Bond Elementary School

2022-23 Schoolwide Improvement Plan

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Bond Elementary School

2204 SAXON ST, Tallahassee, FL 32310

https://www.leonschools.net/bond

Demographics

Principal: Delshuana Jackson

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: D (37%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

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. 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.

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2204 SAXON ST, Tallahassee, FL 32310

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	B		D	D

School Board Approval

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SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Bond Elementary School is to provide learning opportunities that meet the unique needs of our students in a safe, nurturing environment to produce responsible citizens who respect all people.

Provide the school's vision statement.

The vision of Bond Elementary School is to provide a positive environment that will enhance students' academic performance utilizing evidence-based curricula and strategies. Bond Elementary will develop master teachers while providing pragmatic professional development that will ultimately lead to students and teachers taking accountability of their personal and professional growth.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Jackson, Delshauna	Principal	The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting, and thereby, increase student achievement. She consistently reviews student data and provides the necessary resources to teachers to ensure student mastery.
Peterson, Ronald	Assistant Principal	The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, he will monitor and model instructional programs and strategies for teachers.
Williams, Jennifer	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Harris, Yolanda	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Williams , Ryan	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Robinson, Shanterria	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Dantzler, Melissa	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Jay , Hilary	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Hogan, Dexter	Dean	The dean is responsible for monitoring and organizing attendance records, calling parents regarding disciplinary issues, circulating in high visible areas during school hours, and overseeing student arrival, departure, and monitoring the cafeteria during breakfast and lunch. Additionally, he helps coordinate safety and security efforts.
Sailor , Jasmine	Reading Coach	The instructional coach is responsible for making certain the core English Language Arts (ELA) program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers.

Name	Position Title	Job Duties and Responsibilities
Walker, Myioshi	Teacher, K-12	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Gurley , Anita	Teacher, PreK	The responsibilities of the grade level chairperson is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.

Demographic Information

Principal start date
Monday 7/1/2019, Delshuana Jackson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school
535

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	101	87	83	84	77	76	0	0	0	0	0	0	0	508
Attendance below 90 percent	26	45	41	47	32	28	0	0	0	0	0	0	0	219
One or more suspensions	2	4	6	8	15	19	0	0	0	0	0	0	0	54
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	25	28	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	20	18	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	1	0	7	10	9	0	0	0	0	0	0	0	27

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	2	4	3	11	22	20	0	0	0	0	0	0	0	62

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	10	13	10	14	8	0	0	0	0	0	0	0	0	55
Students retained two or more times	0	3	3	5	9	2	0	0	0	0	0	0	0	22

Date this data was collected or last updated

Monday 9/12/2022

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	
Number of students enrolled	92	90	92	101	83	73	0	0	0	0	0	0	0	531
Attendance below 90 percent	71	61	63	62	61	48	0	0	0	0	0	0	0	366
One or more suspensions	6	7	3	10	18	19	0	0	0	0	0	0	0	63
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	28	0	0	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	25	20	28	31	16	8	0	0	0	0	0	0	0	128

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	3	8	28	30	0	0	0	0	0	0	0	77

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	9	4	10	2	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	1	2	4	9	1	0	0	0	0	0	0	0	17

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	
Number of students enrolled	92	90	92	101	83	73	0	0	0	0	0	0	0	531
Attendance below 90 percent	71	61	63	62	61	48	0	0	0	0	0	0	0	366
One or more suspensions	6	7	3	10	18	19	0	0	0	0	0	0	0	63
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	28	0	0	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	25	20	28	31	16	8	0	0	0	0	0	0	0	128

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	3	8	28	30	0	0	0	0	0	0	0	77

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	9	4	10	2	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	1	2	4	9	1	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	57%	56%				23%	57%	57%
ELA Learning Gains	61%						35%	54%	58%
ELA Lowest 25th Percentile	54%						36%	47%	53%
Math Achievement	59%	47%	50%				49%	64%	63%
Math Learning Gains	79%						56%	63%	62%
Math Lowest 25th Percentile	80%						38%	45%	51%
Science Achievement	41%	57%	59%				19%	52%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	23%	61%	-38%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	22%	57%	-35%	58%	-36%
Cohort Comparison		-23%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	20%	56%	-36%	56%	-36%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	63%	-20%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	42%	66%	-24%	64%	-22%
Cohort Comparison		-43%				
05	2022					
	2019	45%	61%	-16%	60%	-15%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	20%	54%	-34%	53%	-33%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	35	63	50	41	71	69	36				
ELL	40			60							
BLK	37	61	56	58	79	82	39				
HSP	62			77							
FRL	39	60	52	59	77	77	39				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17			39							
ELL	15			43							
BLK	25	41	41	39	50	69	24				
HSP	36			60							
FRL	24	40	40	37	45	64	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	19	31	31	47	40	6				
ELL	9	50		18	27						
BLK	21	33	35	47	56	39	18				
FRL	22	35	36	48	56	36	16				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	86
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency increased in all assessed areas on the state assessment; however, trends were evident. The significant trends are evidenced as the following: 35% of SWD students performed at the achievement level on the ELA FSA assessment; 40% of ELL students scored at the achievement level on the ELA FSA assessment; 41% of SWD scored at the achievement level on the Math FSA; 60 of ELL students scored at the achievement level on the Math FSA; and FCAT Science scores increased from 31% to 41%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 progress monitoring data, it is evident that ELA is an area in need of improvement. However, we made growth schoolwide in the area of ELA. Overall, we increased achievement in the area of reading by 14%. Third grade proficiency in ELA was 39%, fourth grade ELA was 31%, and fifth grade was 41%.

A consistent emphasis will continue in the disaggregation of data for the following subgroups: ELL, Black and African American, Economically Disadvantaged, and Students with Disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played a major role in students' lack of performance on the ELA assessment. We will continue to provide PLCs on identified areas of need based on formative and informative data. Data will be monitored at various interims by student, grade level, subject area, and subgroup.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The mathematics achievement and learning gains showed the most improvement via progress monitoring and the 2022 state assessment. 59% of students scored at the achievement level on the Math FSA as well as 79% of students made learning on the FSA Mathematics. Schoolwide progress monitoring results closely aligned with the results of the FSA Mathematics Assessment.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Standards-based instruction was employed in the area of mathematics. In addition, we implemented Acaletics, a supplemental program, in grades 2-5, which afforded students the opportunity to being exposed to multiple skills and allowed teachers to spiral instruction daily. The Acaletics Comprehensive Pre-Post assessment was utilized for progress monitoring purposes on a monthly basis as well.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning at Bond Elementary School, standards will be purposefully prioritized across the grade levels to ensure the proper amount of time and attention are devoted to specific standards. Scaffolding instruction in all content areas will be implemented to ensure students have the basic foundation of the content before transitioning to more complex tasks. Teachers will be required to ensure students have the proper support to enhance learning and aid in the mastery of standards where needed. On-going progress monitoring (pre-assessments, interim assessments, and post assessments) will continue in all content areas across the grade levels to identify any deficiencies students may demonstrate throughout the school year.

Additionally, continuous professional development will be provided in the areas of data, interventions, evidenced-based strategies, B.E.S.T. standards, student engagement, instructional technology, etc. The goal of these offerings is to increase teacher capacity and student achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities provided to support teachers and leadership at Bond Elementary School will not be limited to the following:
• B.E.S.T. Instructional Practices/Strategies
• Lexia Core 5
• Heggerty Curriculum
• Differentiating/Scaffolding Instruction
• Teaching the Foundational Skills of Reading
• Analyzing Data to Maximize Student Achievement
• Student Engagement
• SAAVAS
• Acaletics
• Utilizing Instructional Technology to Maximize Student Success

Professional development opportunities will be provided on Wednesdays and where necessary during common planning times.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ensuring sustainability at Bond Elementary is key to our school's overall improvement and sustainability. Continuing to develop teachers' skills in the content areas will increase their knowledge base. Professional development will be provided based on areas of need. In addition, students will be provided multiple extended learning opportunities for remediation and/or enrichment purposes where needed. These extended learning opportunities will begin at the start of the school year and continue throughout the school term. Additionally, targeted instruction will be provided via small groups and intervention.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student achievement regarding the various subgroups is a critical area according to the 2022 Florida Standards Assessment (FSA) data. Currently, 35% of Students with Disabilities scored at level 3 or above on the FSA ELA and 41% on the FSA Math; 40% of English Language Learners scored at Level 3 or above on the FSA ELA and 60% on the FSA Math; 37% of Black students scored at level 3 or above on the FSA ELA and 79% on FSA Math; 62% of Hispanic students scored at level 3 or above on the FSA ELA; and 39% of Economically Disadvantaged Students scored at level 3 or above on the FSA ELA and 77% on the FSA Math. Science achievement in the area of science regarding our subgroups is lower than overall school achievement at a percentage of 36% for Students with Disabilities and 39% for both English Language Learners and Economically Disadvantaged Students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome is to achieve a cumulative score of 45% for all subgroups scoring at or above level 3 on the state ELA, math, and science assessments. In addition, achieve a cumulative score of 61% of English Language Learners scoring at or above Level 3 on the State Math assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be provided additional interventions in the areas of ELA and mathematics based on the baseline assessments administered at the beginning of the school term. Throughout the school year, students will be progressed monitored via weekly assessments to determine students' growth on the benchmarks. Students will receive additional instruction via small groups in and out of the classroom and through extended day programs (After School and Saturday School). The instructional coach and resource teachers will assist with small group instruction where needed. The leadership team along with teachers will review students' weekly assessment data and monthly progress monitoring assessments to ensure fluid interventions, instructional strategies, and curriculum alignment are occurring and aligned with all students progressing throughout the 22-23 school year. Data chats will be held between teachers and students and goals will be established based on students' performance levels at various interims throughout the school year. Evidenced-based strategies will be implemented with all subgroups to ensure their individual needs are met.
Person responsible for monitoring outcome:	Delshauna Jackson (jacksond5@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Progress monitoring will be implemented. During common planning times, effectiveness of evidenced-based strategies will be analyzed and revised where needed based on progression of individual students' needs. Data chats with all stakeholders will be held to ensure all students' goals are met.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By utilizing these strategies to track students' progress, alignment of curriculum and projection of goals will be effectively monitored. In addition, we will be able to ensure these students are on course to achieve achievement on the state assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure small groups are fluid on a weekly basis based on students performance on weekly assessments.

Person Responsible	Jasmine Sailor (sailorj@leonschools.net)

Classroom walkthroughs will be conducted to ensure standard-based instruction is occurring as well as effective instructional strategies are employed in the areas of ELA and mathematics.

Person Responsible	Delshauna Jackson (jacksond5@leonschools.net)

Data chats will occur in core ELA and mathematics classes at various interims throughout the school year to make certain students are on track to meeting goals.

Person Responsible	Ronald Peterson (petersonr1@leonschools.net)

Baseline assessments will be administered at the beginning of the school term to determine needed interventions in reading and mathematics. Weekly assessments will be administered to determine students' progression toward the mastery of the benchmarks in ELA, mathematics, and science. In addition, students goals will be individualized to maximize student growth.

Person Responsible	Delshauna Jackson (jacksond5@leonschools.net)

#2. Positive Culture and Environment specifically relating to	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021-2022 school year, 219 did not have a satisfactory rate of attendance. They were not in attendance 90% of the school year. This is a decrease of 33% of students compared to the 2020-2021 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Bond Elementary School's total amount of students will decrease by 45% who are reported to have an unsatisfactory rate of attendance less than 90% for the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The dean and resource teacher will run reports daily to monitor students who are absent and tardy daily. The dean will be responsible for communicating with teachers the rosters of students who are approaching the required absences to begin the CSAP process. At this point, the teachers are responsible for implementing the district's attendance policy. The CSAP process will begin for documentation purposes at 5, 10, and 15 days. The attendance contracts will be employed for students who are in danger of being considered truant. In addition, the social worker will assist with home visits where needed and offer resources to families.
Person responsible for monitoring outcome:	Dexter Hogan (hogand@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Student attendance will be monitored and tracked and when the district's attendance policy has been violated, the CSAP process will be employed by the teachers for documentation purposes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The CSAP process is the attendance tracking mechanism utilized by the school district. Excessive absenteeism is associated with poor academic performance and measures must be taken in promoting and enforcing attendance as a means of improving student performance.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The dean and resource teacher will run reports daily to monitor students who are absent and tardy daily. The dean will be responsible for communicating with teachers the rosters of students who are approaching the required absences to begin the CSAP process.

Person Responsible   Dexter Hogan (hogand@leonschools.net)

The teachers will initiate the CSAP process and follow-up with all stakeholders where appropriate. In addition the students will be referred to Intervention Services if a patterns of non-attendances continues to exist.

Person Responsible   Dexter Hogan (hogand@leonschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	41% of fifth grade students scored at or above level 3 on the NGSS science assessment during the 2021-2022 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	50% of fifth grade students will score at or above level 3 on the NGSS science assessment during the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly and interim assessments will be administered for progress monitoring purposes. Based on weekly and interim assessment data, interventions will be implemented via small groups. In addition, hands-on activities will be implemented weekly to provide students an opportunity to learn through experiences while acquiring new skills. Classroom walkthroughs will be conducted to ensure standards-based instruction is implemented daily.
Person responsible for monitoring outcome:	Delshauna Jackson (jacksond5@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Progress monitoring will be implemented to determine students' mastery of the standards and the effectiveness of small groups, hands-on-activities, and standards-based instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By utilizing these strategies to track students' progress, alignment of curriculum and the projection of the overall goal will be monitored effectively.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Interventions will be implemented via small groups based on students' weekly and interim assessments.

Person Responsible Delshauna Jackson (jacksond5@leonschools.net)

Classroom walkthroughs will be conducted to ensure standards-based instruction is occurring as well as hands-on activities daily.

Person Responsible   Delshauna Jackson (jacksond5@leonschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

38% of kindergarten students scored at the proficiency level on the spring Star Early Literacy assessment.
35% of first grade students scored at the proficiency level on the spring Star Early Literacy assessment.
40% of second grade students scored at the proficiency level on the Star Reading assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

39% of third grade students scored at or above level 3 on the FSA ELA assessment.
31% of fourth grade students scored at level 3 or above on the FSA ELA assessment.
41% of fifth grade students scored at level 3 or above on the FSA ELA assessment.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

55% of kindergarten students will score at or above level 3 on the statewide ELA assessment.
55% of first grade students will score at or above level 3 on the statewide ELA assessment.
55% of second grade students will score at or above level 3 on the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

55% of 3rd grade students will score at or above level 3 on the statewide ELA assessment.
55% of grade 4 students will score at or above level 3 on the statewide ELA assessment.
55% of grade 5 students will score at level 3 or above on the statewide ELA assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will be provided additional interventions in the area of ELA based on the baseline assessments administered at the beginning of the school term. The instructional coach and resource teachers will assist with small group instruction where needed.

The leadership team along with teachers will review students' weekly assessment data and monthly progress monitoring assessments to ensure fluid interventions, best instructional strategies, and curriculum alignment are occurring and aligned with all students progressing throughout the 2022-2023 school year. Data chats will be held between teachers and students and goals will be established based on students' performance levels at various interims throughout the school year. Evidenced-based strategies will be implemented with all subgroups to ensure their individual needs are met.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jackson, Delshauna , jacksond5@leonschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The SAAVAS literacy program will be utilized in grades K-5. This programs satisfies Florida's definition of an evidenced-based program. This program is clearly aligned to the new B.E.S.T. standards and parallels with the district's K-12 Comprehensive Evidenced-based Reading Plan. The SAAVAS program provides a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic texts and writing workshops.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The SAAVAS literacy program is embedded with varied resources to meet the needs of Tier I, Tier II, and Tier III students. Due to many of our students lacking the foundational skills necessary to become proficient on the statewide ELA assessment, this program will address many areas of deficiencies such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
The Literacy Leadership Team will meet monthly to disaggregate reading data and analyze the effectiveness of schoolwide strategies to ensure we are progressing toward the desired outcomes. In addition, the Literacy Leadership team will develop and implement schoolwide initiatives as it relates to reading and provide professional development opportunities where needed.	Sailor , Jasmine , sailorj@leonschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

At Bond Elementary School, the leadership team will work tirelessly to create a positive school culture that has a beneficial impact on all stakeholders and on the entire learning experience. The leadership team will continue to assess the school's culture by paying close attention to students' behaviors and attitudes towards teachers; as well as observing teachers' attitudes towards students to ensure there is mutual respect so that learning takes place. The leadership team will continue to reinforce positive aspects to improve the school's culture. In addition, model the attitudes, values, and qualities that we would like to see in our school.

Bond Elementary School will build a positive school culture and environment ensuring all stakeholders are involved in the following ways:
- Foster meaningful parent engagement (Survey parents to gather feedback in regards to activities and programs)
- Celebrate achievement and good citizenship
- Instill values via character education
- Employ consistent discipline (Positive Behavioral Interventions (PBIS), classroom management, Opportunity for Improvement (OFI)
- Engage students academically and socially
- Create school traditions
- Survey all stakeholders
- Offer professional development for teachers on a weekly basis
- Employ new instructional methods and strategies
- Maintain the school's physical appearance

The leadership team will ensure the School Advisory Council (SAC) is involved in the development of the School
Improvement Plan (SIP). Quarterly updates will be provided in regards to students' academic progression and feedback will be solicited and taken in to consideration where needed.

Identify the stakeholders and their role in promoting a positive school culture and environment.

At Bond Elementary School, there are many internal and external stakeholders (i.e .Principal, Assistant Principal, School Staff, Teachers, Parents, Students, Volunteers, Community Partners, District Staff, etc.) who play an important role in promoting a positive culture and environment.

We strive to create a welcoming school environment. It is important that every member of our school community feel safe when visiting the school. Our principal and assistant principal greet students daily as they arrive and depart. Our school staff engages with parents and visitors in a respectful manner either by telephone or in person at all times.

Knowing that our students and staff have experienced increased trauma due to COVID-19 concerns, we will place an increased focus on Social Emotional Learning (SEL). The school's Positive Behavior Intervention Support Team oversees the implementation of SEL through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, and set positive goals. Educators, students, and families will participate in educational offerings, professional development, and discussion with a particular focus on social awareness as it relates to diversity, equity, and inclusion in the school community throughout the school year.

The School Advisory Council meets bi-monthly to discuss and address plans to provide the structure and support needed for student achievement and an increase of student attendance. Our school counselor and behavior specialist will continue to work to make sure that all students with behavioral concerns receive interventions. The administrative team and district departments will continue to focus on increasing student attendance and reducing discipline concerns.

The administrative team, school employees, and community partners will continue to host community events and team building activities for families, staff, and volunteers to participate. This will help build relationships between the school and the community and promote a positive culture and environment at the school.