BONHAM: TOGETHER ELEVATING ACADEMIC EXCELLENCE!

Overview

Turning a low-performing school into a high-performing school within a year is a complex challenge, but it can be accomplished with a focused and systematic approach. UTSA and SAISD have been working collaboratively on the following four-step detailed plan incorporating leadership, instructional quality, community involvement, and data-driven decision-making.

Bonham Primary and Academy will require a multi-faceted approach that focuses on:

- leadership
- instructional quality
- community involvement
- Student well-being
- data-driven decision-making

This plan outlines actionable steps to raise student achievement and improve school ratings, with a particular emphasis on supporting the principal in this process.

Plan

Objective: Create a collaborative and visionary leadership team committed to school improvement.

Action Items:

1. Strong Leadership and Support for the Principal
2. Survey Stakeholder Feedback: Ensure diverse representation to gather various perspectives.
3. Set Clear Goals: Develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals aligned with turning around the school. Focus on student achievement, engagement, and overall school culture.
4. Professional Development: Invest in leadership training for administrators and teacher leaders. Focus on change management, team-building, and instructional leadership skills.
5. Regular Meetings: Schedule bi-weekly meetings to assess progress towards goals, share best practices, and address challenges collaboratively.
6. Executive Coaching: Provide the principal with an executive coach, Mrs. Susan Del Toro, experienced in turnaround situations. This will help principals develop leadership skills, manage stress, and implement effective strategies.
7. Leadership Team Development: Meet as an 1882 leadership team to share strategies for decision-making and accountability.
8. **Daily Principal Check-Ins: Establish a routine of regular meetings between the principals and district leadership to discuss progress, challenges, and resources needed.**

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3. Community and Parental Involvement

Objective: Engage families and the community to create a supportive network for student success.

Action Items:

1. Community Partnerships: Develop partnerships with local businesses, non-profits, and higher education institutions to provide resources and support for the school.
2. Parent Engagement Initiatives: Organize workshops and meetings to educate parents about the curriculum and ways to support their children's learning at home. Create a parent advisory committee to involve them in decision-making.
3. Open-Door Policy: Establish an open-door policy for parents and community members to visit the school, attend events, and participate in school activities. Foster a welcoming environment.
4. Volunteer Programs: Create opportunities for community members to volunteer in classrooms, after-school programs, and events, strengthening the school-community bond.
5. Engagement Strategies: Develop strategies to engage parents and the community, such as workshops, open houses, and volunteer opportunities. This can help build trust and support for the school.
6. Partnerships: Form partnerships with local organizations and businesses to provide additional resources, mentorship, and enrichment programs for students.
7. Feedback Mechanisms: Create feedback mechanisms (community meetings, focus groups) for parents and community members to voice their concerns and suggestions. This can help the school stay responsive to community needs.

4. Focus on Student Well-Being

1. Support Services: Increase access to mental health services and counseling for students to address social-emotional needs, which are critical for academic success.
2. After-School Programs: Establish after-school programs that provide academic support, enrichment activities, and a safe space for students.
3. Nurturing Environment: Promote a positive school culture where all students feel safe, respected, and motivated to learn.

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5. Monitoring and Accountability using Data

Objective: Utilize data to inform instruction, monitor progress, and drive improvements.

Action Items:

1. Data Collection Systems: Establish a robust system for collecting and analyzing data on student performance, attendance, and engagement. Use tools that enable real-time access to data for teachers and leaders.
2. Regular Data Meetings: Schedule monthly meetings for teachers and leadership to review data, identify trends, and discuss instructional adjustments. Focus on both qualitative and quantitative data.
3. Formative Assessments: Implement regular formative assessments to gauge student understanding and provide timely feedback. Use this data to inform instructional practices.
4. Celebrate Successes: Recognize and celebrate progress made based on data-driven goals. Share success stories with staff, students, and the community to build momentum and motivation.
5. Regular Evaluations: Conduct regular evaluations of both student performance and teacher effectiveness to identify strengths and areas for growth.
6. Transparency: Share progress with stakeholders, including parents, staff, and the community, to maintain transparency and build trust.

Supporting the Principal: Best Practices

- Mentorship and Networking: Connect principals with a network of turnaround leaders (Mrs. Susan Del Toro) to share best practices and resources. However, systemic challenges at the district level work against their efforts.
- Autonomy in Decision-Making: Grant the principals' autonomy over budgeting, staffing, and curriculum choices to adapt to the unique needs of the school. District systemic challenges limit this autonomy.
- Sustained Commitment: Ensure sustained district commitment to support the turnaround efforts over a multi-year period, rather than a short-term initiative. One year is not enough time for these first-year principals.

By implementing this four-step plan with fidelity, the school can create a sustainable culture of high performance. Leadership, instructional quality, community involvement, and data-driven decision-making will collectively contribute to transforming the school's educational landscape within a year. Continuous monitoring and adaptation will be key to maintaining progress beyond the initial turnaround phase. See Appendix A and Appendix B below for more details.

The chart below entitled Management of Schools clearly delineates that the authority over the 1882 Dual Language Community Lab schools lies with SAISD, while UTSA remains steadfastly committed to its foundational mission of developing and enhancing the dual language model program.

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Management of School/Gestión de la Escuela

	UTSA	SAISD
Principal Hiring/HCM: Contratación del Director	★	★
SpEd Units, Finance, staffing:Unidades de Educación Especial, Finanzas, personal		★
Class sizes: Cantidad de estudiantes en las clases		★
Dual Language Model: Modelo de Lenguaje Dual	★	★
Curriculum-Monolingual:	★	★
Dual Language Curriculum: Currículo de Lenguaje Dual	★	★
Instruction-Monolingual: Currículo de Monolingüe		★
Dual Language Instruction: Instrucción de Lenguaje Dual	★	★
Financial Health of 1882 Funds: Salud Financiera de los Fondos 1882	★	★
Student Achievement: Logro Estudiantil	★	★
Clinical Teacher Supervision/Placement: Supervisión/Colocación de Estudiantes Clínicos	★	

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Appendix A
Charter Renewal Performance Metrics

Bonham Performance Measure 1: Campus Overall Rating
SAISD Recommendation: 1 Year Probationary
UTSA Recommendation: Pending results of second teacher and community surveys

School Year	2018-19 (Baseline)	2021-22 UTSA Joins Blanca Gebhart, Interim Principal	2022-23 Jeff Price, left for promotion	2023-24 Chris Herrera, left for time with family	2024-25 Blanca Rojas, current principal	2025-26
Goal Overall Rating	D	C	C	B	B	A
Actual Rating	D	B	C	D Does not meet		

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Appendix A
Charter Renewal Performance Metrics

Bonham Performance Measure 2: Organizational Strength (must meet 4 out of the 5 below)
Charter Fidelity: Meets
Teacher Survey: Does not Meet
Community Survey: Does not Meet
Campus Attrition: Meets
Student Attendance: Meets

School Year	2018-19 (Baseline)	2021-22 UTSA Joins Blanca Gebhart, Interim Principal	2022-23 Jeff Price, left for promotion	2023-24 Chris Herrera, left for time with family; Impact on surveys results from rightsizing; large class sizes	2024-25 Blanca Rojas, current principal	2025-26
Goal Overall Rating	Meets	Meets	Meets	Meets		
Actual Rating	Meets	Meets	Meets	Does not meet		

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Bonham Performance Measure 3: Financial Health

School Year	2018-19 (Baseline)	2021-22 UTSA Joins Blanca Gebhart, Interim Principal	2022-23 Jeff Price, left for promotion	2023-24 Chris Herrera, left for time with family; Rightsizing; large class sizes	2024-25 Blanca Rojas, current principal	2025-26
Goal Overall Rating	Meets	Meets	Meets	Meets		
Actual Rating	Meets	Meets	Meets	Meets		

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What would non-renewal mean for Bonham Academy/Primary?

- **Loss of Benefits: The school will lose any funding or resources provided through the partnership.**
  - **Loss of the following positions paid by UTSA 1882 Partnership funding**
  - **2 Dual Language Professors on-site support**
  - **Visual Art Teacher**
  - **Music Teacher**
  - **Library IA**
  - **2 Instructional Coaches**
  - **Librarian**
  - **Assistant Principal**
  - **$35,000 in Teaching Supplies**
  - **$5,000 Supplemental pay for substitute teachers and tutors**
  - **$1,500 field trips (Puerto Rico 8th grade trip included)**
  - **$500 School Bus**

- **Transition Period:** There would be a transition period for the school to adapt to the end of the partnership, including staffing changes or curriculum adjustments.
- **Accountability:** The school district would need to ensure compliance with state and federal regulations independently, which may require additional support or resources.
- **Stakeholder Communication:** The district would communicate with parents, staff, and the community about the changes and next steps.