Bond Elementary School

2018-19 School Improvement Plan

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Bond Elementary School

2204 SAXON ST, Tallahassee, FL 32310

www.bond.leon.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	F*

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 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 prepare students to be intrinsically motivated, life-long learners who are successful problem solvers both academically and socially.

Provide the school's vision statement

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

School Leadership Team

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

Name	Title
Wright, Patrick	Principal
Harden, Rhonda	Instructional Media
King, Marion	Teacher, K-12
Green, Sheronda	Teacher, K-12
Hankerson, Latoyer	Instructional Coach
Hampton, Clara	Teacher, K-12
Dantzler, Melissa	Teacher, K-12
Hogan, Dexter	Dean
Solomon, Dee	Instructional Coach
	Assistant Principal
Parris, Linda	Teacher, K-12
Harris, Solonja	Teacher, K-12
Harris, Yolanda	Teacher, K-12
Martin, Terri	Assistant Principal

Duties

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

Principal & Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Referral Coordinator: Provides expertise on fundamentals and implications of MTSS. Assists classroom teachers with development of assessment and interventions with individual students. Provides information to parents on community agencies. Maintains records of MTSS Team meetings

and decisions.

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

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

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

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

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

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

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

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	53	31	49	38	31	0	0	0	0	0	0	0	202
One or more suspensions	0	1	7	10	15	20	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	2	35	54	40	57	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	12	42	45	0	0	0	0	0	0	0	99

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	5	30	27	45	0	0	0	0	0	0	0	107

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	11	7	5	12	1	0	0	0	0	0	0	0	0	36
Retained Students: Previous Year(s)	0	0	0	11	0	1	0	0	0	0	0	0	0	12

Date this data was collected

Saturday 8/11/2018

Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains for the lower 25% in Mathematics. This has not been a trend. We are concerned that this component may be impacted by an influx of refugee students to Bond from the Congo region of Africa. This year, we anticipate another 50+ students from this region of Africa.

Which data component showed the greatest decline from prior year?

Learning gains for the lower 25% in Mathematics.

Which data component had the biggest gap when compared to the state average?

Science proficiency had the largest gap related to the state average followed very closely by ELA proficiency. Both are listed because they differ by 1%.

Which data component showed the most improvement? Is this a trend?

ELA proficiency showed the greatest improvement, increasing by 1% over the previous year.

Describe the actions or changes that led to the improvement in this area

There was a focus on improving reading proficiency which produced a 1% growth. All areas of reading instruction have been reassessed due to the limited improvement. The effort must be more focused and deliberate to affect the change and growth expected.

School Data
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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	57%	56%	29%	59%	55%
ELA Learning Gains	47%	53%	55%	47%	57%	57%
ELA Lowest 25th Percentile	51%	46%	48%	51%	51%	52%
Math Achievement	44%	61%	62%	49%	61%	61%
Math Learning Gains	40%	55%	59%	54%	58%	61%
Math Lowest 25th Percentile	27%	40%	47%	43%	47%	51%
Science Achievement	28%	52%	55%	28%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	0 (24)	53 (21)	31 (17)	49 (17)	38 (16)	31 (14)	202 (109)
One or more suspensions	0 (2)	1 (0)	7 (1)	10 (1)	15 (6)	20 (7)	53 (17)
Course failure in ELA or Math	0 (0)	2 (13)	35 (5)	54 (12)	40 (24)	57 (25)	188 (79)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	42 (32)	45 (38)	99 (70)

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

Subgroup Data

						2018 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 2016-17	C & C Accel 2016-17
BLK	29	47	52	43	39	22	27				
HSP	20			40							
SWD	32	55	50	26	32	27	17				
FRL	28	46	50	43	38	27	26				

						2017 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 2015-16	C & C Accel 2015-16
BLK	30	47	52	48	54	45	29				
SWD	13	22	27	21	30	25	9				
FRL	28	48	49	47	52	44	27				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	FSA ELA
Rationale	30% of 3rd-5th grade students scored at the proficient level in ELA on the 2018 FSA, which 1% increase in proficiency from the 2017 school year. However, 40% of 3rd-5th grade students scored at the proficient level in ELA Learning Gains for 2018 which was also the proficiency level for 2017.
Intended Outcome	The school goal is that at least 40% of students in 3rd-5th will score at the proficiency level on ELA FSA for 2019. For 2019, the goal for FSA ELA learning gains for 3rd-5th grade students is at least 50%. The 2019 FSA ELA goal for 3rd - 5th grade students in the Lowest 25th percentile is for at least 55% to make learning gains.
Point Person	Patrick Wright (wrightp@leonschools.net)
Action Step	
Description	Using classroom and school data, 2 additonal 4th grade teachers will be hired to work with 4th grade students to provide data driven instruction and interventions to students while decreasing class sizes. In addition, a paraprofessional will be hired to conduct small group intervention for Kindergarten and 1st grade students. Wonders Formative and Summative Assessments, AR, AimsWeb, STAR,and iReady data will be used to help drive instructional decisions. One teacher has been designated to target the lowest 25th percentile students in Reading for grades 4 and 5. This teacher will work with these students to increase reading comprehension skills.
Person Responsible	Patrick Wright (wrightp@leonschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.
Person Responsible	Patrick Wright (wrightp@leonschools.net)

Activity #2	
Title	FSA Math/FCAT Science
Rationale	28% of grade 5 students scored at or above the proficiency level in science on the 2018 FCAT Science assessment. The State's average proficiency is 55%. 44% of 3rd-5th grade students scored at the proficient level in math on the 2018 FSA, which is a 5% decrease from the 2017 math FSA. 40% of all 3rd - 5th grade students made learning gains on the 2018 Math FSA. This was a 14% drop from the previous year. 27% of 3rd-5th grade students in Lowest 25th Percentile made learning gains on the 2018 FSA which is a 20% decrease from the 2017 math FSA.
Intended Outcome	The goal for the 2018-19 school year is that 40% of 5th grade students will score at the proficiency level on the 2019 FCAT Science. The goal for the 2018-19 school year is that 50% of 3rd- 5th grade students will score at the proficiency level on the 2019 FSA ELA. The 2019 goal is for at least 50% of all 3rd - 5th grade students to make learning gains. The goal for the 2018-19 school year is that 50% of 3rd - 5th grade students in the lowest 25th percentile will make learning gains on the 2019 Math FSA.
Point Person	Patrick Wright (wrightp@leonschools.net)
Action Step	
Description	Using classroom and school data, two 5th grade teachers will be hired to provide instruction to 5th grade students to implement data driven instruction and interventions. In addition, Go Math Formative and Summative Assessments and ThinkCentral data will be used to help drive decisions. The teachers will work to target the lowest 25th percentile students in Math and Science and work with these students to increase math fluency, concepts, problem solving skills and science concepts. Formative and Summative Assessments, and RTI meetings data will be used to help drive instructional decisions. STEM has been added to the special area rotation to add additional opportunities for science related instruction. A math coach has been added to the staff to support teacher planning, use of resources, and efficacy of pedagogy.
Person Responsible	Patrick Wright (wrightp@leonschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.
Person Responsible	Patrick Wright (wrightp@leonschools.net)

Activity #3

Title	Student Attendance
Rationale	35% of students had an attendance rate below the threshold of 90%. This is a benchmark that contributes to higher student performance.
Intended Outcome	Increase the 90% and above attendance rate from 65% to 80% of our students.
Point Person	Latoyer Hankerson (hankersonl@leonschools.net)

Action Step

Description	Personnel will be designated to track students and make contact with parents during the school day.
Person Responsible	Latoyer Hankerson (hankersonl@leonschools.net)

Plan to Monitor Effectiveness

Description	Student attendance will be monitored daily, with parental contacts documented.
Person Responsible	Patrick Wright (wrightp@leonschools.net)

Activity #4

Title	Science
Rationale	With only 28% of 5th grade students proficient in 17-18, there is great room for improvement. Students can benefit from increased opportunities to explore scientific thinking.
Intended Outcome	Increased proficiency of 5th grade students on Science FCAT.
Point Person	Patrick Wright (wrightp@leonschools.net)

Action Step

Description	Add STEM/STEAM to the special area rotation for all students to increase opportunities for students to explore science concepts.
Person Responsible	Patrick Wright (wrightp@leonschools.net)

Plan to Monitor Effectiveness

Description	STEM classes will be monitored for effectiveness of instruction and engagement of learners.
Person Responsible	Patrick Wright (wrightp@leonschools.net)

Activity #5	
Title	Parent Engagement
Rationale	There is a need to increase opportunities for parents to engage with teachers and the school toward improving the academic achievement of students.
Intended Outcome	The desired outcome is better relations between parents and teachers, and a better understanding of academic requirements. The hope is that parents will take away a greater understanding of what is required to be proficient academically, and a greater connection to the school by involving themselves
Point Person	Patrick Wright (wrightp@leonschools.net)
Action Step	
Description	Set up Remind with the Bond Community. Increase enrollment to the Bond Listserv. Each PTO event will be an opportunity to showcase a grade level of students. Create a Parent Handbook. Parents will have the opportunity to earn points with every attendance to events at Bond toward winning drawings at PTO events.
Person Responsible	Patrick Wright (wrightp@leonschools.net)
Plan to Monitor Effectiveness	
Description	We will monitor by reviewing attendance logs and stamp parents earn in their parent handbook.
Person Responsible	Patrick Wright (wrightp@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

The results of the 2013 Barriers and Success Parent Survey and Measures of School, Family and Community Partnerships Survey identified barriers which hinder participation by parents in parental involvement activities. Identified barriers included a lack of transportation, child care, understanding, as well as, a need for parent workshops on parenting skills, literacy, technology, and promotion requirements.
The school's Action Team (1 administrator, 1 parent contact employee, and 1 non-employee parent) will participate in the District Parent Involvement Committee quarterly meetings to discuss and revise the LEA Parent Involvement Plan. Similarly, the Action Team will attend four District Parent Contact/Liaison training.
Bond will continue the annual membership with the National Network of Partnership Schools (NNPS). A minimum of two workshops will be held at the school to increase parent capacity at the school. Bond will send an annual Parent Survey to identify parent involvement successes and barriers.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Bond Elementary consults with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school needs. We will implement supplemental and intensive support academic systems and utilize data-based decision making to close academic and social-emotional gaps.
Bond will implement the Harmony program during the 2018-2019 school year that is focused on encouraging students to make connections with peers and/or staff.

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

Pre-K parents and students are invited to attend Kindergarten Orientation hosted in the spring. Parents and students may also tour the school campus by appointments. Area preschool and Head Start programs are invited to participate in spring field trips to Bond Elementary School to introduce Pre-K students to our Kindergarten teachers and Kindergarten program.

Parents are encouraged to bring their students to school for our Kindergarten screening. During the screening, parents are able to tour the school. The new Kindergarten students receive a backpack and school supplies after completing the kindergarten screening.

Kindergarten parents are also strongly encouraged to attend the orientation day prior to the first day of school.

FLKRS assessment is administered to our Kindergarten students. The Florida Assessment in Reading is a screener that is also utilized to diagnose and prescribe interventions that will assist those Kindergartners that are struggling. This test assesses phonemic awareness and fluency. The data is used to determine the instructional needs of the Kindergartners.

Vertical teaming opportunities with middle schools who receive our 5th grade students will continue to facilitate transition to middle school programs and courses prior to students leaving Bond Elementary School.

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

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

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

The Title I Academic Coordinator and Title I/Title II Developers facilitate and coordinate district office and individual school's staff development plans, including Bond's, to ensure that each school's unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher and administrator input, formative assessments, and FSA/FCAT 2.0 data. The LEA Master Calendar and LEA Homepage are tools which provide needed information and coordination between federal and non-federal programs.

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

Bond maintains open lines of communication with local universities toward establishing mentors for students.

Part V: Budget

Total:	**$310,911.25**