

Bonner Elementary School is located approximately three and one-half miles Northeast of Hobby Airport in the southeast section of Houston, two blocks East of I-45. Bonner's student population is ninety-six percent (96%) Hispanic, one-point four percent (1.4%) African American, one percent (1%) White, and less than one percent (<1%) Asian and American Indian. Sixty-four percent (64%) of Bonner students are classified as Limited English Proficient (ELL), ninety-three percent (93%) of the students are economically disadvantaged, seven percent (7%) of the students are identified as Gifted and Talented, and twelve percent (12%) are identified as receiving service under 504 and under special education umbrella. Bonner's mobility rate is thirteen-point one percent (13.1%) and Bonner's student attendance rate is ninety-seven percent (94%). Bonner Elementary School is a school-wide Title 1 campus.

The mission of Bonner Elementary School is to educate all PK – 5th grade scholars to excel in college and career readiness. Our vision is to educate today to triumph tomorrow.

Our mission and vision are sustained by values that include an in-depth focus on student learning, high academic and behavioral expectations, collaborative planning and sharing of best practices, organization, consistency, open and effective communication, and strong parental involvement. This vision consists of growth in every academic indicator of the STAAR, as well as increasing our ADA to 98% rate. Furthermore, it is our vision to maintain a safe and orderly environment where students feel free to express themselves, practice solving problems and seek help when needed. It is our goal to increase parental involvement, which will enhance the collaboration between the school and home to help students and families meet challenges ahead.

The data used for our needs assessment is derived directly from the results of our STAAR test as well as the TEA accountability tables, TEA School Report Card, data from PEIMS, HISD Analytic for Education, and from teacher, student and parent surveys. Bonner Elementary Met Standard according to TEA's School Accountability Rating for the 2018-2019 school year, as determined by our campus' 2019 STAAR scores. Campus Report Cards include information regarding the academic excellence indicators, disaggregated data on student academic achievement, and the school's performance. By law, schools must provide a Campus Report Card each year to parents. This information will be communicated to our parents and the community during Title 1 Parent Meetings, through written communication, and will be posted on the school website as well as on the campus bulletin.

Our data shows an overall increase in the percentage of students approaching grade level standards in reading STAAR (+8%) and writing STAAR (12%). Our economically disadvantaged data shows the percentage of students who approaches grade level standards improved in Math, Reading, and Writing. The percentage of students mastering standards in Science had the largest increase of 9% in fifth grade. Our Special Education data shows our students identified Special Ed made the least improvement in the areas of Reading and Writing, with math being the most improved at 8%. Our English Language Learner data shows our students are improving in Math, Reading, and Writing.

We will also consider student data derived from 2020-2021 TEA Accountability STAAR reports, Renaissance 360, and TELPAS scores. On reviewing these data points, which were conducted at home and at school as well, we identified that there is an urgent academic need for students in 1st grade and 2nd grade to improve early literacy according to Renaissance 360. Some of our students show regression on the reading skills and on the learning phases in mathematics as R360 shows. Renaissance 360 also indicates that there was no significant academic gain in reading nor mathematics when we compare BOY and EOY. On the contrary, it seems that our students regressed. The STAAR upper grades accountability

scores seem to be consistent with that of the Renaissance. 3rd, 4th, and 5th grade performed poorly in math, reading, science and, writing. We have to highlight the fact that in spite of all the inconveniences that the school year under the Covid-19 pandemic represented, 23% of our 5th grade students scored at a master level in math, and 20% also scored at a master level in reading. As for TELPAS data point, our EL student population presented a mixed indication as for their language acquisition. It was remarkable that our students met their target and scored at a TELPAS Progress Rate of 59%. The expectation is that with the effective implementation of "Sheltered Instruction" strategies, a systematic data-driven approach, and a consistent PLC collaboration, Bonner will go back to that 2018-2019 rating of a B campus.

Based on Bonner needs assessments, our staff development plans will focus on three major goals:

Increase the percentage of students approaching grade level standards on the Math, Reading, and Writing STAAR.

Increase the percentage of Special Education Students approaching standards on both the Reading and Math STAAR.

Increase the percentage of economically disadvantaged students mastering grade level standards on the Math, Reading, and Writing STAAR.

Increase the percentage of ELs TELPAS Progress Rate

Measurable goals for school year 2021-2022

ELAR: By May 2022, 75 percent of students will read on grade level in grades PK- 2nd

The percentage of 3rd grade students performing at the "Meets" grade level standard as measured by the STAAR Reading test will increase from 24 percent in 2020- 2021 to 40 percent in 2021- 2022

MATH: Our campus goal is to increase the meets percentage from 6% in 2020 - 2021 to 30% in 2021- 2022 on STAAR.

Increase our masters percentage from 3% in 2020-2021 to 20% in 2021-2022 on STAAR

Increase the approaches percentage for Special Education population from 0% in 2020-2021 to 10% in 2021-2022 on STAAR

SMART Goal: Bonner will promote College and Career Education throughout the school by 10% while providing multiple opportunities for students to listen and relate to Colleges and Careers.

100 % of campus bulletin boards are set up throughout the school promoting careers and/or colleges throughout the year

Increase all student's knowledge about colleges and careers within the school by resending video clips describing colleges and universities

CLOSING THE GAPS: Increase the Approaches percentage of Special Education students on Snapshot #1

The percentage of students reading at or above grade level will increase quarterly 4 percent as measured by DLA, Snapshots, and other data points

Increase the 3rd-5th grade students passing at approaches by 25%

By Snapshot #1, 20% of our Economically Disadvantaged students will perform at the Meets level

Increase English language learner's language skill development by at least one level annually

The percentage of economically disadvantaged, GT students demonstrating at least one year of academic growth in reading and writing, as measured by the STAAR Progress Measure, will increase from 38 percent in 2019 to 60 percent in Spring 2022

Bonner Elementary School offers different programs to approach students' needs. As a campus, our ESL component is taught in the afternoon with the academic areas of Science and Social Studies. To meet the needs of our student subgroups and help them achieve academic excellence, we provide the following programs at Bonner: Regular or traditional bilingual program, ESL program, Cultural Heritage program, and Special Education program. All the teachers are fully certified teachers to service our students in the various programs and are in compliance with TEA guidelines determined by the No Child Left Behind Act. Our teachers strive to practice and enforce an environment that reinforces students' ability to learn and grow academically. The school collaborates with our parents, the community, and business partners to offer a variety of extracurricular activities after school that will enhance our students' social and physical development. Bonner's leadership team believes that when it comes to optimizing school performance, teacher and students' engagement is the key component. The leadership of the school is organized to align and monitor campus goals and mission to the district's goals and objectives. We realize that those objectives offer performance-based learning opportunities. Our leadership team nurtures and fosters HISD's strategic goals: The percentage of students reading and writing at or above grade level for grade 3 or higher will increase by three percentage points annually; the percentage of graduates meeting the Global Graduate standards will increase three percentage points annually, and the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and in math. Because we already showed improvement in math, we will continue to support the district's goal for math by monitoring the rigor of our current instructional practice to ensure our students' high academic performance. We truly believe that aligning our goals to that of the district's goals will impact student academic success and social well being. The team has shown the ability to clearly communicate expectations to all stakeholders. Our leadership team, faculty, and staff at Bonner are committed to balancing accountability with meaningful work by collaborating with all key stakeholders into contributing to academic excellence for all.