

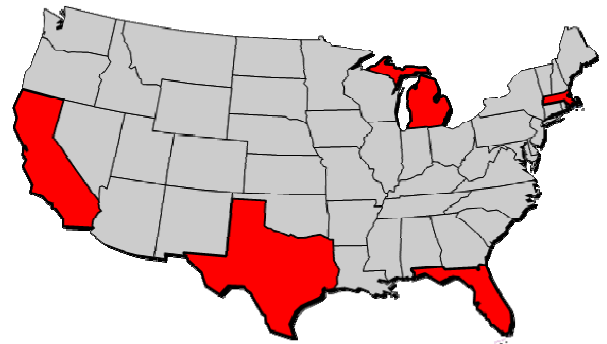


CASE STUDY

Core Practices in Math & Science: An Investigation of Consistently Higher Performing Schools in Five States

Bonham Middle School

Temple Independent
School District
(Texas)



Introduction

Since 1999, the National Center for Educational Achievement (NCEA) and its affiliated research teams have studied over 500 public schools across the country in an effort to identify and disseminate effective practices embraced by higher performing schools that distinguish their campuses from their average-performing peers. Building on the foundation established by this previous research, NCEA sought in the current study to focus specifically on educational practices in the areas of mathematics and science in five states: California, Florida, Massachusetts, Michigan, and Texas.

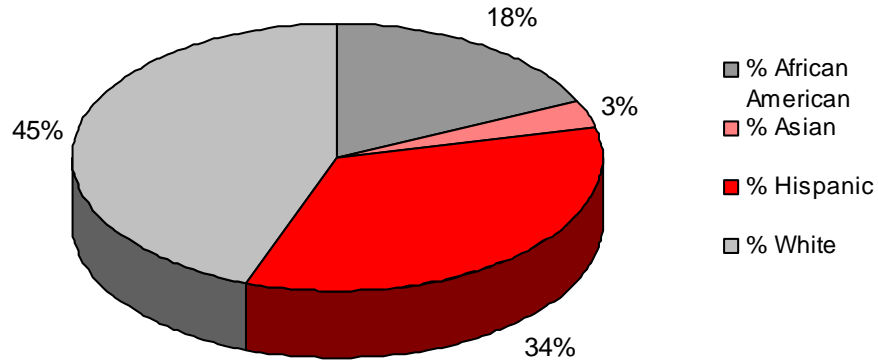
Criteria used in school selection in the current study included three years of state assessment data in mathematics and science (2004, 2005, and 2006), campus demographic make-up, percentage of economically disadvantaged students, school size, and geographic location. In addition, all of the schools selected for participation met the state and federal requirements for Adequate Yearly Progress (AYP) in 2006. Schools categorized as higher performing based on the selection criteria were those “beating the odds” with consistently better student achievement over three years, when compared to peer campuses with a similar student population. Therefore, a list of the state’s highest performing schools may contain schools different from those selected for this study.¹

In order to illuminate the roles of different members in a school community, for each selected school, NCEA researchers interviewed district-level administrators, school administrators, and classroom teachers. To supplement the interview data, researchers collected pertinent documents, observed secondary level algebra classes, and invited participants to take part in the NCEA *Self-Assessment* online.

¹ For more detailed information about the school identification process and the list of higher performing schools included in the study, please see the full cross-case report at <http://www.nc4ea.org>.

Figure 1: Student Demographics

Bonham Middle School



District and School Profile

Located in Central Texas, Temple Independent School District enrolls approximately 8,300 students on 17 campuses, including nine elementary schools, three middle schools, and one traditional high school. Temple is in close vicinity to a number of neighboring school districts. In addition to two large metropolitan areas in Central Texas, Austin and Waco, a few smaller school districts also surround Temple ISD.

Educators in Temple characterize the school district as pluralistic with a diverse student population and as the flagship of the community that attracts professionals to the area and retains them in the community through the provision of quality education for their children. In addition to the nearly 200 students who have received the National Merit Scholar Award, Temple ISD was also the first Central Texas school district to offer the International Baccalaureate diploma.

One of the three middle schools in Temple Independent School District, Bonham Middle School serves more than 500 students in grades six through eight. Among the enrolled students, 57% receive free and reduced-price meals and 8% are English language learners. Just less than half (45%) of the students are White, 34% are Hispanic, 18% are African-American, and 3% are Asian. Bonham Middle School has twice been recognized as a consistently higher performing middle school by the *Texas Monthly* magazine.

As a strong proponent of higher standards, NCEA recognizes school efforts to move more students to the state's higher standard of achievement by accounting for those students in the analysis of consistent higher performance. Tables 1 and

2 summarize performance at both the state’s proficient and advanced standards attained by the students at Bonham Middle School for the years of 2004, 2005, and 2006. The state averages included in the tables represent student performance among schools with a student population similar to Bonham, particularly based on the percentage of economically disadvantaged students.

Table 1: Performance Trends based on Proficiency Standard

	2004			2005			2006		
Grade	6	7	8	6	7	8	6	7	8
Mathematics	80%	69%	64%	83%	77%	77%	82%	88%	85%
Science	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	76%
State Average for Similar Schools (Math)	61%	55%	51%	67%	59%	56%	75%	67%	63%
State Average for Similar Schools (Science)	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	47%

Table 2: Performance Trends based on Advanced Standard

	2004			2005			2006		
Grade	6	7	8	6	7	8	6	7	8
Mathematics	39%	30%	36%	46%	48%	34%	52%	57%	47%
Science	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	33%
State Average for Similar Schools (Math)	19%	20%	19%	26%	26%	20%	29%	31%	24%
State Average for Similar Schools (Science)	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	9%

Theme 1

Student Learning: Expectations & Goals

Adopting a prioritized and standards-based curriculum that is rigorous as the centerpiece in instruction, educators supplement and enhance the curriculum with multiple resources and vertical alignment.

- Based on the state standards, educators in Temple Independent School District create specific and prioritized curriculum documents, allowing teachers easy access to what they should teach and what students need to know. With

guidance from the district office, teachers create at-a-glance curriculum maps that consist of unit titles for each six-week grading period in different subject areas. For math and science education at Bonham Middle School, instructional leaders further create more detailed and rigorous pacing as well as scope and sequence that correlate to the state standards identified as critical in the district curriculum. Regarding the importance of a curriculum with high specificity, a leader at Bonham expressed, “The state standards are not clear but very broad and general. So unless you have a very good curriculum that divides them up and talks about the specificity at each grade level and what needs to happen, you will miss them.”

- Teaching the prioritized and specific curriculum is non-negotiable and necessary to ensure student success. Viewing the curriculum as “the heart of what we do for our students,” one leader at Bonham Middle School stated, “We need the same high standard for everybody, and we don’t want to water it down at all...Students don’t lose out if there is a good curriculum.” Because of the importance of teaching the curriculum, teachers and administrators “have to really study and really know what that looks like at each grade level and how they are going to support it and get students there.”
- Curriculum documents at Bonham Middle School incorporate resources that help to illuminate instruction and foster student achievement. For example, the science curriculum materials include frequent references to videos and hands-on activities pertinent to particular concepts. The curriculum also includes assessment information such as regular benchmarking timelines as well as alignment and correspondence between TAKS (Texas Assessment of Knowledge and Skills) and, for instance, SAT for 6th-grade math and ACT EPAS for 8th-grade science. Furthermore, to differentiate instruction for students, curriculum documents at Bonham include references to resources for lesson enrichment to engage more advanced students in challenging extensions, such as talent searches with the SCAT test, the National Merit Scholarship competition, American Mathematics Competitions, MathCounts, and University Interscholastic League. Striving to extend every student without focusing solely on advanced learners, one school leader also expressed, “There should be the same opportunity and extensions for all students. The content should be high-level, quality content for everyone. Mainstream teachers should do some gifted and talented activities from time to time.”
- Leaders at Bonham communicate the importance of vertically aligning the curriculum and guide teachers in such endeavors. One leader explained how she helped math teachers to see that the state standards for the sixth, seventh, and eighth grades are the same and only differ in terms of difficulty levels and vocabulary. Through looking at the standards and expectations for all grade levels, teachers recognize how the standards build on and connect

to one another. The leader further expressed, "When teachers realize that we are all responsible for the same standards, we become an even stronger team" that sees the value and benefits for student mastery by means of aligning the curriculum. In addition, curriculum alignment at Bonham extends beyond the middle school grades as the teachers work to acquire information about what students will need in high school. For instance, 8th-grade teachers familiarize themselves with the 9th-grade state standards to prepare their students effectively for high school academics.

Educational goals and endeavors focus on preparing students for college and skilled careers.

- With a goal to equip students with college and career readiness, educators in Temple constantly reinforce their high expectations with the students. At the end of the eighth grade, school counselors help students map out a four-year class schedule that concentrates on the core subject areas in order to enable successful completion of graduation requirements by the twelfth grade. Leaders at Bonham Middle School consider the four-year schedule, reviewed regularly in high school, to be one of the best programs in the district that help students look ahead and ensure smooth transition into and completion of high school academics. Bonham educators also encourage students to take advantage of the dual-enrollment program offered by a local college, so they may graduate from high school with an either associate degree or two years of college courses.
- Focusing on student achievement and constantly encouraging students to challenge themselves to become college ready, educators at Bonham Middle School embrace the goal of building a foundation for learning and acceleration in high school and beyond. The principal expressed, "We want all our students to go to high school passing." In practice, students at Bonham get ready for the SAT test early and have the opportunity to take courses to obtain high school credits in subjects such as math, health, and foreign languages. Seeking out Spanish speakers, a school administrator communicates to the students that "if you are a strong student, consider taking Spanish. You can get two credits in one hour," while fulfilling the graduation requirements. Furthermore, in writing their campus improvement plan, which is "something that we truly try to follow, live, and update, not just on paper," Bonham educators adopt passing standards that are higher than the minimum state requirement. The adoption of higher standards is research-based as such high expectations correlate to excellent academic performance and to the continuation of education beyond high school.

Theme 2

Staff Selection, Leadership, & Capacity Building

Successful teacher recruitment is a combination of starting early, establishing local partnerships and networks, and offering competitive academic programs and incentives.

- Administrators at the district and school levels conduct active and early teacher recruitment to ensure a high quality pool. Because of the many surrounding school districts, job seekers in the area tend to start and shop around early. As a result, district administrators start staff recruitment early in the year and actively attend job fairs hosted by major universities and regional education service centers in Texas. In the area of teacher recruitment in math and science, the principal at Bonham Middle School hires ahead to find quality teachers and is “looking for the next three teachers every day. For example, I hire math teachers when I don’t have math positions.”
- To recruit teachers effectively, educators in Temple establish partnerships with teacher training institutions. For instance, the district office partners with local colleges in a “Grow Your Own” program for educational aides. Every year, two college seniors receive a scholarship in the form of tuition assistance from the district office and the students’ universities. At Bonham, through their local networks, school administrators are able to find quality teachers. In addition, the entire staff at Bonham “knows they are supposed to be looking. They bring me a lot of good teachers because they know that is the secret to our success.”
- Availability of incentives and competitive academic programs in the district facilitates teacher recruitment. Known for their rigorous advanced academics programs, such as International Baccalaureate, educators in Temple attract quality teacher candidates and provide motivation for talented staff to remain in the district. Likewise, Bonham Middle School’ reputation of being a high-achieving school with excellent academic results is an incentive for teacher involvement and commitment. Monetary incentives are also available in areas such as English as a Second Language, with the district office offering stipends to attract qualified teachers to work with the growing population of English language learners.

Leadership and expertise development and collegial collaboration are common practices on school campuses that serve to strengthen instruction and teacher competence.

- The district administration practices “distributed leadership” and encourages the development of expertise and personnel resources already existing at school sites. For example, current assistant principals in the district receive

training to equip them to advance to the next level of principalship. Leadership developed on campus also facilitates communication between school sites and the central office. For instance, one district administrator shared how instructional leaders on each campus provide support to teachers and work collaboratively with the district office regarding campus needs in areas such as staff development.

- Continuous and focused professional development is one way to build up and cultivate expertise throughout the district. Administrators receive training in areas that enhance their performance at their positions, for instance, in data analysis, teacher evaluation, instructional delivery, and tiered student intervention. Regarding training for teachers, the priority at Bonham rests on providing opportunities for teachers to become highly qualified in meeting student needs and campus-wide academic goals. Examples of staff development for teachers include presentation methods for new instructional programs, utilization of computerized intervention programs, strategies to facilitate content acquisition for English language learners, and techniques in integrating study skills via instruction and student self-monitoring.
- With encouragement from the district leadership, school administrators create schedules to facilitate teacher collaboration on campus. At Bonham Middle School, collegial collaboration is well-established and teachers meet vertically as well as by grade level. In addition, every six weeks, early-release days allow teachers across the district in all grade levels and subject areas to meet collaboratively. Commenting on the benefit of teacher collaboration, a science teacher at Bonham shared, “It builds a very strong team, and we make sure that we are all on the same page,” not only at the school site but also across the district.
- Teacher collaboration at Bonham Middle School is learning-focused and provides instructional support. One school leader observed that teacher collaboration is about “communication to help kids get better and stronger.” During collaboration time, teachers work to improve instruction through specific academic objectives that address the curriculum. Teachers also share effective strategies, discuss student needs, and plan lessons together to address such needs. After administering the state release tests, teachers work together on the test problems and plan lessons for the following week to focus on state standards and objectives with which students are struggling. For teachers new to the school, collaboration effectively supplements support available through the district-wide mentor program and improves the new teachers’ capacities. A science teacher expressed that, as a new teacher, “it really helped me to have a planning period with the science team because it gave me a chance to sit down and say, ‘This is what I just did, this is why it worked, this is why it didn’t, and what can I do?’”

Theme 3

Instructional Tools: Programs & Strategies

Instructional practices at Bonham Middle School focus on student mastery, with arrangements that are common across the campus to provide structure and ensure student achievement.

- At Bonham, instructional goals focus solely on learning and achievement for every student. One leader stated, “Students need quality instruction every day, and they need it powerfully taught without time wasted.” One way to ensure quality and learning is through structured curriculum pacing that provides high-level content for every student. Emphasizing the importance of staying on pacing, school leaders provide assistance to make sure that teachers remain on the same page as their colleagues and not “fiddle away time.”
- In addition to the structure from curriculum pacing, educators at Bonham institutionalize common practices to create a highly structured environment that is conducive to learning. One school administrator spoke of “The Bonham Way,” which consists of expectations for student behaviors and creates “a calm place for teachers to teach and students to learn.” At the beginning of the semester, students learn acceptable behaviors in different parts of the school, for example, walking only on one side of the hallway and raising hands to ask questions in the classroom.
- Teachers engage in instructional practices common across the campus to foster active student engagement and maintain student focus in the classroom. Several leaders made reference to the fact that, at Bonham, free time is non-existent in the classroom and students do not dismiss by the bell but by the teacher’s voice. School-wide, teachers start the lesson with a ten-minute warm-up activity that is already on the board as the students enter the room. In order to not waste time, teachers have paper and pencils ready for students to start working immediately. To engage students in warm-ups, teachers assign grades based on a rubric that requires students to underline and rewrite questions, gather data, show work, and correct answers. To focus students’ attention in class, teachers provide the goal for the day and tie it to a particular state standard. One leader shared that, to keep students attentive, teachers communicate to the students, “When someone walks into the classroom, their eyes stay on the teacher; they don’t speak to anyone, but focus.”

Finding research-based instructional programs is a priority. Teachers and leaders enhance the adopted programs with supplementary resources.

- Examination and adoption processes for instructional programs focus on proven effectiveness. One leader at Bonham Middle School expressed that

“[the materials] have to be research-based because you don’t have time for, ‘Well maybe this will work.’ You need to find those that use the best practices.” Prioritizing research-based best practices led leaders at Bonham and the district office to adopt the Chicago Math series after much investigation and examination of materials. Similarly, in science education at Bonham, educators use national and research-based programs, such as SEPUP (Science Education for Public Understanding Program), to provide a strong base for student achievement.

- Instruction at Bonham Middle School is not solely text-bound but involves supplementation to achieve learning results. At Bonham, teachers do not rely on textbooks as they perceive teaching from page to page as insufficient to ensure learning. One school leader characterized a teacher’s responsibility as making sure “you know what you are going to teach, know it inside out, upside down, get the best resources, which may not be the textbook.” At Bonham, teachers recognize the value in supplementing instruction with resources, particularly in science education, “as time has changed.” For example, one science teacher shared, “Sometimes I will find a video that’s better, and by all means, why not use the better and more updated video?”

At Bonham Middle School, learning acceleration and flexible student scheduling and placement allow all students the access to expanded opportunities.

- Student placement practices at Bonham focus on providing every student with appropriate challenges. One school leader characterized advanced courses as “open to every child we can possibly get there. If a child has high test scores but is not in challenging classes, I ask why.” Educators at Bonham also actively encourage students scoring high on the state test to take advanced courses. The principal shared, “Every child we can get to go over to ‘commended,’ we place them up into advanced classes.”
- Flexibility characterizes student schedules at Bonham. For instance, based on student performance on benchmark assessments and teacher recommendations, administrators constantly reassess student placement and make needed modifications to ensure every student receive appropriate challenges and accommodation. One leader, viewing that “flexibility is the key,” shared, “We are not at all reluctant to move students if they are in the wrong place. The child comes first; the other logistic problems come later.”
- Building on the strong mainstream curriculum, educators at Bonham engage in instructional acceleration and extensions to offer students expanded opportunities. With assistance from a schedule that, according to the principal, “allows multiple times during the day for any child to become accelerated,” acceleration opportunities are available for both advanced and struggling students. For example, to accelerate instruction and close the gap for special

education students by exposing them to the grade-level mainstream curriculum, educators at Bonham started full inclusion before the state agency mandated the model. As a result, special education students at Bonham have performed well on the state test. One school leader observed, “Every single child counts. It is important that we have to find a way to make them successful. That’s just the bottom line.”

Theme 4

Monitoring: Compilation, Analysis, & Use of Data

Multiple measures are available for student progress monitoring, and data use is common at the district, school, and classroom levels.

- With increasing data use, district leaders in Temple conduct consistent student progress monitoring. Regarding the district’s growing reliance on data, one district administrator expressed, “Good intentions alone just don’t make things work anymore.” In addition, district-level monitoring is often with longitudinal data. For instance, after students with special needs exit the special education program, the district office continues to follow up and monitor student performance for one year to ensure the validity of the decision. Likewise, after English language learners in the Newcomers Program move into core subject classes, district leaders work with teachers to continue following student progress.
- District administrators entrust school-level educators with the task of daily monitoring of student progress and performance. One leader observed, “Leaders on campus understand student needs. They are constantly following up and making sure that those needs are being met.” At Bonham Middle School, under the principal’s leadership, the entire staff on campus engages in progress monitoring, with multiple methods and frequently with disaggregated student data. For instance, school leaders create mid-semester summaries of the campus improvement plan by breaking student data into subgroups to show progress towards the academic goals established in the beginning of the year. In addition to administering two benchmark assessments in all core subjects in the form of state released tests every year, on a daily basis, teachers assess student understanding in the classroom beyond paper and pencils using strategies such as “questioning, pair share, small groups, projects, and venn diagrams.”
- Educators at Bonham extend performance monitoring to struggling students’ participation in interventional measures. After identifying students in need of extra support, school administrators provide the entire staff with lists of student data and names of those scheduled for after school tutoring so that, with the knowledge of “who’s supposed to be in tutoring,” every adult on

campus collaborates to prevent non-participation. Communication among teachers regarding student performance data adds another layer to effective monitoring. For instance, regular class teachers inform intervention teachers about specific areas of weakness to work on with each student, and intervention teachers communicate student performance and improvement back to the regular class teachers.

At Bonham Middle School, educators engage students and parents in the performance monitoring process.

- With a commitment to communicate with parents, every educator at Bonham solicits parental involvement in monitoring progress and fostering achievement. School-wide, as specified in the campus improvement plan, educators embrace the goal of communicating, in person or by phone, with every parent or guardian. To support the effort in parent communication, campus administrators actively take on the responsibility of conducting home visits and occasionally visit incarcerated parents. The principal stated, “We do whatever we need to do to meet our parents because we care about their kids. When we build that partnership, a lot of discipline and problems go away,” and students are able to focus on academics. To keep parents informed, teachers also generate progress reports at the end of every six-week grading period, and administrators send letters, communicating, for instance, student performance on TAKS and the need to place students in intervention programs.
- Students at Bonham possess in-depth knowledge about their own progress, areas for improvement, and performance goals. Because teachers constantly reinforce the importance of learning the state standards, (e.g., through warm-up activities), students are able to recognize specific standards and identify the ones on which their performance is low. The principal commented, “Every child in this building knows where they are on the last benchmark. It’s teaching kids it’s about their life. They’re not just taking a test; it is about where they can go with their life someday.” Educators frequently observe students reiterating the importance in “getting over” current performance as students are aware of how many questions they are “away from passing” and of how what they are learning is getting them ready for college. Furthermore, after each benchmark exam, teachers meet with individual students to go over each question and work on the “Goal Sheet,” a three-year plan organized by state standards that allows the student to see his standing in each subject area, why he missed questions on the test, and what his goals should be. The Goal Sheet serves as a contract that requires signatures from the student, parent, teacher, and principal. Administrators at Bonham also try to talk to students every day, whether in the hallway, office, or cafeteria, and augment students’ awareness regarding their performance and goals.

School leaders actively monitor instructional practices and curriculum delivery.

- As a means of instructional monitoring, school leaders at Bonham Middle School constantly spend time in the classrooms. The leaders' frequent classroom walkthroughs have ensured that "everything is about teaching and learning" and that teachers and students feel comfortable with the administrative presence. The principal expressed that "my goal is to walk through every classroom every day" in order to make sure teachers are on pacing with the curriculum and are constantly assessing student mastery of the content. In addition, by being in the classroom, administrators communicate to the students that the adults are keeping track, and thus support teachers by reducing student behavior problems.
- School leaders at Bonham extend instructional and curricular supervision outside of the classroom. For instance, because it is impossible for the principal to be present at all meetings at the same time, she requires teachers to provide her with collaboration meeting minutes in order to ensure that collaborative discussions focus on curriculum and instruction. The meeting minutes can also serve as positive examples to share with the entire faculty. If teachers require additional guidance, upon their request, the principal or the curriculum specialist joins the team meetings to provide the needed support.

Theme 5

Recognition, Intervention, & Adjustment

Support for teachers in need of assistance is timely and specific in focus.

- School administrators and colleagues provide ample support to new teachers in order to ensure quality instruction. In addition to conferencing with their assigned mentors, new staff members at Bonham Middle School meet with the curriculum specialist and experienced teachers regularly. One school leader observed, "New teachers tend not to know how to act as a group, how to get ready for benchmarks, what to do with kids in the hallway, how to intervene in behavior, or how to assess in the classroom. So there's a lot of interaction there, and they learn very quickly." Moreover, the principal works to allow new teachers to observe master teachers and starts the evaluation process early on. The principal shared, "My point is not to catch the new teachers doing things that are wrong, but to give them what to do instead...Otherwise, there will be rattled teachers."
- School leaders follow up their instructional monitoring with feedback and support. Constantly in the classrooms, leaders at Bonham actively provide feedback "so you can get on top of that teacher very quickly and help." In addition, teachers do not perceive instructional interventions as punitive

because of the collegiality throughout the campus. For instance, if instructional leaders observe that a teacher falls behind on curriculum pacing, the teacher is receptive to the leaders stepping in and teaching by her side to demonstrate how to keep up and stay on track. School administrators also develop action plans for struggling teachers that include “specific items to improve on,” for instance, in the areas of understanding the curriculum and pacing, assessing students constantly to ensure learning, establishing a specific learning goal for each lesson, and connecting lessons to prior learning. In the case of focused classroom observations, district leaders “provide directions for what the teachers should come out of the classroom with.”

At Bonham Middle School, intervention opportunities are readily available for struggling students and focuses on acceleration instead of remediation.

- Struggling students at Bonham Middle School have multiple opportunities to catch up, stay on track, and accelerate. The focus of student intervention is, according to a school leader, “never remediation. It’s always to accelerate, and always to move students forward.” One way school administrators emphasize the focus on acceleration is through “double dipping” students and keeping them in class. For example, in reading and math, struggling students receive schedules with both regular and lab classes to ensure that they do not fall behind in their basic curriculum as they receive assistance. After-school programs, such as Zeros Aren’t Permitted (ZAP) and the district-organized Focus tutoring, also provide students with homework assistance and extra academic support. Additionally, teachers voluntarily give up time to assist students needing more support, for instance, before and after school or during lunch hours.
- Intervention and acceleration are available for better performing students as well. One science teacher expressed that via teacher recommendation, “we have the option to make sure that every student is being challenged.” With the campus-wide effort in constantly pushing students into higher level courses, one administrator shared that “students don’t necessarily ride easily in these classes, but there are a lot of things in place within the school that allows [getting students to higher levels] to happen,” for example, after school tutoring and assistance from teachers.

Administrators provide or find resources needed to offer struggling students extra support.

- Administrators in the district office and at Bonham Middle School work to ensure effective implementation of intervention programs. For example, to meet student needs through the after-school Focus program, district administrators allow school-level educators to provide transportation at a later hour. A leader at Bonham shared, “We will run the bus to get them home; we

will do whatever it takes to get them that extra educational time.” In addition, campus leaders provide instructional materials and strategies essential for student intervention. For instance, lab class teachers receive math problems for each state standard to enable effective review and strategies to address students’ weak areas in ways that differ from those used in regular classes.

- Administrators conduct staff assignment and allocation to meet prerequisites of effective implementation. For instance, one district administrator observed that full inclusion for special education students is in essence restructuring the original program by moving a number of special education teachers in elementary schools to middle schools and replacing them with instructional assistants. In addition, special education teachers receive assignments to co-teach in classes with a significant number of special education students. At Bonham, for the district-wide Focus tutoring program, administrators make sure that top-quality teachers are available to participate and provide instruction to struggling students.

Summary of Findings

Student Learning: Expectations & Goals

With a commitment to implement the standards-based curriculum and an ambitious goal to equip students with college and career readiness, educators have access to prioritized curricular information as well as resources that promote student learning. Leaders at Bonham Middle School further enhance the curriculum materials with vertical alignment throughout the middle school grades and into the ninth grade.

Staff Selection, Leadership, & Capacity Building

Staff recruitment in Temple Independent School District concentrates on finding quality candidates through established partnerships, continuous and active administrative efforts, and competitive incentives. Professional development opportunities to enhance staff capacities and leadership skills are readily available throughout the district. Achievement-focused collaboration among classroom teachers further serves as a capacity-building measure.

Instructional Tools: Programs & Strategies

With a sole focus on student learning and achievement, educators at Bonham Middle School strive to remain on track instructionally, create a learning-conducive environment, maintain a high level of student engagement throughout the lesson, and adopt as well as supplement research-based instructional materials. In addition, infusing flexibility into student scheduling and developing acceleration opportunities, educators ensure the availability of challenges for students.

Monitoring, Compilation, Analysis, & Use of Data

Using multiple measures and increasingly relying on student data, educators in Temple frequently monitor student performance and participation in opportunities to ensure that students receive needed support. Educators also actively involve students and their parents in progress monitoring. As instructional leaders on their campus, school administrators conduct instructional and curricular supervision, both inside and outside of the classrooms.

Recognition, Intervention, & Adjustment

Based on the results of monitoring student performance and curriculum delivery, educators provide support and resources to those in need of additional assistance. Teachers, both new and experienced, receive guidance with a high level of specificity to enable timely improvement. Likewise, struggling students have access to ample support targeting their areas of need to facilitate acceleration in learning.



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