be training in August 2018 on the Schoolwide AVID model with weekly follow-up trainings and discussions to occur during Professional Learning Community (PLC) meetings and campus "After the Bell" professional development sessions focused on how to effectively use writing, inquiry, collaboration, organization and reading (WICOR) strategies in daily lessons. Data on student progress towards Texas Essential Knowledge and Skills mastery in all core subjects will be collected every six weeks for all students. Students will track their own progress towards mastery and keep data logs for each core class (reading, writing, math, science, and social studies). The master schedule will be adjusted in order to place all 7th and 8th grade English Language Learners in a specialized reading class, AVID Excel (Advancement Via Individual Determination Excel). Monitoring of student progress will occur through observations, the Texas English Language Proficiency Assessment System (TELPAS), unit assessments and benchmark data. Instruction for English Language Learners will have an emphasis on developing students' academic language proficiency in all domains—reading, writing, speaking, and listening—while also developing self-determination, leadership skills, and motivation using the AVID Excel program.

The master schedule will be adjusted to allow dedicated time during advisory (no less than 90 minutes weekly) for special education students to work on individual areas of weaknesses in order to close personal gaps in academic gaps in knowledge. All staff in core content areas will be trained in using TEKS Resource System and Lead4ward resources to develop comprehensive unit plans and daily lesson plans that teach at a high level of rigor. Scheduled planning times on Tuesday, Wednesday, and Thursday for grade level planning with teacher and Campus Curriculum Facilitator, Instructional Coach, and/or Instructional Services Director. District Curriculum Coordinators will pre-plan at least once monthly with core content teachers to address identified weak Texas Essential Knowledge and Skills based on campus data (unit tests, district Standard Based Assessments). Administrators will review weekly lesson plans and conduct walk-throughs to ensure implementation as planned, providing verbal and/or written feedback on both lesson plans and walkthroughs. Monthly staff training in Sheltered Instruction, Technology, Special Education, and other high-yield instructional strategies will occur during Monday faculty meetings. Sign in sheets and agendas for Monday staff trainings will be entered into Eduphoria and OneNote.

Proactive classroom management system training for all staff in August 2018 with monthly follow-up throughout the year will result in all staff posting and verbalizing student expectations for each activity and transition. A campus discipline / classroom management / Positive Behavior Interventions and Supports (PBIS) committee will be formed to develop a campus-wide protocol ensuring consistency in student expectations, classroom management and consequences (positive or negative). All classrooms will post classroom procedures, student expectations, and consequences, as developed by the discipline committee. School counselors and the Student Assistant Services (SAS) counselor will organize and provide weekly group counseling sessions for students with persistent behavior problems and/or emotional needs. Newly staffed Communities in Schools coordinator will provide support for students by bringing community resources into school to empower success for students, keep kids in school, and leverage relationships and local resources to improve student achievement. All staff will be provided training in working with students in poverty and multicultural awareness.

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Processes and Procedures Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Create a calendar for planning meetings and weekly staff trainings.	Jun-18	Dean of Students, ISD	Master Schedule			Select	
	Create lesson plan template and planning protocol.	Jun-18	ISD, CCF, IC	Eduphoria			Select	
	Training on One Note	Aug-18	ISD, CCF, IC, Technology Rep	OneNote			Select	
	Conduct monthly staff training in sheltered instruction, technology, special education and high yield instructional strategies	Aug-18	Principal, ISD, CCF	Specialized district personnel				
	Provide initial training for all staff members on school wide AVID and WICOR strategies.	18-Aug	Principal, campus AVID coordinator, district AVID coordinator	Scheduled training / monetary resources				
	Conduct training for all staff in core content areas in how to use the Lead4ward website and planning documents and the TEKS Resource System documents to complete a unit plan and daily lesson plans.	18-Aug	ISD, CCF, IC	Lead4ward planning resources, TEKS Resource System documents				
Provide initial training for all staff members on proactive classroom management	Aug-18	CHAMPS representative	Scheduled time/ monetary resources			Select		

Intermediate: (Implementation)	Grade level planning with leadership team will occur weekly.	Aug-18	Principal, Asst Principals, Dean of Students, ISD, IC, and CCF, District Curriculum Coordinators	TEKS Resource System, Eduphoria, Supplemental Materials			Select	
	Sign-in sheets and agendas kept on all meetings	Aug-18	Principal, ISD	One Note, Eduphoria			Select	
	Schedule monthly professional development "After the Bell" sessions focused on high-yield instructional strategies and WICOR.	Aug-18	campus AVID coordinator, district AVID coordinator, ISD, CCF	Campus master calendar			Select	
	Schedule time during department PLCs to review Lead4ward documents and planning protocol.	Aug-17	CCF, IC, ISD	Lead4ward planning resources			Select	
Long-Term: (Results)	Tier 1 instruction consistently delivered to all students	Aug 2018-June 2018	All staff members	SBAs, Unit Assessments, STAAR results, Istation and Stride			Select	
	Classroom management that allows for bell-to-bell instruction in all classes	Aug 2018-June 2018	All staff members	PEIMS data			Select	

Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
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Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>
Processes/Procedures Implementation Status:	Check in date: <enter date>	<Enter Text>

Organizational Structure: 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?

The roles of the Instructional Coach, Campus Curriculum Facilitator, and Instructional Services Director will be revised to include daily time for planning with all core content teachers. Dedicated time each Friday will be used by the administrative team-Principal, Dean of Students, Instructional Services Director, and Assistant Principals- to review and provide feedback on lesson plans and discuss campus progress towards goals. The role of the English as a Second Language (ESL) teacher will be redefined to include the AVID Excel classes for all 7th and 8th grade English Language Learners. Advancement Via Individual Determination (AVID) campus coordinator will oversee the implementation of WICOR (writing, inquiry, collaboration, organization, and reading) strategies schoolwide, provide the administrative team with weekly feedback, and coordinate professional development with the district AVID coordinator, Instructional Coach, Campus Curriculum Facilitator, and Instructional Services Director. District curriculum coordinators will adjust their schedules to meet with departments (ELAR, Math, Social Studies, and Science) at least monthly to plan instruction and review data.

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Organizational Structure Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
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Short-Term: <i>(training, acquisition of new skills)</i>	Formation of discipline/classroom management committee and development of campus-wide protocol	Aug-18	Dean of Students	Committed staff members and scheduled time to meet			Select	
	Post and Verbalize classroom procedures, student expectations, and consequences	Aug-18	Teachers	Printed materials for posting			Select	
	Adjust master schedule to include specialized reading class for 7th and 8th grade ELL students.	Jun-18	Dean of Students	Master Schedule, district staffing			Select	
	Adjust advisory class scheduling for special education students.	Aug-18	Dean of Students, Sped Department Chairman	Master Schedule			Select	
Intermediate: <i>(Implementation)</i>	Select group counseling topics and ask for teacher and administrator referrals of students in need.	Oct-18	Counselors	Group Counseling materials			Select	
	Schedule monthly follow-up trainings to reinforce management plan	Sep-18	Discipline/Classroom Management Committee	Scheduled time for reinforcement			Select	
	referrals of students for the Communities in Schools program based on established criteria.	Sep-18	CIS Coordinator	CIS criteria			Select	
							Select	
Long-Term: <i>(Results)</i>	Survey staff, parents and students on impact of focused Tier I instruction and consistent classroom management.	Sept 2018, January 2019, May 2019	Principal, Dean of Students	Survey Monkey			Select	
							Select	

Organizational Structure Implementation Status:	Check in date: <enter date>	<Enter Text>
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Capacity and Resources: Describe the staff, training, and resources 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.)

Cost of AVID Schoolwide training; cost of AVID Excel for 7th and 8th grade ELL students; staff member to facilitate AVID Excel program; cost of curriculum resources; CHAMPS/PBIS training; Kagan cooperative learning training for new staff; Lead4ward consultant to work with staff

Only the following columns need to be completed prior to being ordered to implement the turnaround plan: Activity, Timeline, Person(s) Responsible.

Capacity and Resources Implementation	Activity <i>(Actions/Processes)</i>	Timeline	Person(s) Responsible	Resources	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	AVID Excel Position Staffed	February 2018	Principal				Select	
	AVID Schoolwide training	Aug-18	AVID District Coordinator, AVID Campus Coordinator, Principal, ISD				Select	
	CHAMPS/PBIS Training	Aug-18	Principal, ISD				Select	
	Weekly staff meetings focused on PD and campus improvement	Beginning August 2018	Principal, ISD, APs, CCF, IC, district ESL department, curriculum coordinators, technology instructional specialist				Select	
Intermediate: <i>(Implementation)</i>	Kagan Training for new staff	Fall 2018	ISD, Kagan Trainers				Select	
	Lead4ward Consultant to support data analysis and planning	Fall 2018	ISD, Lead4ward Consultant				Select	
	Cultural Awareness Training	1-Oct-18	ISD				Select	
Long-Term: <i>(Results)</i>	Ongoing AVID Schoolwide Training	Jun-19	Principal, ISD, CLT				Select	
	Ongoing CHAMPS/PBIS trainings for new staff and as reset	Jun-19	Principal, ISD, CLT				Select	
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					
Capacity and Resources Implementation Status:		Check in date: <enter date>	<Enter Text>					

Communications: How will you communicate a shared and clear vision for the turnaround initiative that results in a collaborative effort toward student success?

Administrative Team will meet daily at 9:00 AM for a 5 - 10 minute check in on goals, meetings, and target observations. The Administrative Team will meet weekly for 2 to 3 periods to analyze, monitor, discuss, and provide feedback on lesson plans and walkthroughs. Strategic plans will be made for walkthroughs for the following week. Weekly Staff Meetings and weekly Professional Learning Communities will include targeted internal professional development identified in the Campus Turnarond Plan and identified areas of need from lesson plan review and walkthrough data. Campus leadership will facilitate the development of a shared vision for the campus in weekly staff meetings and Professional Learning Communities. The published Turnaround Plan will be available on the campus web site and copies will be distributed to teachers and available in the office. Bonham newsletter will focus on building and communicating a shared vision. The vision and a brief update on Turnaround Plan will be shared at all athletic and fine arts Booster Club meetings and fine arts student performances throughout the year to allow for ongoing two-way communication. Parent/Stakeholder Meetings will focus on identifying parent concerns and solicit parent involvement in campus culture. Regular communication from the school via ParentLink (text, email, calls) will share information and communicate progress towards our vision. Clear directives and an open lines of communication will ensure that all stakeholders are informed, involved, and responsible for implementation of the Turnaround Plan.

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Communication Implementation	Activity (Actions/Processes)	Timeline	Person(s) Responsible	Resources	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Parent Night to introduce Turnaround Plan	9-Jan-18	Principal and Dept Heads				Select	
	Staff meetings and PD	May, 2018	Principal, ISD, IC				Select	
	Bonham Newsletters (emailed to teachers and posted for public on web site)	August, 2018	Principal				Select	
	Communication of Turnaround Plan to staff	December, 2017	Principal and CLT				Select	
Intermediate: (Implementation)	Weekly staff meetings focused on PD and campus improvement	Beginning August, 2018	Principal, ISD, APs, CCF, IC, district ESL department, curriculum coordinators, technology instructional specialist				Select	
	Parent Night	August, 2018	Principal and Dept Heads				Select	
	Parent Night	Jan-19	Principal and Dept Heads				Select	
Long-Term: (Results)	Consistent, timely, and effective internal communication	Ongoing	All staff				Select	
	Consistent, timely, and effective external communication with community	Ongoing	All staff and community				Select	
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					
Communication Implementation Status:		Check in date: <enter date>	<Enter Text>					

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How will you allocate campus and district funds for this initiative?

Category	Amount	Description
AVID Path Training	\$60,000	All staff trained in AVID
AVID Excel Training and Support	\$10,000	Training and materials to support AVID Excel
CHAMPS/PBIS	\$30,000	Training for staff in CHAMPS/PBIS (two trainings over 2 year period)
Supplies and Materials	70,000	Curriculum resources and supporting materials (estimate \$35K/year)
Professional Development	\$6,000	Cultural Awareness training (over two years)
Lead4ward Consultant	\$40,000	Training for staff on Lead4ward strategies and planning resources (8 times over 2 year period)

In the boxes below, identify elements of the plan that address each Critical Success Factor (CSF).

CSF 1: Coherent Curriculum and Assessment	Implementation of aligned curriculum resources in all core subjects; monitoring of implementation and impact of said resources.
CSF 2: Leadership Effectiveness	Campus leadership is responsible for communication of expectations within Turnaround Plan, scheduling PD (to include Cultural Awareness, AVID Schoolwide, CHAMPS/PBIS) and conducting Teacher surveys. Promotion of positive school climate and development of cohesive campus culture.
CSF 3: Teacher Quality	Implementation of AVID Schoolwide, AVID Excel, a reintroduction to CHAMPS/PBIS, and continued Cultural Awareness trainings will enable all teachers to develop and deliver improved instruction.
CSF 4: Family/Community Engagement	Parent night and Bonham newsletters will promote parental involvement.
CSF 5: School Climate and Culture	Development of positive campus culture due to engaging lessons, targeted PD (to include AVID Schoolwide, CHAMPS/PBIS, and Cultural Awareness) and other efforts(surveys, weekly PD) to improve campus climate and culture.