

Leon County Schools

Bond Elementary School



2017-18 Schoolwide Improvement Plan

Bond Elementary School

2204 SAXON ST, Tallahassee, FL 32310

<https://www.leonschools.net/bond>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	F*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bond Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 are created, discussed and supported across the curriculum. Our SOAR PBIS system is key to helping students understand the importance of safety and respect for all.

c. 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 (PBIS). 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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning system used by the school district monitors student course failure, attendance, suspension, and FSA scores. This information is monitored for all students, K-5.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	21	17	17	16	14	0	0	0	0	0	0	0	109
One or more suspensions	2	0	1	1	6	7	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	13	5	12	24	25	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	0	32	38	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	2	29	26	0	0	0	0	0	0	0	60

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

Bond Elementary School has added a Dean of Students to assist with the implementation of its PBIS plan and with the monitoring and notification process related to student attendance. Increased focus has been placed on raising student performance on FSA assessments to the level of proficiency. Small intervention groups have been designated tin the area of reading to further assist students with closing the gap toward proficiency.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/448274>.

2. Description

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

2. 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 levels of student proficiency in all areas..

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 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wright, Patrick	Principal
Harden, Rhonda	Instructional Media
King, Marion	Teacher, K-12
Williams, Jennifer	Teacher, K-12
Green, Sheronda	Teacher, K-12
Lewis, Warnick	Teacher, K-12
Hankerson, Latoyer	Instructional Coach
Hampton, Clara	Teacher, K-12
Dantzler, Melissa	Teacher, K-12
Hogan, Dexter	Dean
Solomon, Dee	Instructional Coach
	Assistant Principal

b. Duties

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

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

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

2. 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 MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The MTSS 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Marion King	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
Deborah Randle	Parent
Timothy Lawrence	Business/Community
Clara Hampton	Teacher
Tilethia Edwards	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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 2017-2018 school improvement plan.

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

School shirts were bought for students as reward for improving reading. The shirts were an incentive to increase motivation to read more books at a higher level.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Teacher, K-12
Harden, Rhonda	Instructional Media
King, Marion	Teacher, K-12
Hankerson, Latoyer	Instructional Coach
Dantzler, Melissa	Teacher, K-12
Pye, Carol	Teacher, K-12
Hampton, Clara	Teacher, K-12
Solomon, Dee	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

- Provide trainings for teachers on interventions and workshop/centers to promote quality instruction.
- Facilitates Curriculum Night which are workshops that provide parents with the best test-taking, reading, writing, math, and science strategies to enhance student achievement.
- Host Pastries for Parents Workshops on reading, writing, science and math strategies that parents can use at home.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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 train with teams and subject area persons to become more cognizant 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote growth in instructional pedagogies, and the standards.

b. Instructional Strategies

1. 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.

2. 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 the percentage of students meeting proficiency 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 principal 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. Teachers will be expected to implement strategies gained from professional development and collaborative planning daily in the classroom.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Wright, Patrick, wrightp@leonschools.net

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

Weekly, bimonthly, quarterly and midyear progress monitoring will be used as data checkpoints to determine effectiveness and redirection. Classroom evaluations will also be used to gauge the effective implementation of strategies. Data chats with grade level teams occur often to determine if instructional plans and focus should be altered.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

We will be in communication with middle schools who receive our 5th grade students so that they are properly made aware of middle school programs and courses prior to their leaving Bond Elementary School.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Data reveal that Bond Elementary School must focus on leading our students to reading proficiency as determined by the FSA Assessment. For the 16-17 school year, our students were at 29% proficiency in ELA. For the 15-16 school year, Bond students showed 25% proficiency. While there was a 4-point increase, Bond is still identified as a "Bottom 300" school by the Florida Department of Education. Likewise, the area of science is in need of great improvement in student performance. 16-17 data show 28% proficiency, while 15-16 data show 26% proficiency. In addition, we believe there is room for improvement in students showing growth in all areas, ELA and mathematics.

B. 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.

Bond students must apply greater time to reading, both purposefully and for recreation. Student confidence in reading instructional texts will definitely be enhanced by an increase in recreational reading. Students must also become more acclimated to reading technical text in relation to scientific principals. Along with a focus on reading fluency, we also must maintain a focus on reading comprehension.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 50% of 3rd, 4th, and 5th grade students will be proficient as measured by the 2018 FSA ELA Assessment.
- G2.** 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA ELA Assessment.
- G3.** 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA ELA Assessment.
- G4.** 50% of students in 1st - 5th grades will score at the 52nd percentile or higher on the STAR Assessment administered May 2018.
- G5.** 75% of Kindergarten students will increase at least one level in each of the three areas of the Kindergarten progress monitoring tool (letter names, letter sounds, and sight word recognition) by the end of the school year.
- G6.** At least 55% of our students will be proficient as determined by the 2018 FSA. Mathematics Assessment.
- G7.** 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA Mathematics Assessment.
- G8.** 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA Mathematics Assessment.
- G9.** 50% of Kindergarten, 1st, and 2nd grade students will score at least 70% on the end-of-year Go Math Assessment.
- G10.** 50% of 5th grade students will be proficient as measured by the 2018 FCAT Science Assessment.

G11. Bond Elementary School will have a 20% decrease in the total number of days for which students are assigned out-of-school suspension.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 50% of 3rd, 4th, and 5th grade students will be proficient as measured by the 2018 FSA ELA Assessment. 1a

G096190

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of alignment of instruction with standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel (instructional coach)
- Weekly school wide planning days
- Professional development opportunities

Plan to Monitor Progress Toward G1. 8

The principal along with the assistant principal 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

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Progress monitoring data, Leon LEADS Evaluation district and state assessments

G2. 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA ELA Assessment. 1a

G096191

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Student apathy toward reading for purpose and for recreation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Media Center, media specialist, and classroom libraries.

Plan to Monitor Progress Toward G2. 8

Student reading level progression,

Person Responsible

Latoyer Hankerson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student Data.

G3. 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA ELA Assessment. 1a

G096192

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Time devoted to reading interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human and instructional materials.

Plan to Monitor Progress Toward G3. 8

AIMS Web, Achieve, and Wonders assessment data.

Person Responsible

Latoyer Hankerson

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Assessment Data

G4. 50% of students in 1st - 5th grades will score at the 52nd percentile or higher on the STAR Assessment administered May 2018. 1a

G096193

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- STAR Assessment

G5. 75% of Kindergarten students will increase at least one level in each of the three areas of the Kindergarten progress monitoring tool (letter names, letter sounds, and sight word recognition) by the end of the school year. 1a

G096194

Targets Supported 1b

Indicator	Annual Target
Literacy Rate - Kindergarten	75.0

Targeted Barriers to Achieving the Goal 3

- Students enter Kindergarten not being able to recognize upper and lower case letters of the alphabet.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human and instructional resources

G6. At least 55% of our students will be proficient as determined by the 2018 FSA. Mathematics Assessment. 1a

G096195

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Alignment of instruction with standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly school wide planning days.
- Professional development opportunities

Plan to Monitor Progress Toward G6. 8

The principal along with the assistant principal 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

Patrick Wright

Schedule

Weekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Lesson plans, Leon Leads, progress monitoring data

G7. 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA Mathematics Assessment. 1a

G096196

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with word problems.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human and instructional resources.

G8. 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA Mathematics Assessment. 1a

G096197

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of practice materials that simulate the FSA Mathematics Assessment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personal Math Trainer

G9. 50% of Kindergarten, 1st, and 2nd grade students will score at least 70% on the end-of-year Go Math Assessment. 1a

G096198

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

G10. 50% of 5th grade students will will be proficient as measured by the 2018 FCAT Science Assessment.

1a

G096199

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of focus on science instructional practices and alignment of instruction with standards in grades K - 4.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly school wide planning days, professional development opportunities, materials, schedules, curriculum, and instruction.

Plan to Monitor Progress Toward G10. 8

Monitoring engaging classroom instruction that promotes critical thinking

Person Responsible

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Lesson plans, Leon LEADS Evaluation, progress monitoring data

G11. Bond Elementary School will have a 20% decrease in the total number of days for which students are assigned out-of-school suspension. 1a

G096200

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

- Traditional ideas of discipline

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dean of Students, PBIS Plan, and new plan for disciplinary action.

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. 50% of 3rd, 4th, and 5th grade students will be proficient as measured by the 2018 FSA ELA Assessment.

1

 G096190

G1.B1 Lack of alignment of instruction with standards **2**

 B258865

G1.B1.S1 Teachers will become acclimated with the use of learning progressions for planning for instruction. **4**

 S274113

Strategy Rationale

Better aligned instruction should lead to increased student proficiency with reading on grade level.

Action Step 1 **5**

Teachers will receive professional development in the use of learning progressions.

Person Responsible

Patrick Wright

Schedule

Annually, from 9/27/2017 to 5/31/2018

Evidence of Completion

Progress monitoring data (Core Curriculum-Wonders, READY, Achieve 3000, STAR, SuccessMaker), school/district and state assessments.

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

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

Person Responsible

Patrick Wright

Schedule

Weekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Student understanding of their performance related to standards and teacher recognition of student gaps in instruction.

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

The principal along with the assistant principal 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

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

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

G2. 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA ELA Assessment. **1**

 G096191

G2.B1 Student apathy toward reading for purpose and for recreation. **2**

 B258868

G2.B1.S1 Promote reading for purpose. **4**

 S274116

Strategy Rationale

Students must understand that reading is essential to completing tasks.

Action Step 1 **5**

Use Achieve 3000 articles as a source of non-fiction articles that require deep reading and understanding of text.

Person Responsible

Latoyer Hankerson

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 data should indicate an improvement in student lexile level.

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

Student data are monitored for student progress.

Person Responsible

Latoyer Hankerson

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Increase of student lexile scores.

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

Student login will be tracked for frequency of implementation.

Person Responsible

Latoyer Hankerson

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Tracking of student login and assessment data.

G2.B1.S2 Promote reading for pleasure. 4

 S274117

Strategy Rationale

Students must understand that reading offers a pleasurable escape from daily tasks.

Action Step 1 5

Operate the Accelerated Reader program with fidelity.

Person Responsible

Rhonda Harden

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Accelerated Reader Data collection.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor student point totals and score on each assessment.

Person Responsible

Latoyer Hankerson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student point totals and assessment scores.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor student success in meeting goals.

Person Responsible

Latoyer Hankerson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student data.

G3. 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA ELA Assessment. 1

G096192

G3.B1 Time devoted to reading interventions. 2

B258869

G3.B1.S1 Create small groups for intensive reading intervention strategies. 4

S274118

Strategy Rationale

Students need to focus on fundamental skills.

Action Step 1 5

Develop reading intervention groups.

Person Responsible

Latoyer Hankerson

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Students will show growth on AIMS web, Achieve, Wonders, and FSA assessments.

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

Progress Monitoring Assessments

Person Responsible

Latoyer Hankerson

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Assessment data.

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

Data chats will occur with grade level teams to discuss student progress.

Person Responsible

Latoyer Hankerson

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Assessment Data

G6. At least 55% of our students will be proficient as determined by the 2018 FSA. Mathematics Assessment.

1

G096195

G6.B1 Alignment of instruction with standards. 2

B258872

G6.B1.S1 Provide individualized math support to students while continuing to improve instructional practices in core math curriculum. 4

S274120

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

Patrick Wright

Schedule

Weekly, from 9/27/2017 to 5/31/2018

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 G6.B1.S1 6

Reviewing lesson plans/planning days and conducting walk throughs

Person Responsible

Schedule

Weekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Leon LEADS Evaluation, lesson plans, assessments, student data

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

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

Person Responsible

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Assessments, lesson plans, Leon LEADS Evaluation

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

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

Person Responsible

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Assessments, lesson plans, Leon LEADS Evaluations

G6.B1.S2 Use learning progressions to better plan for meeting proficiency as defined by FSA Mathematics standards. 4

S274121

Strategy Rationale

Teachers will be able to determine student acquisition of the standards, and students will be able to determine their level of understanding.

Action Step 1 5

Familiarize teachers with learning progressions

Person Responsible

Patrick Wright

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Teachers successfully meet elements 6, 7, and 8 of the evaluation tool.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Teacher evaluation data will be monitored for elements 6, 7, and 8 of the evaluation tool.

Person Responsible

Patrick Wright

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Evaluation data

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Teachers will be provided with professional development opportunities in the areas of reading and mathematics.

Person Responsible

Patrick Wright

Schedule

Weekly, from 10/2/2017 to 12/15/2017

Evidence of Completion

Sign-in sheets

G7. 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA Mathematics Assessment. 1

 G096196

G7.B1 Students struggle with word problems. 2

 B258873

G7.B1.S1 Students practice marking text to focus on key elements of word problems. 4

 S274122

Strategy Rationale

Students should practice same strategies used in reading to better understand word problems.

Action Step 1 5

Teachers model the strategy for and with students.

Person Responsible

Patrick Wright

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Classroom walkthroughs

Person Responsible

Patrick Wright

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Personal Math Trainer results, Successmaker, and Dreambox data.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G8. 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA Mathematics Assessment. **1**

 G096197

G8.B1 Lack of practice materials that simulate the FSA Mathematics Assessment **2**

 B258874

G8.B1.S1 Use personal math trainer to better simulate the type of problems students are required to solve on the FSA assessment. **4**

 S274123

Strategy Rationale

This will make students more comfortable with the layout of the assessment.

Action Step 1 **5**

Implement Personal Math Trainer and Dreambox with fidelity.

Person Responsible

Dee Solomon

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Personal Math Trainer and Dreambox data

Plan to Monitor Fidelity of Implementation of G8.B1.S1 **6**

Data review

Person Responsible

Dee Solomon

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Record of data chats

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G10. 50% of 5th grade students will will be proficient as measured by the 2018 FCAT Science Assessment. 1

G096199

G10.B1 Lack of focus on science instructional practices and alignment of instruction with standards in grades K - 4. 2

B258876

G10.B1.S1 Provide engaging instruction that promotes critical thinking when reading and responding to non-fiction science-focused text. 4

S274124

Strategy Rationale

Increasing critical thinking and enabling students to engage in scientific discussions will help enrich our students' vocabulary and comprehension.

Action Step 1 5

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

Person Responsible

Patrick Wright

Schedule

Weekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Lesson plans, Leon LEADS, progress monitoring data, professional development

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

The principal along with the assistant principal 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

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Leon Leads, appropriate benchmark assessments, lesson plans

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

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

Person Responsible

Patrick Wright

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

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

G11. Bond Elementary School will have a 20% decrease in the total number of days for which students are assigned out-of-school suspension. 1

G096200

G11.B1 Traditional ideas of discipline 2

B258877

G11.B1.S1 Use creative methods of discipline instead of suspension. 4

S274125

Strategy Rationale

The plan is to keep students in school and in classes as much as possible.

Action Step 1 5

Work detail, In-School Detention, and conflict resolution with the Dean are among strategies that have been added to options for disciplinary action.

Person Responsible

Dexter Hogan

Schedule

Daily, from 9/27/2017 to 5/31/2018

Evidence of Completion

Decrease in student absenteeism

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Educator's Handbook provides detailed data and charts that help to monitor student behavior and associated consequences.

Person Responsible

Dexter Hogan

Schedule

On 5/31/2018

Evidence of Completion

Educator's Handbook data will be used.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Educator's Handbook provides detailed data and charts that help to monitor student behavior and associated consequences.

Person Responsible

Dexter Hogan

Schedule

On 5/31/2018

Evidence of Completion

Educator's Handbook data will be used.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G7.B1.S1.MA1  M395257	[no content entered]		No Start Date		No End Date one-time
G8.B1.S1.MA1  M395259	[no content entered]		No Start Date		No End Date one-time
G11.B1.S1.MA1  M395264	[no content entered]		No Start Date		No End Date one-time
G6.B1.S2.MA1  M395254	Teachers will be provided with professional development opportunities in the areas of reading and...	Wright, Patrick	10/2/2017	Sign-in sheets	12/15/2017 weekly
G1.MA1  M395242	The principal along with the assistant principal of curriculum will monitor this process by...	Wright, Patrick	9/27/2017	Progress monitoring data, Leon LEADS Evaluation district and state assessments	5/31/2018 biweekly
G2.MA1  M395247	Student reading level progression,	Hankerson, Latoyer	8/21/2017	Student Data.	5/31/2018 daily
G3.MA1  M395250	AIMS Web, Achieve, and Wonders assessment data.	Hankerson, Latoyer	8/21/2017	Assessment Data	5/31/2018 weekly
G6.MA1  M395256	The principal along with the assistant principal of curriculum will monitor this process by...	Wright, Patrick	9/27/2017	Lesson plans, Leon Leads, progress monitoring data	5/31/2018 weekly
G10.MA1  M395263	Monitoring engaging classroom instruction that promotes critical thinking	Wright, Patrick	9/27/2017	Lesson plans, Leon LEADS Evaluation, progress monitoring data	5/31/2018 biweekly
G1.B1.S1.MA1  M395238	The principal along with the assistant principal of curriculum will monitor this process by...	Wright, Patrick	9/27/2017	Leon LEADS Evaluation Progress monitoring data (Wonders, Go Math, STAR, Success Maker), school/district and state assessments.	5/31/2018 biweekly
G1.B1.S1.MA1  M395239	The principal along with the assistant principal of curriculum will monitor this process by...	Wright, Patrick	9/27/2017	Student understanding of their performance related to standards and teacher recognition of student gaps in instruction.	5/31/2018 weekly
G1.B1.S1.A1  A367974	Teachers will receive professional development in the use of learning progressions.	Wright, Patrick	9/27/2017	Progress monitoring data (Core Curriculum-Wonders, READY, Achieve 3000, STAR, SuccessMaker), school/district and state assessments.	5/31/2018 annually
G2.B1.S1.MA1  M395243	Student login will be tracked for frequency of implementation.	Hankerson, Latoyer	8/21/2017	Tracking of student login and assessment data.	5/31/2018 weekly
G2.B1.S1.MA1  M395244	Student data are monitored for student progress.	Hankerson, Latoyer	8/21/2017	Increase of student lexile scores.	5/31/2018 weekly
G2.B1.S1.A1  A367976	Use Achieve 3000 articles as a source of non-fiction articles that require deep reading and...	Hankerson, Latoyer	8/21/2017	Achieve 3000 data should indicate an improvement in student lexile level.	5/31/2018 weekly
G3.B1.S1.MA1  M395248	Data chats will occur with grade level teams to discuss student progress.	Hankerson, Latoyer	8/21/2017	Assessment Data	5/31/2018 biweekly
G3.B1.S1.MA1  M395249	Progress Monitoring Assessments	Hankerson, Latoyer	8/21/2017	Assessment data.	5/31/2018 weekly
G3.B1.S1.A1  A367978	Develop reading intervention groups.	Hankerson, Latoyer	8/21/2017	Students will show growth on AIMS web, Achieve, Wonders, and FSA assessments.	5/31/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1 M395251	Collection and review of progress monitoring data, appropriate benchmark assessments, LEON Leads	Wright, Patrick	9/27/2017	Assessments, lesson plans, Leon LEADS Evaluation	5/31/2018 biweekly
G6.B1.S1.MA3 M395252	Collection and review of progress monitoring data, appropriate benchmark assessments, LEON Leads	Wright, Patrick	9/27/2017	Assessments, lesson plans, Leon LEADS Evaluations	5/31/2018 biweekly
G6.B1.S1.MA1 M395253	Reviewing lesson plans/planning days and conducting walk throughs		9/27/2017	Leon LEADS Evaluation, lesson plans, assessments, student data	5/31/2018 weekly
G6.B1.S1.A1 A367979	Teachers will use a greater level of technology to support core/ supplemental instruction to...	Wright, Patrick	9/27/2017	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	5/31/2018 weekly
G7.B1.S1.MA1 M395258	Classroom walkthroughs	Wright, Patrick	8/21/2017	Personal Math Trainer results, Successmaker, and Dreambox data.	5/31/2018 daily
G7.B1.S1.A1 A367981	Teachers model the strategy for and with students.	Wright, Patrick	8/21/2017		5/31/2018 weekly
G8.B1.S1.MA1 M395260	Data review	Solomon, Dee	8/21/2017	Record of data chats	5/31/2018 daily
G8.B1.S1.A1 A367982	Implement Personal Math Trainer and Dreambox with fidelity.	Solomon, Dee	8/21/2017	Personal Math Trainer and Dreambox data	5/31/2018 daily
G10.B1.S1.MA1 M395261	Collection and review of progress monitoring data, LEON Leads, lesson plans/planning days.	Wright, Patrick	9/27/2017	School and district assessments, Leon LEADS Evaluation, lesson plans, progress monitoring	5/31/2018 biweekly
G10.B1.S1.MA1 M395262	The principal along with the assistant principal of curriculum will monitor this process by...	Wright, Patrick	9/27/2017	Leon Leads, appropriate benchmark assessments, lesson plans	5/31/2018 biweekly
G10.B1.S1.A1 A367983	Effective professional development that will help teachers utilize research proven science...	Wright, Patrick	9/27/2017	Lesson plans, Leon LEADS, progress monitoring data, professional development	5/31/2018 weekly
G11.B1.S1.MA1 M395265	Educator's Handbook provides detailed data and charts that help to monitor student behavior and...	Hogan, Dexter	9/27/2017	Educator's Handbook data will be used.	5/31/2018 one-time
G11.B1.S1.MA1 M395266	Educator's Handbook provides detailed data and charts that help to monitor student behavior and...	Hogan, Dexter	9/27/2017	Educator's Handbook data will be used.	5/31/2018 one-time
G11.B1.S1.A1 A367984	Work detail, In-School Detention, and conflict resolution with the Dean are among strategies that...	Hogan, Dexter	9/27/2017	Decrease in student absenteeism	5/31/2018 daily
G2.B1.S2.MA1 M395245	Monitor student success in meeting goals.	Hankerson, Latoyer	8/21/2017	Student data.	5/31/2018 daily
G2.B1.S2.MA1 M395246	Monitor student point totals and score on each assessment.	Hankerson, Latoyer	8/21/2017	Student point totals and assessment scores.	5/31/2018 daily
G2.B1.S2.A1 A367977	Operate the Accelerated Reader program with fidelity.	Harden, Rhonda	8/21/2017	Accelerated Reader Data collection.	5/31/2018 daily
G6.B1.S2.MA1 M395255	Teacher evaluation data will be monitored for elements 6, 7, and 8 of the evaluation tool.	Wright, Patrick	8/21/2017	Evaluation data	5/31/2018 daily
G6.B1.S2.A1 A367980	Familiarize teachers with learning progressions	Wright, Patrick	8/21/2017	Teachers successfully meet elements 6, 7, and 8 of the evaluation tool.	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. 50% of 3rd, 4th, and 5th grade students will be proficient as measured by the 2018 FSA ELA Assessment.

G1.B1 Lack of alignment of instruction with standards

G1.B1.S1 Teachers will become acclimated with the use of learning progressions for planning for instruction.

PD Opportunity 1

Teachers will receive professional development in the use of learning progressions.

Facilitator

District Reading Developer

Participants

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

Schedule

Annually, from 9/27/2017 to 5/31/2018

G2. 60% of 3rd, 4th, and 5th grade students will make learning gains as measured by the 2018 FSA ELA Assessment.

G2.B1 Student apathy toward reading for purpose and for recreation.

G2.B1.S1 Promote reading for purpose.

PD Opportunity 1

Use Achieve 3000 articles as a source of non-fiction articles that require deep reading and understanding of text.

Facilitator

Achieve 3000 Representative

Participants

ELA teachers grades 3-5.

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G6. At least 55% of our students will be proficient as determined by the 2018 FSA. Mathematics Assessment.

G6.B1 Alignment of instruction with standards.

G6.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 Principal, Principal

Participants

Core Academic Teachers, Data Coach, Assistant Principal, Principal

Schedule

Weekly, from 9/27/2017 to 5/31/2018

G8. 55% of students identified in the lower 25% of students in 3rd, 4th, and 5th grades will make learning gains as measured by the 2018 FSA Mathematics Assessment.

G8.B1 Lack of practice materials that simulate the FSA Mathematics Assessment

G8.B1.S1 Use personal math trainer to better simulate the type of problems students are required to solve on the FSA assessment.

PD Opportunity 1

Implement Personal Math Trainer and Dreambox with fidelity.

Facilitator

Dreambox representative

Participants

teachers of mathematics

Schedule

Daily, from 8/21/2017 to 5/31/2018

G10. 50% of 5th grade students will will be proficient as measured by the 2018 FCAT Science Assessment.

G10.B1 Lack of focus on science instructional practices and alignment of instruction with standards in grades K - 4.

G10.B1.S1 Provide engaging instruction that promotes critical thinking when reading and responding to non-fiction science-focused text.

PD Opportunity 1

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

Facilitator

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

Participants

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

Schedule

Weekly, from 9/27/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will receive professional development in the use of learning progressions.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1181 - Bond Elementary School	Other		\$2,000.00
2	G10.B1.S1.A1	Effective professional development that will help teachers utilize research proven science curriculum with fidelity and effective instructional pedagogy for science activities.				\$0.00
3	G11.B1.S1.A1	Work detail, In-School Detention, and conflict resolution with the Dean are among strategies that have been added to options for disciplinary action.				\$0.00
4	G2.B1.S1.A1	Use Achieve 3000 articles as a source of non-fiction articles that require deep reading and understanding of text.				\$0.00
5	G2.B1.S2.A1	Operate the Accelerated Reader program with fidelity.				\$0.00
6	G3.B1.S1.A1	Develop reading intervention groups.				\$0.00
7	G6.B1.S1.A1	Teachers will use a greater level of technology to support core/supplemental instruction to differentiate interventions.				\$0.00
8	G6.B1.S2.A1	Familiarize teachers with learning progressions				\$0.00
9	G7.B1.S1.A1	Teachers model the strategy for and with students.				\$0.00
10	G8.B1.S1.A1	Implement Personal Math Trainer and Dreambox with fidelity.				\$0.00
Total:						\$2,000.00