

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Sandra Fernandez

Official School Name: James B. Bonham Elementary

School Mailing Address:
2617 N. Henderson Avenue
Dallas, TX 75206-6633

County: Dallas State School Code Number*: 057905111

Telephone: (972) 749-5700 Fax: (972) 749-5701

Web site/URL: http://www.dallasisd.org/schools/realtor_new.cfm?id_con=100 E-mail:
sfernandez@dallasisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Hinojosa

District Name: Dallas ISD Tel: (972) 925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Adam Medrano

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)	156	Elementary schools (includes K-8)
	<u>32</u>	Middle/Junior high schools
	<u>33</u>	High schools
		K-12 schools
	<u>221</u>	TOTAL

2. District Per Pupil Expenditure: 11233

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	21	44	6			0
K	22	25	47	7			0
1	24	30	54	8			0
2	25	35	60	9			0
3	20	26	46	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							251

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
92 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
4 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 14 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1.	266
(5)	Total transferred students in row (3) divided by total students in row (4).	0.139
(6)	Amount in row (5) multiplied by 100.	13.910

8. Limited English proficient students in the school: 52 %

Total number limited English proficient 131

Number of languages represented: 3

Specify languages:

Spanish, Chinese, and Korean

9. Students eligible for free/reduced-priced meals: 91 %

Total number students who qualify: 228

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %

Total Number of Students Served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>34</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	97%	97%	97%	96%
Daily teacher attendance	99%	98%	98%	97%	97%
Teacher turnover rate	0%	4%	4%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

James B. Bonham, located in a small residential neighborhood near the heart of downtown Dallas, proudly celebrated its 85th anniversary in 2009. In addition to serving the students who live in the neighborhood, the school also serves a large number of students whose parents seek transfers so their children can take advantage of its exceptional educational opportunities. Bonham has been rated Exemplary by the state of Texas for the past 7 years. The mission at Bonham is “to build and maintain a premier school that prepares all students to graduate with the knowledge and skills to become productive and responsible citizens.” Through the belief of its mission, the school has received the distinctive honor of being named a recipient of the Just For The Kids Honor Roll from 2005-2009. In 2009, Bonham, one of only 11 schools nationwide, was awarded the National Center for Urban School Transformation Award (NCUST). The school’s motto, “Soaring Above Expectations,” further exemplifies the belief that all students can and will succeed.

The success of our students is essentially due to the highly qualified and dedicated teachers and staff whose high expectations require every child to reach their fullest potential each and every day. A majority of the professional staff hold Masters or Doctorate degrees. The professional development on campus targets the specific needs of the students and is provided by members of the faculty. Additionally, the achievements earned by the students can be attributed to the close partnership between parents, staff and community. Bonham enjoys the benefits of community partners such as The Lion’s Club, Navidad en el Barrio, The Salvation Army, Target, ACS, and Babcock & Brown who assist teachers and students by mentoring and providing educational materials.

Learning comes to life at Bonham. Classrooms are filled with deep discussions, problem-solving, purposeful reading, and reflective writing. Students socialize in groups while articulating connections, citing evidence, and building on each other’s ideas. Teachers are skilled in small group instruction to ensure differentiation for all students at appropriate levels. Consistent with best practices, Bonham maintains a model inclusion program where students are offered additional support for learning. This ensures students, regardless of need (learning disabled, ESL, slow learners, or high achievers), receive support within the classroom during the school day. In addition to inclusion, Bonham offers learning interventions each morning, afternoon, and on selected Saturdays in the form of tutoring, mentoring, and computer-based programs. As an added educational advantage, Junior Achievement (JA), provides real-world experiences for our students in the classroom.

Outstanding parent and community support is another factor that positively impacts student success at Bonham. Through the PTA, parents volunteer tirelessly to provide funding for special programs by hosting annual events that include: Fall Carnival, Pancakes with Santa, Dress for Success, Cinco de Mayo, End of Year Awards Ceremony, student field trips, concession sales and field day. The funds raised benefit each classroom by providing instructional technology, library materials, and the on-going expansion of our art, music, and P.E. programs. The Bonham Boosters Club supports a “Back to School Sale” for supplies and uniforms. Throughout the year, Bonham Boosters also provide classroom materials to teachers and students. Bonham’s Site-Based Decision-Making (SBDM) team, comprised of teachers, parents, and community members, actively supports the improvement of student achievement.

A never-ending commitment to student achievement, collaboration on the part of all stakeholders, high expectations for all learners, and clearly defined goals are the tools that help Bonham provide the best education for each child. The nurturing culture at Bonham enables students to master the knowledge and skills necessary to become future leaders. The outstanding reputation of Bonham Elementary results in generation after generation of families attending the school. Bonham’s uniqueness is evident as every child is taught and expected to become an inquisitive, well informed, and productive member of society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Accountability is emphasized at Bonham Elementary. Students display pride as they move through the grades and are taught to become increasingly responsible for their own results on all kinds of assessments.

The State of Texas requires all students in grades three through twelve to take the TAKS (Texas Assessment of Knowledge and Skills) test. This exam measures skills developed and mastered according to the TEKS (Texas Essential Knowledge and Skills) standards, our framework for instruction. The TAKS test lets a school know whether the student has “met standard” on each of their exams.

Bonham Elementary educates students in grades pre-kindergarten through 3rd. At the end of the 3rd grade, our students are required to take the exam for both Reading and Math. Being a Dual-Language school which services students in English and Spanish, our school gives the exam in both languages. We have the option of giving the Reading and/or the Math exam in English or Spanish, depending on the language of instruction received by the student. However, the Math test, in 2009, was given only in English due to our district’s Dual Language Program guidelines.

For the past 5 years of the English assessment, greater than 90% of our students have “met standard” on both the math and reading TAKS test. In fact, 100% met standard in 2006, 2008, 2009 in Reading and 100% met standard in 2007, 2008, 2009 in math. We are very proud of these achievements.

For the past 5 years of the Spanish assessment, greater than 86% of our students have “met standard” on both the math and reading TAKS test. Again, in the years 2006-2009, 100% of the students taking the Reading assessment in Spanish “met standard”; in 2006-2008, 100% “met standard” on the Math assessment administered in Spanish (the test was not given in Spanish in 2009).

The State of Texas also recognizes students who miss two or fewer questions by awarding those students “Commended Performance” designations. Our “commended performance” rates have exceeded the state average and our district average year after year. In 2009, the state and district average for “commended performance” in Reading was 34% and 24% respectively, and in Math was 31% and 24%, respectively.

On the English Reading TAKS, our commended performance rate increased from 23% to 69% from 2005 to 2009. On the English Math TAKS, our commended performance rate increased from 19% to 67% from 2005 to 2009. On the Spanish Reading TAKS, our commended performance rate increased from 7% to 65% from 2005 to 2009. On the Spanish Math TAKS, our commended performance rate increased from 14% to 60% from 2005 to 2008. We are justifiably proud of the remarkable rate of growth in our rate of commended students.

The State of Texas has also honored us with Gold Performance Awards in Attendance, Reading and Math since the 2005-2006 school year. We received the Gold Performance Award for attendance and reading for the 2004-2005 school year.

We will continue to emphasize accountability with our students, parents and teachers. Our hard work and dedication to our Bonham family is evident in our test data.

For further information about the State of Texas assessment, please visit:

<http://ritter.tea.state.tx.us/perfreport/aeis/>

2. Using Assessment Results:

Annually our campus begins a goal setting process with instructional planning, professional development, and analysis of the previous year's results. In kindergarten through second grade we focus on the Iowa Test of Basic skills (ITBS), fluency checks, and the Texas Primary Reading Inventory (TPRI). These assessments are disaggregated to range the growth of each student in our general education classes. To assure that each student is assessed in a fair and equitable manner we have assessments for our bilingual education students: the Logramos, the Tejas LEE, and fluency checks. Students are assessed in their first language so they perform at the best of their ability without language being a barrier to learning. For our third grade students, emphasis is on the results of the Texas Assessment of Knowledge and Skills (TAKS), district benchmarks, and common assessments designed to reflect achievement of Texas curriculum standards. Through analyzing these assessments, our campus determines each grade level's and subgroup's performance from the prior school year. Using this data, we begin goal setting for the upcoming school year. The goals and needs are discussed between the members of our Campus Leadership Team and the administrator. Before the goals are finalized they are reviewed by the faculty and finally communicated to all stakeholders.

At the classroom level, assessment data is used to plan for instruction. Teachers participate in weekly grade level meetings to share their best teaching practices, curriculum focus for the week, and review the results of any benchmark or common assessments. Teachers easily identify common trends observed in the classroom, as well as identify struggling students. Teachers reflect on teaching methods and what adjustments need to be made in order to plan lessons that produce results. Common assessments also help teachers better individualize instruction. Teachers form small, flexible groups based on the results, create groups for tutoring, and develop more comprehensible inclusion strategies. Students are given fluency checks bi-weekly and each student monitors progress. This is also a tool for parents to see their child's progress. We emphasize the growth of each student and how we can improve the learning environment for all.

3. Communicating Assessment Results:

At Bonham Elementary, communication is very important. We continually work on keeping all lines of communication open between parents, faculty, administration and students. We are fortunate to have approximately 80% of our students picked up by a parent. Thus, Bonham teachers are able to communicate with parents about their students' progress every afternoon.

Progress reports are given to parents every three weeks and a "plan of action" is developed with the parent to give the student every opportunity to succeed. Report cards are issued every six weeks and include specific comments on how to improve when needed. Bonham also gives common assessments every three weeks and these results are also communicated with parents' input.

Students in grades K-2 are given the TPRI/Tejas Lee exam to gauge their progress in reading. The results of this exam are also shared with parents at the beginning of the year (September), middle of the year (January) and the end of the year (May). Bonham prides itself in that every student 1st through 3rd knows his/her reading fluency (words per minute) in both Spanish and English.

At the beginning of each year, Bonham hosts a parent meeting to set expectations and to inform them of what their children will be learning the upcoming year. For those who are unable to attend, teachers maintain daily conference periods where parents and/or guardians are encouraged to come in and discuss their children's progress.

The main office also does an excellent job of maintaining open communication with all stakeholders. Bonham has Monthly Coffee with the Principal, monthly PTA meetings, monthly SBDM (Site-Based Decision Making) meetings and sends out both faculty and parent newsletters. Our goals and mission statements are clearly stated on each.

The yearly AEIS (Academic Excellence Indicator System) report card, provided by the State of Texas, is also disseminated to parents. Individual parent meetings are held for those parents who would like assistance in reading it.

4. Sharing Success:

Sharing teacher-developed lessons, units, and assessments for others to critically review is critical to the culture of Bonham. Collaborative groups and peer review teams in all content areas are established in the school with the assistance of the Campus Instructional Leadership Team (CILT). The peer review teams meet regularly to share and examine tangible and specific illustrations of student work. This is a basic component of our school success because as professionals it allows us to have a clear and common understanding of effective instructional practices and the implications for student achievement in each content area.

Establishing a successful collaborative culture at Bonham requires accessible lines of communication with other schools as well as learning from the success of other schools. The Dallas ISD is comprised of four learning communities and Bonham plays an active role as an exemplary school in the Northeast Learning Community. The Bonham CILT team meets in organized meetings throughout the year with 37 other school leaders to examine student work and improve explicit teaching practices. Through these meetings we engage in dialogue about the daily learning experiences of our students and the ongoing professional development on our campus.

Sharing successes with colleagues in the district also creates a pathway of communication within the community. Bonham's collaborative culture allows parents and former alumni to be a part of the school's success. Bonham Boosters, an alumni association, also helps distribute information about the mission and goals of the school in the community ensuring the involvement of all stakeholders in Bonham's continued success.

As a Blue Ribbon School, Bonham will continue to share its collaborative culture within the school, district, and community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The number one goal at Bonham is student success. Our belief is “High Expectations, Internal Accountability, and Collective Responsibility”. Teachers and staff work collaboratively to ensure all students are engaged in active learning using the state curriculum, or TEKS (Texas Essential Knowledge and Skills), as the foundation, with support from curriculum guides (CPG) developed by the district specialists.

Each grade level, PK-3rd, meets weekly to develop plans for each student to actively engage in learning experiences modeled and guided by the teacher. Such plans seek to give opportunities for students to take ownership in their own education by interacting with both peers and adults.

Bonham’s math curriculum includes the district-adopted textbook and is supplemented with a strong emphasis on each child mastering the basic facts in addition and subtraction. Weekly timed drills are administered to strengthen numeracy. In addition, our math PLC, or Professional Learning Community, sponsors a campus-wide estimation project each six weeks. Students, staff, and parents are encouraged to “estimate” how many objects are in a container. At the end of the six-week period, the winners in each group are announced and rewarded. Our students experience math concepts through real life experiences. They learn from an early age that math problems can be solved in many ways. ALL of our students soon become “teachers”, as they share their knowledge and explain the mathematical process involved in solving a particular problem.

Science is an important component of Bonham’s academic plan. As a school, we are developing a science lab to assure our students will be exposed to, and experienced with the scientific process and important scientific concepts. All students are encouraged to participate in the school/district science fair. Parents are given assistance with information and materials, as needed, to support their child’s contribution to the success of this science competition. Science journals are an integral part of the curriculum. Students’ journals include questions, observations, and diagrams depicting their learning of a particular concept.

Character education is emphasized as integral to the Social Studies curriculum. Our counselor encourages our students to be good citizens and give back to the community. Bonham has received the Character Counts award several times within the past few years. Our campus serves as a polling-site, so the students are exposed to first-hand knowledge of the electoral process and become aware of one of our most cherished rights, the right to vote. The success of our Social Studies curriculum is evident in the lives of our students as they strive to be valuable contributors to their community.

Through Science and Social Studies, our students are encouraged to investigate, explore, and discover the world around them. Bonham students respond in writing to questions focused on concepts relevant to these two curriculum areas.

The Physical Education and Fine Arts components of the Bonham curriculum are areas of learning where our students experience lessons developed by our “Specials” teachers to integrate with the regular classroom learning. PE is focused on the wellbeing and health of each of our children. The teacher adheres to the state mandated requirements providing a well-rounded academic and physical environment for each child. Fine Arts involves lessons in history, entertainment, and beauty, as each child is exposed to a wide variety of musical and artistic experiences. Our students enjoy viewing their artwork displayed throughout the school and participating in the musical presentations performed at PTA meetings. The media center, or library, at Bonham provides a valuable enhancement to our curriculum. Students are encouraged to check out books and learn from a wealth of varied content-focused areas of study. Year after year, Bonham celebrates the honor of

being chosen as one of the schools with the most books checked out by individual classes. Bonham prides itself on its valuable “specials” curriculum.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Bonham’s Reading and Language Arts instruction is driven by results from ongoing assessments such as the TPRI and Tejas LEE (Texas/District adopted reading inventories), ongoing fluency checks, and district adopted reading programs such as SRA Open Court and McGraw Hill (bilingual reading program). Teachers place a strong focus on phonics instruction to ensure all students are reading as they enter First Grade. Our “Phonics of the Day” lesson is shared via the PA system for all of Bonham. Students in K-3rd grades are proud of their fluency rates. Word wall lessons are a part of classroom instruction in order to enhance each student’s vocabulary acquisition. In addition to regular classroom instruction, second graders attend a skills-based reading/language arts class three days per week taught by a Reading Recovery-trained teacher. Developing the writing process is a campus-wide initiative beginning each Monday with a prompt given to all students over the PA system. The writing workshop is implemented during the week culminating in selected students sharing their published work on Friday via the PA system. Students in PK-3rd are given the opportunity to respond to literature in a variety of ways, such as, literature charts, graphic organizers, and oral and written responses to what they have read. Read alouds are part of every class day. Students enjoy being read to by teachers, their peers, volunteers, our librarian, and our principal. Comprehension is the goal for all students, as they read, write, and explain through experiences with a variety of genres. Our students are encouraged to use “Accountable Talk” (part of the Dallas ISD’s Principles of Learning) when relating their thinking to a classmate’s and/or relating their answers to their understanding of the text.

By third grade, Bonham’s students not only meet the standard on the state exam, but a majority achieve commended status because of the consistency by which teachers and staff have provided academic experiences in all curriculum areas from PK-3rd grade.

3. Additional Curriculum Area:

After reviewing the data from the 2008-2009 school year the professional staff determined that a greater emphasis in math was needed at every grade level. Mathematics in grades prekindergarten and kindergarten requires each teacher to begin the day with a morning routine. This morning routine consists of activities such as: daily calendar activities, charting the weather on a bar graph, checking student attendance, and identifying shapes and their attributes. Daily practice allows students to grasp the objectives in a meaningful way, as the instructor relates it to everyday life and builds a strong base of prerequisites needed for continued learning. First and second grade students participate in the JiJi Math Program. This is a research-based computer program targeting mathematical skills tested on the Iowa Test of Basic Skills. It is a self-paced program that gives students immediate feedback on their performance. Teachers can also keep track of the students’ progress. In third grade, teachers utilize a computer based program for mathematics called Study Island. The skills the third graders practice in Study Island are aligned with the Texas Assessment of Knowledge and Skills.

Other initiatives that support the acquisition of mathematics at Bonham are six week projects, monthly estimation jars in which all stakeholders on campus estimate the amount of objects in the jar, parent workshops given by teachers focusing on different mathematical skills, and math word walls utilized in the classroom to build students’ mathematics vocabulary. At Bonham instructors believe in giving students a solid foundation in mathematics through the use of manipulatives. Students solve math problems that relate to their everyday life. In the problem solving process, students explain the solution by writing in a math journal or explaining it verbally. By utilizing these problem solving strategies students take ownership and responsibility for their own learning in math class and in everyday life.

4. Instructional Methods:

At Bonham we believe that, based on effective schools research and our own experience, the quality of the educational opportunities we provide must be determined by the results achieved at our school. Teachers are involved in decisions about school-wide goals and the means for achieving them.

Teachers voluntarily collaborate by meeting with their grade level every Tuesday to discuss student progress based on grade level assessments, or campus data. The purpose of the meeting is to find out where our students are educationally and how to support them in their learning. In order to be effective, teachers believe that learning must be differentiated to be effective. Our teachers create and offer differentiated strategies so that students experience ways appropriate to help them develop concepts integral to their learning. Teachers use a variety of organizational strategies to help students build on their prior knowledge. Students use graphic organizers, maps, diagrams or charts to help them comprehend the TEKS and to display their understanding.

Our teachers recognize that no two children are alike. We strive to teach children to think for themselves. In preparation for differentiating, teachers diagnose the students' reading ability, learning style, and interest level. Students with specific needs/weaknesses are offered opportunities to develop the needed skills through tutoring, one-on-one assistance and mentoring. During guided and independent instruction, teachers monitor students' understanding and learning. Teachers tutor before, during, after school and on Saturdays because we believe that with sufficient time, all children can learn. The exemplary status at Bonham is evidence of the alignment and collaboration of the Professional Learning Communities (PLC).

Bonham offers students opportunities to understand real-life challenges. Every teacher is involved in encouraging students to take risks in their learning which results in confident, motivated students.

5. Professional Development:

Bonham Elementary strives to be a true Professional Learning Community (PLC). When considering what specifically should be targeted for professional development, the Campus Instructional Leadership Team (CILT) and the administrator first look at Bonham's end of the year assessments from the previous school year in order to determine what the campus's strengths and weaknesses are. In doing so the CILT team and administrator can then plan for professional development based on the faculty's need, making the sessions more relevant and insightful for teachers. At Bonham we also partake in book studies as a faculty, as part of our professional development plan. This method demonstrates the staff's willingness to always continue their learning. In addition to book studies, Bonham has monthly PLC meetings in which the staff meets, discusses, and reflects on articles that each teacher has been given prior to the meeting. Other functions of PLCs at Bonham are our vertical PLC meetings utilized to review current student achievement data, best practices on how to reach campus initiatives, and align curriculum objectives to ensure that each student is equipped with the proper prerequisites to succeed in the school year to follow. The main focus of every professional development session at Bonham is centered on student achievement. In our efforts to attain student achievement, Bonham conducts learning walks to gauge the implementation of professional development sessions, to observe examples of best practices from peers, and then return to the classroom to try the new methods. Grade level meetings are held weekly to discuss student progress, align curriculum objectives across the grade level, address any concerns, and share new and innovative ideas.

6. School Leadership:

The principal at Bonham not only leads, but also creates leaders through thoughtful understandings of why we do what we do on a daily basis. The principal's motto is to "lead by example" which requires modeling a discussion of possible solutions to problems rather than jumping to conclusions to obtain a quick fix. The Campus Instructional Leadership Team (CILT) meets with the principal weekly to analyze data and best practices, or teaching behaviors which have been proven successful by others, in order to improve student

achievement. Through professional learning meetings, the principal encourages teachers to share their expertise with others on how to improve academic achievement among all students as well as to share successes. This, in turn, helps establish rituals, routines, and experiences that create a positive climate at Bonham.

The principal also allocates time daily to working with a group of struggling students in reading and math. In addition, she values parental involvement and believes that it plays a crucial role in student growth and success. Once a month, she offers parent workshops called “Coffee with the Principal” where she interacts with parents while a teacher demonstrates educational games and activities they can do at home with their children. These morning meetings have proven to be very successful because they have encouraged an open and inviting environment at the school.

In conclusion, the principal sends a clear message to all teachers that the school must be a model learning organization and that it takes everyone to foster one. She inspires and motivates the staff to become leaders and to be focused on the true meaning of why we are teaching, to cultivate the love of learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2005-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	100	100	96	92
Commended Performance	67	57	57	52	19
Number of students tested	52	54	73	57	55
Percent of total students tested	100	100	99	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	100	100	100	95	91
Commended Performance	64	56	56	48	18
Number of students tested	45	50	67	49	51
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	100	100	96	91
Commended Performance	63	56	58	51	19
Number of students tested	46	49	68	55	53
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	100	100	100	94	87
Commended Performance	52	61	57	47	16
Number of students tested	29	36	46	39	35
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	100	99	100	96
Commended Performance	69	42	38	35	23
Number of students tested	52	54	73	57	55
Percent of total students tested	100	100	99	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	100	100	98	100	96
Commended Performance	66	40	36	25	22
Number of students tested	45	50	67	49	51
2. African American Students					
Met Standard					
Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	100	98	100	96
Commended Performance	65	43	35	33	21
Number of students tested	46	49	68	55	53
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	100	100	98	100	94
Commended Performance	59	43	32	23	13
Number of students tested	29	36	46	39	35
6. Largest Other Subgroup					
Met Standard					
Commended Performance					
Number of students tested					

Notes: