

Leon County Schools

# BOND ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Leon County School Board on School Board Approval 10/8/24.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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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

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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.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Jackson, Delshuana

##### Position Title

Principal

##### Job Duties and Responsibilities

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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.

#### Leadership Team Member #2

##### Employee's Name

Peterson, Ronald

##### Position Title

Assistant Principal

### **Job Duties and Responsibilities**

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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.

### **Leadership Team Member #3**

#### **Employee's Name**

Williams, Jennifer

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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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.

### **Leadership Team Member #4**

#### **Employee's Name**

Harris, Yolanda

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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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.

### **Leadership Team Member #5**

#### **Employee's Name**

Ford, Nicole

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #6**

### **Employee's Name**

Williams, Ryan

### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #7**

### **Employee's Name**

Robinson, Shanterria

### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #8**

### **Employee's Name**

Dantzler, Melissa

### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #9**

### **Employee's Name**

Sailor, Jasmine

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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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.

**Leadership Team Member #10**

**Employee's Name**

Carter, Ewell

**Position Title**

Dean

**Job Duties and Responsibilities**

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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.



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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The School Advisory Committee which includes all stakeholders will provide input regarding the School Improvement Plan at our school's initial meeting. Goals and action steps will be adjusted where needed based on all stakeholders feedback and/or suggestions that are relative to our school accelerating academically.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The goals and action steps outlined in the School Improvement Plan will be monitored via school, district, and state assessments. The leadership team, faculty, and staff will monitor growth made towards goals and revise where needed. Additional monitoring will occur for those areas in which we have the greatest achievement gap more regularly during our data and/or departmental meetings to ensure we are meeting the needs of those students. Monitoring the evidence of impact will be crucial to ensure adequate progress of identified goals is evident.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: B 2022-23: B* 2021-22: B 2020-21: C 2019-20:

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	6	20	13	5	6	10				60
One or more suspensions	8	9	11	19	20	20				87
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						1				1
Level 1 on statewide ELA assessment				3	24	31				58
Level 1 on statewide Math assessment				1	18	18				37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	23	32	29						95
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	17	12	2	12				52

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	11	9	5	10	2	0				37
Students retained two or more times	0	1	0	6	1	8				16

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	23	59	37	30	40	35				224
One or more suspensions		3	13	14	18	18				66
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				3	30	32				65
Level 1 on statewide Math assessment				1	24	20				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				3	17	20				40

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	10	12	10	3	1					36
Students retained two or more times			1	1	6	7				15

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	56	56	57	50	54	53	40	57	56
ELA Grade 3 Achievement **	63	59	58	56	56	53			
ELA Learning Gains	60	58	60				61		
ELA Learning Gains Lowest 25%	67	52	57				54		
Math Achievement *	68	60	62	71	56	59	59	47	50
Math Learning Gains	66	59	62				79		
Math Learning Gains Lowest 25%	53	47	52				80		
Science Achievement *	53	54	57	38	52	54	41	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress	60	62	61	52	52	59	86		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	546
Total Components for the FPPI	9
Percent Tested	93%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	54%	63%	39%		40%	38%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	61%	No		
Black/African American Students	59%	No		
Hispanic Students	60%	No		
Economically Disadvantaged Students	61%	No		

### 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	52%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	55%	No		
Hispanic Students	57%	No		
Economically Disadvantaged Students	54%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	62%	No		
Native American Students				
Asian Students				
Black/African American Students	59%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	70%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	58%	No		

## D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	63%	60%	67%	68%	66%	53%	53%					60%
Students With Disabilities	42%	45%	65%	64%	52%	62%							
English Language Learners	60%		58%		64%	62%							60%
Black/African American Students	56%	63%	58%	67%	69%	64%	46%	45%					
Hispanic Students					70%								50%
Economically Disadvantaged Students	59%	70%	58%	68%	68%	63%	48%	42%					75%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2021-22
										C&C ACCEL 2021-22
										ELP PROGRESS
All Students	50%	56%			71%			38%		
Students With Disabilities	44%	43%			64%			20%		
English Language Learners	27%				73%					
Black/African American Students	49%	58%			70%			36%		
Hispanic Students	45%				82%					
Economically Disadvantaged Students	51%	56%			71%			37%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	40%		61%	54%	59%	79%	80%	41%					86%
Students With Disabilities	35%		63%	50%	41%	71%	69%	36%					
English Language Learners	40%				60%								86%
Native American Students													
Asian Students													
Black/African American Students	37%		61%	56%	58%	79%	82%	39%					
Hispanic Students	62%				77%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	39%		60%	52%	59%	77%	77%	39%					

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	53%	55%	-2%	55%	-2%
Ela	4	51%	51%	0%	53%	-2%
Ela	5	39%	52%	-13%	55%	-16%
Math	3	67%	60%	7%	60%	7%
Math	4	60%	56%	4%	58%	2%
Math	5	58%	51%	7%	56%	2%
Science	5	43%	51%	-8%	53%	-10%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

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The data component that showed the most improvement was science achievement in grades 5. Science achievement increased from 38% to 53%. Actions that attributed to improvement in this area is ensuring the teacher was familiar with the structure of the test, the students were given multiple opportunities to practice with sample questions, and participated in various hands-on activities which allowed them to analyze and interpret data, make connections between concepts, and draw conclusions based on evidence.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Mathematics is the lowest data point at 68%. The main contributing factor is the lack of a full-time teacher in fourth grade as well as the inability to ensure students in grades 3-5 maintained and/or increased their levels on the mathematics assessment.

##### **Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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Mathematics showed the greatest decline from the previous year. Mathematics achievement decreased from 71% to 68%. The main contributing factors is the lack of a full-time teacher in fourth grade as well as the inability to ensure students in grades 3-5 maintained and/or increased their levels on the mathematics assessment.

##### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

Third grade reading achievement had the greatest gap when compared to the state's average. Third grade reading achievement was 66% compared to the state's average of 53%. Factors that contributed to this gap are as follows: 1) high quality teaching practices that focuses on literacy development, reading comprehension, writing skills, and language arts instruction, 2) regular practice



and reinforcement which allows for spiraling and maintenance of standards, 3) differentiating instruction to meet the individual needs of students, and 4) formative assessments that allows for ongoing feedback and progress monitoring which identify students' strengths and weaknesses, allowing for targeted support.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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Based on EWS data, two potential areas of concern are: 1. Attendance below 90% 2. Number of students scoring at level 1 on the FAST assessment.

### **Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

The highest priorities for the 2024-2025 school year are as follows:

- Increase and/or maintain proficiency in all subject areas
- Decrease the number of students below 90% attendance rate
- Ensure each grade level meet and/or exceed 50% in reading proficiency

## **B. Area(s) of Focus (Instructional Practices)**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Math**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2023-2024 F.A.S.T. Mathematics, 47% of students in the lowest 25% in grades 3-5 made learning gains and/or scored at the levels 3-5.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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65% of students in the lowest 25% in grades 3-5 will achieve a learning gain in mathematics.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Various students data points will be monitored throughout the school year via (weekly assessments, progress monitoring assessments, interim assessments, etc.).

#### **Person responsible for monitoring outcome**

Delshuana Jackson, Ronald Peterson, and Ryan Williams

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

All teachers will provide differentiated instruction during the mathematics block to address students' needs.

#### **Rationale:**

Differentiated instruction will be provided to address the diverse needs of students in mathematics. It affords teachers the opportunity to tailor instruction to support each student's individual needs. Also, differentiated instruction ensures students are challenged at their appropriate level which ultimately

leads to understanding and mastery of the content.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Interventions during Mathematics Block

**Person Monitoring:**

Delshuana Jackson, Ronald Peterson, and Ryan Williams

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will establish and maintain a schedule of resource teachers to assist and intervene during mathematics block. All resource teachers and core teachers will submit weekly interventions and weekly data via lesson plans and data reporting logs.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

No Answer Entered

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

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No Answer Entered

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

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No Answer Entered

**Grades K-2: Measurable Outcome(s)**

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No Answer Entered

**Grades 3-5: Measurable Outcome(s)**

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No Answer Entered

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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No Answer Entered

### **Person responsible for monitoring outcome**

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

##### **Rationale:**

##### **Tier of Evidence-based Intervention:**

##### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

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

##### **Person Monitoring:**

##### **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

During the 2023-2024 school year, 61 students did not have an attendance rate of 90% or higher. As a result of this percentage of students not attending school at a 90% or higher rate, academic achievement is impacted in all subject areas.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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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**

Ewell Carter - [cartere@leonschools.net](mailto:cartere@leonschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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:**

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.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Students' attendance will be monitored and tracked utilizing the CSAP process.

**Rationale:**

The CSAP process will be utilized because attendance strongly correlates with academic achievement. By continuously tracking attendance, we can readily intervene and provide the necessary assistance to get students back in school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Utilizing the CSAP Process to Improve Attendance

**Person Monitoring:**

Ewell Carter

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

## **V. Title I Requirements (optional)**

### **A. Schoolwide Program Plan (SWP)**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### **Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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The School Advisory Committee which includes all stakeholders will provide input regarding the School Improvement Plan at our school's initial meeting. Goals and action steps will be adjusted where needed based on all stakeholders feedback and/or suggestions that are relative to our school accelerating academically.

#### **Positive Relationships With Parents, Families and other Community Stakeholders**

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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At Bond Elementary School, the leadership team will work tirelessly to create a positive school culture that has a positive 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

The leadership team will ensure the School Advisory Council is involved in the development of the School Improvement Plan (SIP). Quarterly updates will be provided in regards to students' academic progress.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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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.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Individual Disability Education Act (IDEA) - Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the least restrictive environment, appropriate evaluation, parent and teacher participation, and procedural safeguards.

Voluntary Prekindergarten- provide high quality early childhood education via an extended school day to all four-year students to prepare them for kindergarten and beyond.



Title III - provides support via paraprofessionals to English Language Learners (ELLs) and ensures they have the necessary resources to achieve English proficiency and academic success.

Title IV - provides funding to support a well-rounded education, safe and healthy school environment, and technology.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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At Bond Elementary School, we ensure services are provided to address our students' emotional and social abilities beyond the classroom in many ways. Our school currently has two guidance counselors who support the holistic development of students by providing guidance, counseling, and resources to help our students achieve academic success while navigating their social and emotional challenges. In addition, Bond Elementary School partners with outside mental health agencies who provide services to our students such as therapy, crisis intervention, and treatment where needed. Our school's MTSS team and VE teachers ensure students have the appropriate interventions and accommodations via their IEPs to ensure students' academic and behavior needs are addressed and achieved. Our students are paired with mentors to improve students' social, conflict resolution, and academic knowledge.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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Bond Elementary School hosts a Career Day which serves as a valuable educational experience that inspires, motivates, and empowers students to explore their interests, set goals, and envision a successful future in the workforce. Students are exposed to a variety of professions and industries that offer them various future career opportunities and understand their possibilities when they enter the workforce as adults.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Bond Elementary School provides a schoolwide tiered model to prevent and address behavior issues with all students. It is a framework for promoting positive behavior and creating a consistent and supportive environment for all students. In addition, the schoolwide discipline plan teaches social and

emotional skills, provides targeted support to help student regulate their own behaviors, resilience, and responsible decision-making.

The PBIS team along with the school's administration are responsible for ensuring the comprehensive discipline plan is evident and implemented. In addition, the students will be made aware of the expectations set forth in the schoolwide discipline plan via an assembly.

Our behavior intervention tiers are as follows:

**Tier I**

Re-establish classroom expectations and routines  
Track PBIS points and receive incentives

**Tier II**

Check in/out process  
Break passes  
Behavior contract

**Tier III**

- Individualized behavior plan
- Classroom observations
- Break passes

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

The Professional Development Plan at Bond Elementary School includes but is not limited to the following:

- Kagan
- Classroom Behavior and Management
- Interactive Notebooks
- Anchor Charts
- Data Analysis
- Student Mental Health
- Tier I Instruction

- Standards-Based Instruction
- Acaletics

In addition, formal walkthroughs and classroom observations will be conducted to determine additional professional development needs for teachers and staff.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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To ensure our prekindergarten students have a seamless transition to kindergarten, Bond Elementary School hold transitional meetings to discuss students' progress, strengths, and areas of growth. In addition, transitional meeting are held with the MTSS team where applicable.

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

## Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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N/A

## Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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N/A

**VII. Budget to Support Areas of Focus**

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY				FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total								0.00

