



## Bond Elementary School

2204 SAXON ST, Tallahassee, FL 32310

www.bond.leon.k12.fl.us

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	91%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	F*	D	D	C

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Leon County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Bond Elementary School is to prepare students to be intrinsically motivated, life-long learners who are successful problem solvers both academically and socially.

##### **Provide the school's vision statement**

Bond Elementary School's vision is to provide a positive environment that will enhance academic performance utilizing scientifically based research, professional development and highly qualified teachers and staff who collaborate with stakeholders to help students achieve to their fullest potential.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Bond Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as applicable to appropriate grade levels, including but not limited to:

- History of African Americans & African Culture
- World Culture & History
- History of The Holocaust
- Hispanic Contributions & Culture
- Women's Contributions to History & American Culture
- Sacrifices of Veterans & Impacts of Wars

We will schedule and plan school multicultural projects; embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts); and Provide professional development to staff on increasing positive interaction with students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Bond Elementary creates methods/formats where the characteristics of safety and respect can be assessed and monitored. Strategies for improvement can be created, discussed and supported across the curriculum.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Bond Elementary ensures that teachers are trained in classroom management strategies (PBS). School-wide behavior recognition system. Teachers and staff will reference behavioral expectations and provide positive feedback. Teachers will also monitor and work to implement instructional pedagogies that will minimize behavior disruptions while enhancing instructional success for all students.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Bond Elementary consult with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. We will implement supplemental and intensive support academic systems and utilize data-based decision making to close academic and social-emotional gaps.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48449>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Bond Elementary School embodies its purpose, vision and mission by building strong community partnerships; maintaining communication with all stakeholders; and continuously raising expectations for students, teachers and staff. The driving force of all decision-making at Bond Elementary School is based on student success. All implementations revolve around the school's most important resource: Students. With our strategically data-driven curriculum coupled with elevated expectations for our learners, the entire school community believes that Bond Elementary School will soar to higher heights. Most importantly, we create opportunities for our parents stakeholders to become knowledgeable of the new Florida State Assessment and Standards. Through parent workshops, we overview new curriculum changes and showcase ways that parents can help their students become better learners in core academic areas and assessments. We start the school year with a Town Hall meeting where we recap last year's performance and present the new goals for the upcoming school year. Our parent involvement plan outlines our many workshops to increase parent participation, awareness and support.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Harrell, Racquel	Assistant Principal
Tyler-McIntosh, Brandy	Principal
Harden, Rhonda	Instructional Media
King, Marion	Teacher, K-12
Williams, Jennifer	Teacher, K-12
Grayson, Shenita	Teacher, K-12
Tricquet, Aimee	Teacher, K-12
Green, Sheronda	Teacher, K-12
Lewis, Warnick	Teacher, K-12
Hatcher, Niah	Guidance Counselor
Greenberg, Elizabeth	Assistant Principal
Hankerson, Latoyer	Instructional Coach
Walker, Myoshi	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal & Assistant Principals: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rti, conducts assessment of Rti skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rti implementation, and communicates with parents regarding school-based Rti plans and activities.

Referral Coordinator: Provides expertise on fundamentals and implications of Rti. Assists classroom teachers with development of assessment and interventions with individual students. Provides information to parents on community agencies. Maintains records of Rti Team meetings and decisions.

General Education Teachers (Primary and Intermediate): Implements core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach: Provides guidance on reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Staffing Specialist: Provides expertise on the nuances and implications of Rti. Assists classroom teachers with development of interventions and assessments with individual students. Provides information to parents on community agencies. Maintains records of Rti Team meetings and decisions.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify patterns of student needs with respect to language skills

School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school Rti Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The Rti Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets weekly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are at risk and guide instructional decisions. Based on the information received, the team will identify prescriptive research-based interventions. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Monthly LEA/Director meetings ensure collaboration and coordination between district offices: Title I A & D, title III ESOL, and Title IV A & B 21 Century Program and Safety and Drug Free Schools, Title V, Title X Homeless, ESE, Curriculum Support, Testing Research, and Evaluation, Title VI and School Improvement Department, Finance Office, Personnel, Facility Office and Superintendent. This coordination of efforts between district departments and a focus on increasing student academic achievement eliminates duplication of training.

The Title I Academic Coordinator and Title I/Title II Developers facilitate and coordinate district office and individual school's staff development plans, including Bond's, to ensure that each school's unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher and administrator input, formative assessments, and FSA/FCAT 2.0

data. The LEA Master Calendar and LEA Homepage are tools which provide needed information and coordination between federal and non-federal programs.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Warnick Lewis	Teacher
Connie Jenkins-Pye	Business/Community
Shakeila Sims	Parent
Heath McMullen	Business/Community
Wanda Daniels	Business/Community
Jennifer Williams	Teacher
Shenita Grayson	Teacher
Marion King	Teacher
Aimee Tricquet	Teacher
Myioshi Walker	Teacher
Karla Richardson	Parent
Maggie Lewis	Business/Community
Pam Hightower	Education Support Employee
Brenetta Lawrence	Education Support Employee
Joe Thomas	Business/Community
Franklin Holmes	Business/Community
Robert Tricquet	Education Support Employee
Alicia Holmes	Business/Community
Kathleen Rodgers	Education Support Employee
Dana Wiley	Parent
Sheronda Green	Teacher
Melinda Jackson James	Business/Community
Brittany Geter	Parent
LaToyer Hankerson	Teacher
Kim Vinson	Teacher
Brandy Tyler-McIntosh	Principal
Deborah Randle	Parent
Timothy Lawrence	Business/Community

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Advisory Council was presented the school improvement plan by administration. Administrators along with the Reading Coach and data manager were available to offer additional insight on the selected goals. The School Advisory Council made suggestions and approved the plan.

*Development of this school improvement plan*

The purpose of the Bond's School Advisory Council is to assist in the annual preparation of the school improvement plan which addresses funding, training, instructional materials, technology, staffing support services, and also approval of all school improvement fund expenditures.

*Preparation of the school's annual budget and plan*

Bond Elementary will use school and district allocated dollars to meet the goals and targets stated in the 2014-2015 school improvement plan.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
	Teacher, K-12
Harden, Rhonda	Instructional Media
King, Marion	Teacher, K-12
Williams, Jennifer	Teacher, K-12
Harrell, Racquel	Assistant Principal
Tyler-McIntosh, Brandy	Principal
Greenberg, Elizabeth	Assistant Principal
Critelli, Steve	Teacher, K-12
Nia, Tia	Teacher, K-12
Hankerson, Latoyer	Instructional Coach
Vinson, Kim	Instructional Coach
Walker, Myoshi	Teacher, ESE
Dantzler, Melissa	Teacher, K-12
Pye, Carol	Teacher, K-12
Hampton, Clara	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Bond Elementary Literacy Team works to promote literacy within the school through the following measures:

- Provide trainings for teachers on interventions and workshop/centers to promote quality instruction.
- Facilitates Curriculum Night is a workshop which provides parents with the best test-taking, reading, writing, math, and science strategies to enhance student achievement.
- Host quarterly Muffins for Moms and Donuts for Dads Breakfast Workshop on reading, writing, science and math strategies that parents can use at home.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide common time for teachers to meet by common content and grade level on a weekly basis. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. A team of teachers and administrators will be involved in the interview process to hire new highly qualified teachers.
2. Professional Learning Communities will meet to provide support to new teachers.
3. The administrative team will conduct Classroom Walk-Throughs through Leon Leads and provide feedback to teachers.
4. Highly effective veteran teachers will mentor new teachers.
5. The district host job fairs to recruit highly qualified teachers.
6. Beginning teachers are assigned mentors that meet with them regularly to provide positive support and assist in areas of need.
7. Beginning teachers receive formal and informal evaluations within the first 45 days of employment. The data collected during the evaluation is used to identify strengths and areas of need.
8. Professional development and support is provided based on the evaluation.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All new instructional staff members were given pertinent information about Bond Elementary School. All new faculty members attended a training session during preplanning designed to prepare them for the upcoming school year, and were matched with seasoned instructor(s) to formulate the building wide mentoring program. Every mentor and mentee will meet on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter to gain feedback on best practices.

Each teacher is observed within the first 45 days of the school year using Leon Leads Instrument (LEADS).

Rationale for Pairing:

1. All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology.
2. All beginning/new teachers will have the opportunity to participate in collegial conversations and

training with teams and subject area persons to become aware of instructional practices and integrating technology.

Planned Mentor Activities:

1. Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee.  
-Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
2. Ongoing observation of teacher, informal meetings to provide support and assist with Accomplished Practices.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Bond Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss ELA and math curriculum/FCAT 2.0 Science that aligns to the standards. This supports a deeper level of comprehension. These conversation and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional pedagogies, and the standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Bond Elementary ensures that every teacher contributes to literacy improvement. Our school follows an extended day schedule and provides students enrichment and/remediation in the areas of math and/or reading. We utilize a balanced instructional approach that includes whole group, small group and one-on-one instruction based on students needs.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 2,700

Provide high quality instruction in core academic subject (reading) for all Bond Elementary School students. The school day will be extended 15 minutes per day. Teachers will utilize research-proven instructional strategies to increase reading comprehension and improve percentage of proficiency met on FSA Reading grades 3-5 and standardized/benchmark assessments K-2. Additional Planning Time (non instructional time)-Teachers will be active participants in weekly (45 minutes) focused planning. During this planning time, teachers will work with grade level and content area teams, district developers, school-based instructional coaches, assistant principals and principal. Teachers will plan, practice and deepen their knowledge of the core academic instructional curriculum they teach.

### **Strategy Rationale**

Implementation of extended learning day activities will directly impact student achievement and improve the depth of classroom instruction.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Tyler-McIntosh, Brandy, tylerb@leonschools.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Weekly, biweekly, quarterly and midyear progress monitoring will be used as data checkpoints to determine effectiveness and redirection.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Pre-K parents and students are invited to attend Kindergarten Orientation hosted in the spring. Parents and students may also tour the school campus by appointments. Area preschool and Head Start programs are invited to participate in spring field trips to Bond Elementary School to introduce Pre-K students to our Kindergarten teachers and Kindergarten program. Parents are encouraged to bring their students to school for our Kindergarten screening. During the screening, parents are able to tour the school. The new Kindergarten students receive a backpack and school supplies after completing the kindergarten screening. Kindergarten parents are also strongly encouraged to attend the orientation day prior to the first day of school. FLKRS assessment is administered to our Kindergarten students. The Florida Assessment in Reading is a screener that is also utilized to diagnose and prescribe interventions that will assist those Kindergartners that are struggling. This test assesses phonemic awareness and fluency. The data is used to determine the instructional needs of the Kindergartners.

## College and Career Readiness

*Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*

*Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs*

*Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement*

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.
- G2.** As we begin a more complex state measure of Math, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.
- G3.** In Science, students will continue to be assessed using FCAT 2.0, our school goal is increase last year's proficiency of 17% to 50% on the 2016 Science FCAT 2.0.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. 1a

G073371

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

**Resources Available to Support the Goal** 2

- Personnel (additional assistant principal and instructional coach), weekly school wide planning days, professional development opportunities, materials, schedules, district approved curriculum, instructional shifts, funding for incentives, leadership, partners, environment, school culture, volunteers.

**Targeted Barriers to Achieving the Goal** 3

- Instructional strategies, parent involvement, alignment of instruction with standards
- Level of students who are not motivated to increase their level of reading comprehension
- Level of students who struggle with language and background knowledge

**Plan to Monitor Progress Toward G1.** 8

The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.

**Person Responsible**

Greenberg & Harrell APCs

**Schedule**

Biweekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Progress monitoring data, Leon LEADS Evaluation district and state assessments

**G2.** As we begin a more complex state measure of Math, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. 1a

G073372

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Math - All Students

**Resources Available to Support the Goal** 2

- Personnel (additional assistant principal and instructional coach), weekly school wide planning days, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers.

**Targeted Barriers to Achieving the Goal** 3

- Level of professional development opportunities, instructional practices, alignment of instruction with standards.

**Plan to Monitor Progress Toward G2.** 8

The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.

**Person Responsible**

Brandy Tyler-McIntosh

**Schedule**

Weekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, Leon Leads, progress monitoring data

**G3.** In Science, students will continue to be assessed using FCAT 2.0, our school goal is increase last year's proficiency of 17% to 50% on the 2016 Science FCAT 2.0. 1a

G073373

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Personnel (additional assistant principal and instructional coach), weekly school wide planning days, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers.

**Targeted Barriers to Achieving the Goal** 3

- Level of professional development opportunities, instructional practices, alignment of instruction with standards.

**Plan to Monitor Progress Toward G3.** 8

Monitoring engaging classroom instruction that promotes critical thinking

**Person Responsible**

Brandy Tyler-McIntosh

**Schedule**

Biweekly, from 9/1/2014 to 5/27/2016

**Evidence of Completion**

Lesson plans, Leon LEADS Evaluation, progress monitoring data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. **1**

 G073371

**G1.B1** Instructional strategies, parent involvement, alignment of instruction with standards **2**

 B191772

**G1.B1.S1** Teachers will engage students with a variety of opportunities to be exposed to complex text and high complexity questions. **4**

 S203210

### Strategy Rationale

Exposing students to a variety of complex text will ensure that students are learning at the extended level of rigor needed to mastery the standards.

### Action Step 1 **5**

Teachers will effectively expose students to a variety of complex text and text dependent questioning through research proven curriculum.

#### Person Responsible

Greenberg & Harrell APCs

#### Schedule

Weekly, from 9/1/2015 to 5/27/2016

#### Evidence of Completion

Progress monitoring data (Core Curriculum-Wonders, STAR Success Maker), school/district and state assessments.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.

**Person Responsible**

Greenberg & Harrell APCs

**Schedule**

Weekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Classroom assessments, Leon LEADS Evaluation appropriate benchmark assessment, student portfolios, progress monitoring data, school/district/state assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.

**Person Responsible**

Greenberg & Harrell APCs

**Schedule**

Biweekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Leon LEADS Evaluation Progress monitoring data (Wonders, Go Math, STAR, Success Maker), school/district and state assessments.

**G1.B2** Level of students who are not motivated to increase their level of reading comprehension **2**

 B191773

**G1.B2.S1** Students will receive Bond Elementary School t-shirts for making improvements in reading. **4**

 S203211

**Strategy Rationale**

This strategy will reduce student apathy in the area of reading comprehension, which will contribute to student achievement in all core academic areas.

**Action Step 1** **5**

Budget item: School-wide Reading Comprehension Incentives- Purchasing T-shirts

**Person Responsible**

Brandy Tyler-McIntosh

**Schedule**

Quarterly, from 9/1/2015 to 4/1/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** **7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** As we begin a more complex state measure of Math, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. **1**

 G073372

**G2.B1** Level of professional development opportunities, instructional practices, alignment of instruction with standards. **2**

 B191775

**G2.B1.S1** Provide individualized math support to students while continuing to improve instructional practices in core math curriculum. **4**

 S203213

### **Strategy Rationale**

Improving individualized math support and instructional practices will build deeper student understanding and background knowledge for multiple math concepts and standards.

### **Action Step 1** **5**

Teachers will use a greater level of technology to support core/supplemental instruction to differentiate interventions.

#### **Person Responsible**

Brandy Tyler-McIntosh

#### **Schedule**

Daily, from 9/1/2015 to 5/27/2016

#### **Evidence of Completion**

Data from Successmaker, Go Math (our core curriculum) and district/state assessment will guide our individualized support. Lesson plans, LEON Leads, school and district assessments, progress monitoring

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Reviewing lesson plans/planning days and conducting walk throughs

#### **Person Responsible**

Greenberg & Harrell APCs

#### **Schedule**

Weekly, from 9/1/2015 to 5/27/2016

#### **Evidence of Completion**

Leon LEADS Evaluation, lesson plans, assessments, student data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Collection and review of progress monitoring data, appropriate benchmark assessments, LEON Leads

**Person Responsible**

Brandy Tyler-McIntosh

**Schedule**

Biweekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Assessments, lesson plans, Leon LEADS Evaluation

**G3.** In Science, students will continue to be assessed using FCAT 2.0, our school goal is increase last year's proficiency of 17% to 50% on the 2016 Science FCAT 2.0. 1

 G073373

**G3.B1** Level of professional development opportunities, instructional practices, alignment of instruction with standards. 2

 B191776

**G3.B1.S1** Provide engaging instruction that promotes critical thinking when reading and responding to non-fiction text. 4

 S203214

**Strategy Rationale**

Increasing critical thinking when reading and responding to non-fiction text, will help enrich our student's vocabulary and comprehension.

**Action Step 1 5**

Effective professional development that will help teachers utilize research proven curriculum with fidelity and instructional pedagogy.

**Person Responsible**

Greenberg & Harrell APCs

**Schedule**

Daily, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, iObservation, progress monitoring data, professional development

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.

**Person Responsible**

Greenberg & Harrell APCs

**Schedule**

Biweekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Leon Leads, appropriate benchmark assessments, lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Collection and review of progress monitoring data, LEON Leads, lesson plans/planning days.

**Person Responsible**

Brandy Tyler-McIntosh

**Schedule**

Biweekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

School and district assessments, Leon LEADS Evaluation, lesson plans, progress monitoring

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will effectively expose students to a variety of complex text and text dependent questioning through research proven curriculum.	APCs, Greenberg & Harrell	9/1/2015	Progress monitoring data (Core Curriculum-Wonders, STAR Success Maker), school/district and state assessments.	5/27/2016 weekly
G1.B2.S1.A1	Budget item: School-wide Reading Comprehension Incentives- Purchasing T-shirts	Tyler-McIntosh, Brandy	9/1/2015		4/1/2016 quarterly
G2.B1.S1.A1	Teachers will use a greater level of technology to support core/ supplemental instruction to differentiate interventions.	Tyler-McIntosh, Brandy	9/1/2015	Data from Successmaker, Go Math (our core curriculum) and district/state assessment will guide our individualized support. Lesson plans, LEON Leads, school and district assessments, progress monitoring	5/27/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Effective professional development that will help teachers utilize research proven curriculum with fidelity and instructional pedagogy.	APCs, Greenberg & Harrell	9/1/2015	Lesson plans, iObservation, progress monitoring data, professional development	5/27/2016 daily
G1.MA1	The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.	APCs, Greenberg & Harrell	9/1/2015	Progress monitoring data, Leon LEADS Evaluation district and state assessments	5/27/2016 biweekly
G1.B1.S1.MA1	The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.	APCs, Greenberg & Harrell	9/1/2015	Leon LEADS Evaluation Progress monitoring data (Wonders, Go Math, STAR, Success Maker), school/district and state assessments.	5/27/2016 biweekly
G1.B1.S1.MA1	The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.	APCs, Greenberg & Harrell	9/1/2015	Classroom assessments, Leon LEADS Evaluation appropriate benchmark assessment, student portfolios, progress monitoring data, school/district/state assessments.	5/27/2016 weekly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G2.MA1	The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.	Tyler-McIntosh, Brandy	9/1/2015	Lesson plans, Leon Leads, progress monitoring data	5/27/2016 weekly
G2.B1.S1.MA1	Collection and review of progress monitoring data, appropriate benchmark assessments, LEON Leads	Tyler-McIntosh, Brandy	9/1/2015	Assessments, lesson plans, Leon LEADS Evaluation	5/27/2016 biweekly
G2.B1.S1.MA1	Reviewing lesson plans/planning days and conducting walk throughs	APCs, Greenberg & Harrell	9/1/2015	Leon LEADS Evaluation, lesson plans, assessments, student data	5/27/2016 weekly
G3.MA1	Monitoring engaging classroom instruction that promotes critical thinking	Tyler-McIntosh, Brandy	9/1/2014	Lesson plans, Leon LEADS Evaluation, progress monitoring data	5/27/2016 biweekly
G3.B1.S1.MA1	Collection and review of progress monitoring data, LEON Leads, lesson plans/planning days.	Tyler-McIntosh, Brandy	9/1/2015	School and district assessments, Leon LEADS Evaluation, lesson plans, progress monitoring	5/27/2016 biweekly
G3.B1.S1.MA1	The principal along with the assistant principals of curriculum will monitor this process by utilizing the Classroom Walk Through process, progress monitoring, increasing the level of rigor in curriculum and instruction and lesson planning days.	APCs, Greenberg & Harrell	9/1/2015	Leon Leads, appropriate benchmark assessments, lesson plans	5/27/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.

**G1.B1** Instructional strategies, parent involvement, alignment of instruction with standards

**G1.B1.S1** Teachers will engage students with a variety of opportunities to be exposed to complex text and high complexity questions.

### **PD Opportunity 1**

Teachers will effectively expose students to a variety of complex text and text dependent questioning through research proven curriculum.

#### **Facilitator**

Reading Coach, Instructional Coach, District Reading Developer, Assistant Principals, Principal

#### **Participants**

Core Academic Teachers, Reading Coach, Instructional Coach, Assistant Principals, Principal

#### **Schedule**

Weekly, from 9/1/2015 to 5/27/2016

**G2.** As we begin a more complex state measure of Math, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.

**G2.B1** Level of professional development opportunities, instructional practices, alignment of instruction with standards.

**G2.B1.S1** Provide individualized math support to students while continuing to improve instructional practices in core math curriculum.

**PD Opportunity 1**

Teachers will use a greater level of technology to support core/supplemental instruction to differentiate interventions.

**Facilitator**

Data Coach, District Developers, Assistant Principals, Principal

**Participants**

Core Academic Teachers, Data Coach, Assistant Principals, Principal

**Schedule**

Daily, from 9/1/2015 to 5/27/2016

**G3.** In Science, students will continue to be assessed using FCAT 2.0, our school goal is increase last year's proficiency of 17% to 50% on the 2016 Science FCAT 2.0.

**G3.B1** Level of professional development opportunities, instructional practices, alignment of instruction with standards.

**G3.B1.S1** Provide engaging instruction that promotes critical thinking when reading and responding to non-fiction text.

**PD Opportunity 1**

Effective professional development that will help teachers utilize research proven curriculum with fidelity and instructional pedagogy.

**Facilitator**

District Science Developer, Science Department Chair, Assistant Principal, Principal

**Participants**

Core academic teachers, Reading Coach, Instructional Coach, Data Coach, Assistant Principals, Principal

**Schedule**

Daily, from 9/1/2015 to 5/27/2016

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

Budget Data						
1	G1.B1.S1.A1	Teachers will effectively expose students to a variety of complex text and text dependent questioning through research proven curriculum.				\$0.00
2	G1.B2.S1.A1	Budget item: School-wide Reading Comprehension Incentives- Purchasing T-shirts				\$5,080.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1181 - Bond Elementary School	School Improvement Funds		\$5,080.00
3	G2.B1.S1.A1	Teachers will use a greater level of technology to support core/supplemental instruction to differentiate interventions.				\$0.00
4	G3.B1.S1.A1	Effective professional development that will help teachers utilize research proven curriculum with fidelity and instructional pedagogy.				\$0.00
					<b>Total:</b>	<b>\$5,080.00</b>