Leon County Schools

Bond Elementary School

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (37%) 2017-18: D (38%) 2016-17: C (43%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	DMT-CYCLE 1
Year	YEAR 1
Support Tier	TIER 2
ESSA Status	

* 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.

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

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

Name	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.
Benton, Adrian	Instructional Coach	The instructional coach is responsible for making certain the core Mathematics 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.
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 cafeteria during breakfast and lunch. Additionally, he helps coordinate safety and security efforts.
Solomon, Dee	Instructional 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.
Mischler, Paula	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, she will monitor and model instructional programs and strategies for teachers.
Desire , Jennifer	Teacher, K-12	The responsibilities of the grade level chairperson are 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.
Richardson , Jasmine	Teacher, K-12	The responsibilities of the grade level chairperson are 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.
Ford, Nicole	Teacher, K-12	The responsibilities of the grade level chairperson are 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.

Name	Title	Job Duties and Responsibilities
Williams , Ryan	Teacher, K-12	The responsibilities of the grade level chairperson are 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.
Pye, Carol	Teacher, K-12	The responsibilities of the grade level chairperson are 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.
Sailor , Jasmine	Teacher, K-12	The responsibilities of the grade level chairperson are 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.
Walker, Myioshi	Teacher, K-12	The responsibilities of the grade level chairperson are 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.
Moore , Leah	Teacher, PreK	The responsibilities of the grade level chairperson are 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 2019 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 2019 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
54

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Students With Disabilities
School Grades History	2018-19: D (37%) 2017-18: D (38%) 2016-17: C (43%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	DMT-CYCLE 1
Year	YEAR 1
Support Tier	TIER 2
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

Early Warning Systems

Current Year

The number of students by 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	88	116	97	91	89	85	0	0	0	0	0	0	0	566
Attendance below 90 percent	28	33	29	11	11	12	0	0	0	0	0	0	0	124
One or more suspensions	3	5	6	17	17	36	0	0	0	0	0	0	0	84
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 ELA assessment	0	0	0	0	19	17	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	17	0	0	0	0	0	0	0	35

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	1	2	3	9	14	19	0	0	0	0	0	0	0	48

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	9	15	8	22	1	0	0	0	0	0	0	0	0	55
Students retained two or more times	0	0	1	8	1	1	0	0	0	0	0	0	0	11

Date this data was collected or last updated
Monday 5/11/2020

Prior Year - 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	
Number of students enrolled	84	130	101	109	95	98	0	0	0	0	0	0	0	617
Attendance below 90 percent	40	59	39	39	36	38	0	0	0	0	0	0	0	251
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	29	42	53	0	0	0	0	0	0	0	124

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	0	0	0	8	17	21	0	0	0	0	0	0	0	46

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	16	7	25	4	0	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	1	2	2	0	0	0	0	0	0	0	5

Prior Year - 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	
Number of students enrolled	84	130	101	109	95	98	0	0	0	0	0	0	0	617
Attendance below 90 percent	40	59	39	39	36	38	0	0	0	0	0	0	0	251
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	29	42	53	0	0	0	0	0	0	0	124

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	0	0	0	8	17	21	0	0	0	0	0	0	0	46

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	16	7	25	4	0	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	1	2	2	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	23%	57%	57%	30%	57%	56%
ELA Learning Gains	35%	54%	58%	47%	53%	55%
ELA Lowest 25th Percentile	36%	47%	53%	51%	46%	48%
Math Achievement	49%	64%	63%	44%	61%	62%
Math Learning Gains	56%	63%	62%	40%	55%	59%
Math Lowest 25th Percentile	38%	45%	51%	27%	40%	47%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	19%	52%	53%	28%	52%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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**	
03	2019	23%	61%	-38%	58%	-35%	
	2018	26%	61%	-35%	57%	-31%	
Same Grade Comparison		-3%					
Cohort Comparison							
04	2019	22%	57%	-35%	58%	-36%	
	2018	24%	58%	-34%	56%	-32%	
Same Grade Comparison		-2%					
Cohort Comparison		-4%					
05	2019	20%	56%	-36%	56%	-36%	
	2018	31%	57%	-26%	55%	-24%	
Same Grade Comparison		-11%					
Cohort Comparison		-4%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	43%	63%	-20%	62%	-19%	
	2018	43%	64%	-21%	62%	-19%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2019	42%	66%	-24%	64%	-22%	
	2018	38%	62%	-24%	62%	-24%	
Same Grade Comparison		4%					
Cohort Comparison		-1%					
05	2019	45%	61%	-16%	60%	-15%	
	2018	38%	58%	-20%	61%	-23%	
Same Grade Comparison		7%					
Cohort Comparison		7%					

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	20%	54%	-34%	53%	-33%
	2018	24%	56%	-32%	55%	-31%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

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 2016-17**	**C & C Accel 2016-17**
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				

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 2015-16**	**C & C Accel 2015-16**
SWD	32	55	50	26	32	27	17				
BLK	29	47	52	43	39	22	27				
HSP	20			40							
FRL	28	46	50	43	38	27	26				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners 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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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

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

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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science achievement showed the lowest performance earning 28% proficiency during the 2018-2019 school year. The contributing factors to the low performance of our 5th grade students were lack of focus in all grade levels and lack of adherence to the standards. During the 2019-2020 school year, the students demonstrated increased knowledge on the midyear District Science Benchmark Assessment recording 35% proficiency. During the 2019-2020 school year, English Language Arts showed the lowest performance. The STAR Reading assessment was utilized as the progress monitoring tool indicating that Bond Elementary School was at 34% proficiency. Lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played a major role in students' lack of performance in the area of English Language Arts. Overall, English Language Arts has been an area of deficiency at Bond Elementary School for several years.

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

The English Language Arts lowest 25% subgroup showed the greatest decline from the prior year. During the 2018-2019 school year, the English Language Arts lowest 25% subgroup achievement was 36% compared to 51% the prior school year. During the 2019-2020 school year, mathematics showed the greatest decline from the prior year. 47% of students showed achieved proficiency in mathematics on Acaletics last progress monitoring check. Acaletics was utilized as the progress monitoring tool for the 2019-2020 school year. During the 2019-2020 school year, the school scrimmaged on a monthly basis. The scrimmage goal for each month increased by 10 percentage points. The scrimmage goal for the last progress monitoring tool was 70%; therefore, there was a significant decrease in performance compared to prior progress monitoring assessments. Additionally, several standards had not been formally addressed; however, they had been exposed during the Acaletics block at Bond Elementary School. There is a strong need to continue to increase teacher capacity in the area of mathematics.

Continuous professional development will be provided to strengthen teacher pedagogy, instructional methods, and strategies to assist students.

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

The science data component had the greatest gap compared to the state average. The school's overall percentile was 30% compared to the state's percentile of 53%. Primary factors that contributed to the gap between school and state relate to the lack of foundational science skills, lack of focus in the primary grades, and lack of explicit adherence to the science standards on all grade levels. According to district benchmark data in 2019-2020, Bond Elementary School's instructional approach was in the beginning stages of closing the gap at year's end recording a 38% proficiency rate on the district midyear assessment. However, lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played a major role in students' lack of performance in the area of English Language Arts.

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

The mathematics learning gains component showed the most improvement as compared to the prior year with an increase of 16%. During the 2018-2019 school year, Bond Elementary School implemented Acaletics which afforded students the opportunity to continuously practice mathematics standards daily. Mathematics teachers were monitored and provided direct support via the Acaletics consultant and district personnel in regards to implementation. During the 2019-2020 school year, science showed the most improvement. District science assessments were utilized as progress monitoring tools. 35% of students scored at or above the 70th percentile on the science assessment. Standards-based instruction was employed in science as well as students were given opportunities to participate in hands-on activities on a weekly basis. Additionally, science professional development was provided multiple times during the school year. Students' bi-weekly assessment data was reviewed by the leadership team and formal and informal discussions were held to discuss challenges and successes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students' attendance participation rates, academic failures in English Language Arts (ELA) and mathematics, and the number of students scoring at level 1 on the FSA ELA and mathematics assessment are potential areas of concern.

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

The highest priorities for school improvement for this school year are as follows:
1. Increase student achievement on the FSA ELA and mathematics;
2. Increase student achievement on the FCAT 2.0 science;
3. Increase learning gains on the FSA ELA and mathematics; and
4. Increase student attendance participation rates.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Student achievement in science is critical to student learning because it allows students to become problem solvers and critical thinkers in every subject area. Science was chosen as an area of focus because during the 2018-2019 school year, the overall science achievement on the Next Generation Sunshine State Standards assessment was 19%. 6% of students in the Students with Disabilities scored at level 3 or above; 18% of Black students scored at level 3 or above; and 16% of Economically Disadvantaged Students scored at level 3 or above. During the 2019-2020 school year, science showed the most improvement. District science assessments were utilized as progress monitoring tools. 35% of students scored at or above the 70th percentile on the science assessment. Science will be a continued Area of Focus, based on prior year's state average being 57%, district's 52%, and the large proficiency gap that is present but with current progress at 35% monitoring data.
Measureable Outcome:	The measurable outcome Bond Elementary plans to achieve is 38% of students in all subgroups (Students with Disabilities, Black, and Economically Disadvantaged) scoring at or above level 3 on the Next Generation Sunshine State Standards Science assessment.
Person responsible for monitoring outcome:	Delshauna Jackson (jacksond5@leonschools.net)
Evidence-based Strategy:	The implemented evidenced-based strategy is collaborative and hands-on learning. This strategy is utilized via project-based learning (i.e. experiments, science fair projects, etc.) and allows students the opportunity to think independently and allows for students to rely on observational data.
Rationale for Evidence-based Strategy:	To continuously engage students in the learning process, collaborative and hands-on learning can stimulate critical thinking skills and enhance students' oral communication and social interaction skills. Not only does it promote a positive attitude towards the content, it promotes higher student achievement.

Action Steps to Implement

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Student achievement in mathematics provide students the opportunity to utilize logical reasoning and build mental discipline and rigor. Mathematics was chosen as an area of focus because during the 2018-2019 school year, the overall mathematics achievement on the Mathematics Florida Standards Assessment was 49%. 26% of students in the Students with Disabilities subgroup scored at level 3 or above; 43% of Black students scored at level 3 or above; 40% of Hispanic students scored at level 3 or above; and 43% of Economically Disadvantaged Students scored at level 3 or above. During the 2019-2020 school year, the school scrimmaged on a monthly basis. The scrimmage goal for each month increased by 10 percentage points. The scrimmage goal for the last progress monitoring tool was 70%; therefore, the students' proficiency rate according to the program's goal was 47%.

Measureable Outcome:
The measurable outcome Bond Elementary plans to achieve is 54% of students in all subgroups (Students with Disabilities, Black, Hispanic, and Economically Disadvantaged) scoring at or above level 3 on the Mathematics Florida Standards Assessment.

Person responsible for monitoring outcome:
Delshauna Jackson (jacksond5@leonschools.net)

Evidence-based Strategy:
The implemented evidenced-based strategy is allowing students the opportunity to practice standards continuously via various mediums (i.e. whole groups, small groups, computer-based instruction, hands-on activities, etc.). In addition , a 4th grade math teacher will be hired to decrease class size and provide more intense interventions to students.

Rationale for Evidence-based Strategy:
Research shows that repeated exposure to standards will allow students to solidify content learned throughout the school year. The act of practice creates more opportunities for teachers to check for understanding and offer immediate feedback to students in regards to mastery/non-mastery of standards. Reduced class sizes will allow teachers to provide more intentional instruction through small group and individually based on need and the identified deficiencies that students have per standard.

Action Steps to Implement

1. Ensure students receive standards-based instruction.
2. Implement evidenced-based instructional strategies and methods.
3. Progress monitor students daily and analyze data on a weekly basis to gauge student learning.
4. Provide professional development opportunities for Mathematics teachers that will address the needs of the students and the teachers.
5. Collaborate with Mathematics teachers both formally and informally.
6. Employ co-teacher models to assist with intervention and/or enrichment in 3rd - 5th grade classes.

Person Responsible
Delshauna Jackson (jacksond5@leonschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Student achievement in English Language Arts provides foundational knowledge and the comprehension skills necessary for attainment in core subject areas. English Language Arts was chosen as an area of focus because during the 2018-2019 school year, the overall achievement on the English Language Arts Standards Assessment was 23%. 19% of students in the Students with Disabilities subgroup scored at level 3 or above; 9% of English Language Learners subgroup scored at or above level 3; 21% of Black students scored at level 3 or above; and 22% of Economically Disadvantaged Students scored at level 3 or above. During the 2019-2020 school year, English Language Arts showed the lowest performance. The STAR Reading assessment was utilized as the progress monitoring tool. Lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played a major role in students' lack of performance in the area of English Language Arts. Overall, the STAR progress monitoring tool indicated English Language Arts at 34% proficient in grades 3rd-5th.

In addition, the average number of students absent at Bond Elementary School is 46.82. Poor attendance greatly affects students' academic achievement. The leadership team will employ an attendance paraprofessional who will be responsible for monitoring attendance and supporting ELA teachers to help with small group instruction.

Measureable Outcome:

The measurable outcome Bond Elementary plans to achieve is 54% of students scoring at or above level 3, 60% of students making learning gains, and 40% of the lowest 25% making learning gains on the FSA English Language Arts assessment to include all subgroups (Students with Disabilities, English Language Learners, Black, and Economically Disadvantaged).

Person responsible for monitoring outcome:

Delshauna Jackson (jacksond5@leonschools.net)

Evidence-based Strategy:

Professional Learning Communities (PLCs) will be implemented weekly at Bond Elementary School. PLCs will provide the opportunity for teachers to collaborate collectively to achieve the school's goals and/or outcomes. PLCs will be presented as whole and small group sessions where data, instructional practices, programs, team planning, and etc. will be discussed. Small group instruction and reducing classroom sizes to provide intentional focused instruction and decrease distractions. Additional teachers will be hired to reduce class size. Curriculum will be purchased to support primary grades.

Rationale for Evidence-based Strategy:

Because many of the teachers lack effective methods and strategies to boost student performance, it is essential for the teachers to meet regularly to improve classroom practices, teaching skills, and work collaboratively to increase an understanding of the content they must present to students. Additionally, PLCs afford the teachers an opportunity to improve their knowledge base as well as improve their instructional methodology repertoire. PLCs also play a vital role in bridging achievement gaps amongst students which, in turn, helps students achieve set expectations and goals. In addition, additional teachers will provide small group instruction and help to

reduce classroom sizes. Due to the pandemic and prior knowledge of achievement gaps in ELA indicated by trending data and student performance on progress monitoring assessments throughout the 19-20 year, the need to place an ELA resource teacher to work with third, fourth and fifth grade will be an immediate need for the 20-21 school year. In addition, we will need a 4th grade writing teacher to help support student academic needs. Each teacher will be assigned to a specific grade level and provide instruction through small group, Push in, co-teaching, and individually based on need and the identified deficiencies that students have per standard.

Action Steps to Implement

1. Ensure students receive standards-based instruction.
2. Implement evidenced-based instructional strategies and methods.
3. Progress monitor students daily and analyze data on a weekly basis to gauge student learning.
4. Provide professional development opportunities for ELA teachers that will address the needs of the students and the teachers.
5. Collaborate with ELA teachers both formally and informally.
6. Employ co-teacher models to assist with intervention and/or enrichment in 3rd - 5th grade classes.

Person Responsible   Delshauna Jackson (jacksond5@leonschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

One school improvement priority at Bond Elementary School is student attendance. The average number of students absent at Bond Elementary School is 46.82. Poor attendance greatly affects students' academic achievement. The leadership team will employ an attendance paraprofessional who will be responsible for maintaining attendance records and reconciling any issues or confirm excused and unexcused absences. The leadership team will also create a more positive school culture that promotes student engagement, and as a result, students will be motivated to attend school to be a part of various educational experiences. Students who attend school regularly will be celebrated and incentivized via intrinsic and extrinsic rewards. Fostering positive relationships with teachers and students will revert the students' lack of interest and morale towards attending school on a daily basis.

Students will be provided additional interventions in the areas of ELA and mathematics to decrease the number of course failures and the number of students scoring at level 1 on the FSA ELA and mathematics assessment. Students will receive instruction via small groups in and out of the classroom and through extended day programs (After School and Saturday School). The instructional coaches and resource teachers will assist with small group instruction where needed. The leadership team will review quarterly grade distributions to determine the number of students passing and/or failing courses. The leadership team along with teachers will review students' weekly assessment data for progress monitoring purposes.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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
- Maintain the school's physical appearance

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 progression and feedback will be solicited and taken in to consideration where needed.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$96,329.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1181 - Bond Elementary School	UniSIG	1.0	$48,000.00
			Notes: 1 4th grade math teacher to help reduce class sizes and provide more intensive instruction to 4th grade students. 1 teacher at $48,000 = $48,000.			
	5100	230-Group Insurance	1181 - Bond Elementary School	UniSIG		$9,500.00
			Notes: Benefits: Health Insurance for 1 Teachers @ $9,500			
	5100	210-Retirement	1181 - Bond Elementary School	UniSIG		$4,800.00
			Notes: Benefits: Retirement $48,000 x 10% =$4,800			
	5100	220-Social Security	1181 - Bond Elementary School	UniSIG		$3,672.00
			Notes: Benefits:FICA $48,000 x 7.65% =$3,672			
	5100	210-Retirement	1181 - Bond Elementary School	UniSIG		$432.00
			Notes: Benefits:Workers Compensation $48,000 x .90% =$432			
	5100	520-Textbooks	1181 - Bond Elementary School	UniSIG		$29,925.00
			Notes: Acaletics Math program will be used to provide interventions to 2nd-5th grade students @ $29,925.00			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$145,650.79
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1181 - Bond Elementary School	UniSIG	2.0	$82,000.00
			Notes: 1 ELA Resource Teachers will be hired to work with 3rd-5th, grade students to work in small groups and provide more intensive instruction and interventions using a Push-in model. 1 teacher @$41000 each = $41,000. 1 4th grade ELA teacher to help reduce class sizes and provide more intensive instruction to 4th grade students. 1 teacher at $41,000 = $41,000.			
	5100	230-Group Insurance	1181 - Bond Elementary School	UniSIG		$10,300.00
			Notes: Benefits: Health Insurance for 2 Teachers @ $5,150 each = $10,300.			
	5100	210-Retirement	1181 - Bond Elementary School	UniSIG		$8,200.00
			Notes: Benefits: Retirement for 2 Teachers @ $82,000 x 10% = $8,200			
	5100	220-Social Security	1181 - Bond Elementary School	UniSIG		$6,273.00
			Notes: Benefits: FICA for 2 Teachers @ $82,000 x 7.65% = $6,273.00			
	5100	240-Workers Compensation	1181 - Bond Elementary School	UniSIG		$738.00

			Notes: Benefits: Workers Compensation for 2 Teachers @ $ 82,000 x .90% = $738			
	5100	150-Aides	1181 - Bond Elementary School	UniSIG		$18,000.00
			Notes: 1 Paraprofessional to assist teachers with small group instruction and attendance monitoring @ $18,000 each.			
	5100	230-Group Insurance	1181 - Bond Elementary School	UniSIG		$2,750.22
			Notes: Benefits: Health Insurance for 1 paraprofessional @ $2750.22			
	5100	210-Retirement	1181 - Bond Elementary School	UniSIG		$1,800.00
			Notes: Benefits: Retirement for paraprofessional @ $ 18,000 x 10% = $1,800			
	5100	220-Social Security	1181 - Bond Elementary School	UniSIG		$1,377.00
			Notes: Benefits: FICA for paraprofessional @ $ 18,000 x 7.65% = $1,377			
	5100	240-Workers Compensation	1181 - Bond Elementary School	UniSIG		$162.00
			Notes: Benefits: Workers Compensation for paraprofessional @ $ 18,000 x .90% = $162			
	5100	520-Textbooks	1181 - Bond Elementary School	UniSIG		$13,807.57
			Notes: Sadiler Progress ELA workbooks to support 2nd-5th grade students. See quote $11,692.91. Florida Ready workbooks to support ELA and Math for Kindergarten students $2,114.66. See quote $2,114.66 of $3,608 remaining balance ($1,493.34) will be paid from another source.			
	5100	232-Life Insurance	1181 - Bond Elementary School	UniSIG		$162.00
			Notes: Benefits: Life Insurance for 2 Teachers @ $81 each = $162			
	5100	232-Life Insurance	1181 - Bond Elementary School	UniSIG		$81.00
			Notes: Benefits: Life Insurance for 1 paraprofessional @ $81			
					Total:	**$258,115.00**