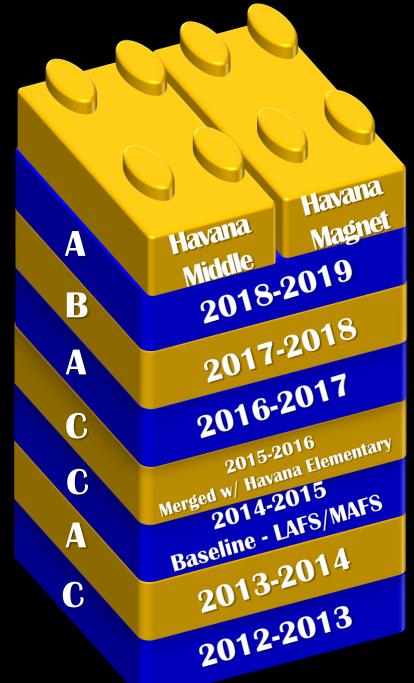
BUILDING A CULTURE OF CONTINUOUS IMPROVEMENT

"There's No Secret to Our Success"

Delshuana Jackson, Presenter Jasmine Sailor, Presenter Ryan Williams, Presenter







Active Listening and Learning Listen hard, speak softly Take ownership over your learning Be solution-oriented and open-minded Think about how this looks in your school/district

Parking Lot Please write any outstanding questions you have on the "Parking Lot" in the back of the room

Cell Phones

Please keep phones on silent and take emergency calls/texts outside



we do what has always been done. This is not because it was so good or even effective, but because it is comfortable.

Too often, in schools,

Agree? Disagree? Why? Why not? There is a need for a cultural shift from using data for compliance to using data for improving student performance in each classroom.

Kathie Marshall (2009)

Continuous improvement

- Offers a pathway of systemic change
- Is premised on <u>three</u> core principles:
 - Change takes time and involves collective effort
 - Change requires <u>constant</u> adaptation, data collection, monitoring, and learning
 - Focus on improvement is combined with <u>ongoing</u> evidence collection and <u>review</u> which lead to change

 Э ACT / ADJUST

Fine-Tune the Fix Take appropriate action PLAN

Identify the Issue & Root Cause

Change in process

DO

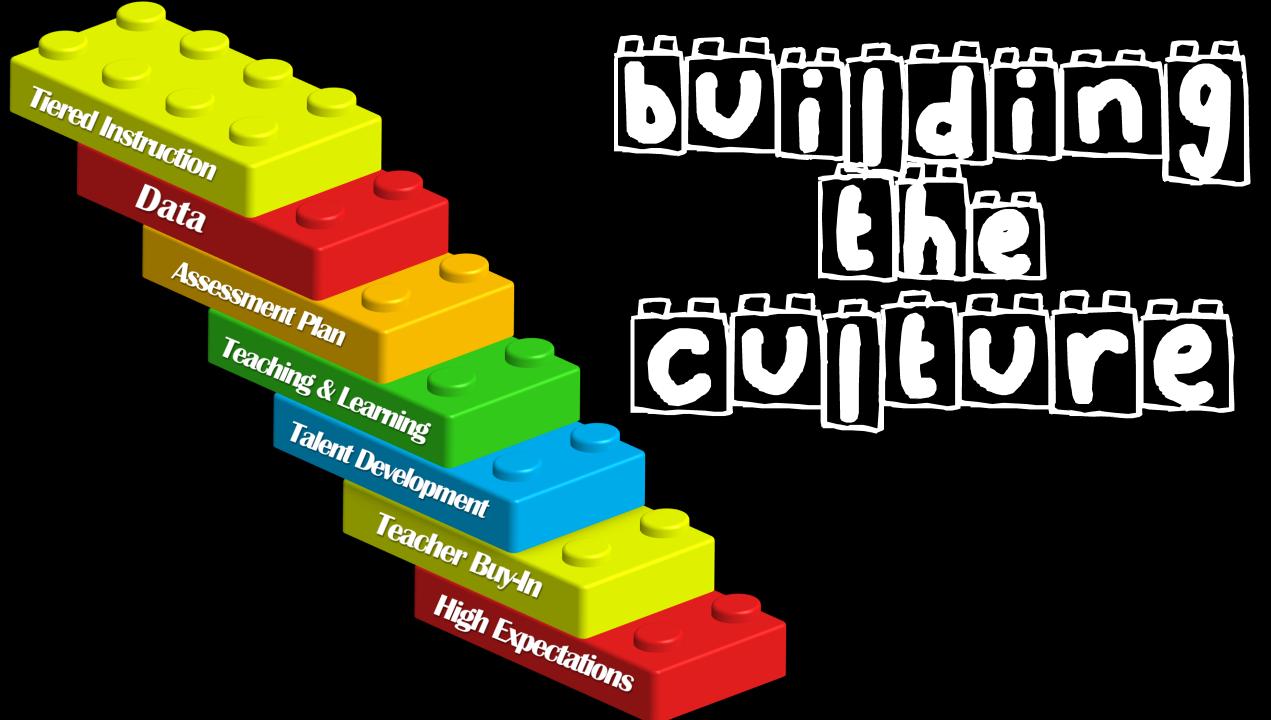
Fix

a Problem

Implement the

change

Assess If a Problem Is Fixed Measure the results



- ✓ Host data and grade-level meetings
- \checkmark Host data chats with students
- ✓ Set REALISTIC expectations and goals
- ✓ **Be AUTHENTIC**
- ✓ Allow teachers' frustrations
- \checkmark Meet teachers where they are
- \checkmark Constantly keep the school's goals and targets before the teachers
- ✓ Create visuals of targets and goals
- \checkmark Emphasize that data is monitored regularly
- ✓ Establish and communicate NON-NEGOTIABLES and LOOK-FOR indicators



		nd Elementary S		*				ESSA Subg	roup Data		
Student's Name:	Midyear Snapsho (a	it of Student A ca is of January 31, 20						ELA Rationale 2021-2022	<i>ELA</i> Current Data 2022-2023	<i>Mathematics</i> Rationale 2021-2022	<i>Mathematics</i> Current Data 2022-2023
Т т			Grade:				Students with Disabilities (SWD)	35%	48%	41%	56%
Homeroom Teacher: .			Grade:	-			English Language Learner (ELL)	40%	41%	60%	69%
	PM (Septen		(Dece	PM2 mber/January)			Black	37%		79%	50%
STAR Early Literacy	Scale Score	Percentile	Scale Score	Percentile			Economically Disadvantaged	39%	26%	77%	64%
Assessment (Grades VPK-1)	PM			PM 2		Measu of atte	rable Outcome #2:Bond Elementary Sc ndance less than 90% (162 days) for the s	hool's total amount of stude	ntswill decrease by	•	
	(Septen) Scale Score	nber) Percentile	(Dece Scale Score	mber/January) Percentile							
STAR Reading Assessment (Grade 1-2 Only)							nt Data: 155 students (28% of the school rable Outcome #3: 50% of fifth grade st	/	-		ing the 2022-2023 school
STAR Mathematics Assessment (Grades VPK-2)	Scale Score	Percentile	Scale Score	Percentile		vear.				Science CurrentDat	
	IRL	ZPD	IRL			Bond Ele	mentary School			2022-2023	
Accelerated Reader Instructional Reading	IRL	ZPD	IRL		г		-			49%	
Level (IRL) & Zone Proximal Development					L		ntability Snapshot			7-	
(ZPD)						(as of	April 12, 2023)				
(Grades 1-2 Only)	August	0	ctober			`					
Acaletics Mathematics											
					A+	B+	Where We Stand	Where We Sta	nd		
					Target	Target	(FAST Practice Test)	(STAR Assessm			
									enty		
				School Overall	62 %	54 %	33%	40%			
				3 rd Grade	62 %	54%	35%	39%			
					62% 62%	54% 54%	35% 22%	39% 46%			
				3 rd Grade 4 th Grade 5 th Grade	62% 62%	54% 54%	22% 42%	46% 35%	avana Magn	et School FSA Data Chat)	Form c44
				3 rd Grade 4 th Grade 5 th Grade	62 %	54% 54%	22 %	46 %	avana Magn	et School FSA Data Chat]	Form <u>54</u>
				3 rd Grade 4 th Grade 5 th Grade DIFFE	62% 62%	54% 54%	22% 42%	46% 35%		et School FSA Data Chat]	Form <u>54</u>
		В	ond Elem	3 rd Grade 4 th Grade 5 th Grade	62% 62%	54% 54%	22% 42%	46% 35% -22%	Arts		
	0			3 rd Grade 4 th Grade 5 th Grade DIFFE tentary School	62% 62% RENCE (A-	54% 54%	22% 42%	46% 35% -22%	e Arts vement Level:4	Spr	ing 2017 Score: <u>331</u>
	0		ol Accour	3 rd Grade 4 th Grade 5 th Grade DIFFE tentary School tability Snapsho	62% 62% RENCE (A-	54% 54%	22% 42%	46% 35% -22% English Language Spring 2017 Achie	e Arts vement Level:4	Spr	
	0		ol Accour	3 rd Grade 4 th Grade 5 th Grade DIFFE tentary School	62% 62% RENCE (A-	54% 54%	22% 42%	46% 35% -22% Spring 2017 Achie Spring 2018 Achie Mathematics	vement Level:	Spr	ing 2017 Score: <u>331</u> ing 2018 Score:
	0		ol Accour	3 rd Grade 4 th Grade 5 th Grade DIFFE tentary School tability Snapsho	62% 62% RENCE (A-	54% 54%	22% 42%	46% 35% -22% Spring 2017 Achie Spring 2018 Achie Mathematics Spring 2017 Achie	e Arts vement Level: <u>4</u> vement Level: <u>5</u>	Spr Spr Spr	ing 2017 Score: <u>33 </u> ing 2018 Score: ing 2017 Score: <u>365</u>
	0	Scho	ol Accour	3 rd Grade 4 th Grade 5 th Grade DIFFE tentary School tability Snapsho	62% 62% RENCE (A-	54% 54%	22% 42% -29%	46% 35% -22% Spring 2017 Achie Spring 2018 Achie Mathematics Spring 2018 Achie	e Arts vement Level: <u>4</u> vement Level: <u>5</u> vement Level: <u>5</u>	Spr Spr Spr	ing 2017 Score: <u>33 </u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u>
EL		Scho	ol Accour (As of M A+	3 rd Grade 4 th Grade 5 th Grade DIFFE nentary School ntability Snapsho Iarch 21, 2023) B+	62% 62% RENCE (A-	54% 54% +)	22% 42% -29%	46% 35% -22% Spring 2017 Achie Spring 2018 Achie Mathematics Spring 2018 Achie My Spring 2018 Achie	e Arts vement Level: <u>4</u> vement Level: <u>5</u> vement Level: <u>5</u> vement Level: <u></u>	Spr Spr I be a5 point increase f	ing 2017 Score: <u>33 </u> ing 2018 Score: ing 2017 Score: <u>365</u>
	LA ematics	Scho	ol Accour (As of M A+ arget	3rd Grade 4 th Grade 5 th Grade DIFFE tentary School tability Snapsho tarch 21, 2023) B+ Target 54%	62% 62% RENCE (A-	54% 54% +) Where We Stand	22% 42% -29%	46% 35% -22% Engush Language Spring 2017 Achie Spring 2018 Achie Mathematics Spring 2018 Achie Spring 2018 Achie My Spring 2018 Achie My Spring 2018 Achie	e Arts vement Level: <u>4</u> vement Level: <u>5</u> vement Level: <u>5</u>	Spr Spr I be a <u>5</u> point increase f	ing 2017 Score: <u>33 </u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u>
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Mather Scie Measurable Outcome	ematics ence ne #1: To achieveaci	Scho T T T Umulative score of	ol Accour (As of M A+ arget 52% 52% 52% 52% 52% 52% 52% 52% 52%	3rd Grade 4 th Grade 5 th Grade DIFFE entary School tability Snapsho (arch 21, 2023) B+ Target 54% 54% 54%	62% 62% RENCE (A -	54% 54% +) Where We Stand 26% 64% 49% 46% = C	22% 42% -29%	46% 35% -22% Pring 2017 Achie Spring 2017 Achie Spring 2017 Achie Spring 2017 Achie Spring 2018 Achie My Spring 2018 Achie Spring 2018 Achie	e Arts vement Level: <u>4</u> vement Level: <u>5</u> vement Level: <u>5</u> vement Level: <u>5</u> vement Level: <u>5</u> vement Scale Score will se to work towards my goa	Spr Spr I be a <u>5</u> point increase f d: <u>UN Faavel</u> <u>Cad</u> ise to work together to meet my	ing 2017 Score: <u>331</u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u> goals.
Mather Scie Measurable Outcom	ematics ence ne #1: To achieveaci	Scho T T T Umulative score of	ol Accour (As of M A+ arget 52% 52% 52% 52% 52% 52% 52% 52% 52%	3rd Grade 4 th Grade 5 th Grade DIFFE nentary School ntability Snapsho (arch 21, 2023) B+ Target 54% 54%	62% 62% RENCE (A -	54% 54% +) Where We Stand 26% 64% 49% 46% = C	22% 42% -29%	46% 35% -22% Spring 2017 Achie Spring 2018 Achie Mathematics Spring 2018 Achie Spring 2018 Achie Spring 2018 Achie My Spring 2018 Achie My Spring 2018 Achie Strategies we will u focus more study more	e Arts vement Level: <u>4</u> vement Level: <u>5</u> vement Level: <u>5</u> vement Level: <u>5</u> vement Level: <u>6</u> vement Level: <u>7</u> vemen	Spr Spr I be a <u>5</u> point increase f il: Un raavel rad	ing 2017 Score: <u>331</u> ing 2018 Score: <u>365</u> ing 2018 Score: <u>365</u> ing 2018 Score: <u></u> trom last year's assessment.

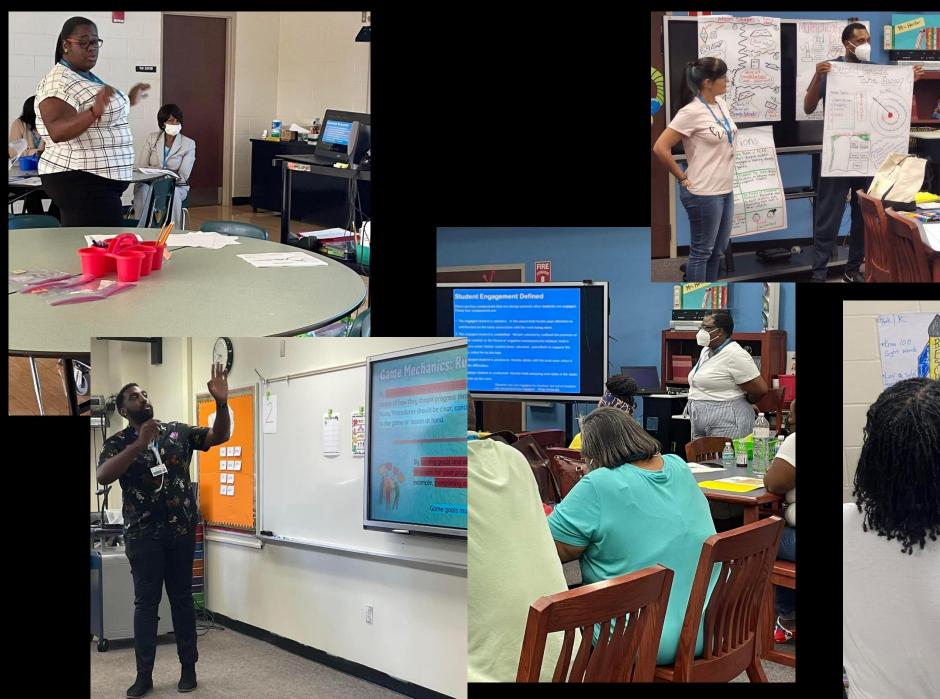
- \checkmark Provide needed resources
- \checkmark Involve teachers in planning
- ✓ Survey teachers on professional development needs
- ✓ Offer various professional development opportunities
- ✓ **BUILD RELATIONSHIPS**
- ✓ Implement a "teacher recognition" culture
- ✓ Foster collaborative environments
- \checkmark Have a welcoming and "open door" policy

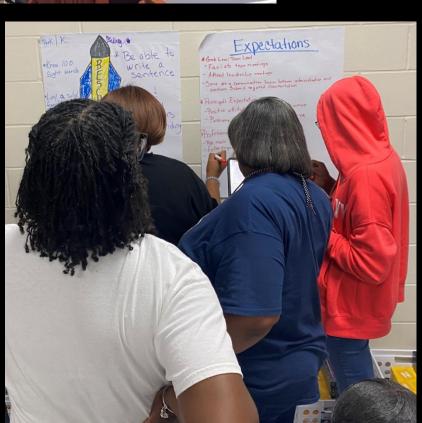




- ✓ Train and mold teacher leaders to assist with developing and strengthening colleagues
- \checkmark Provide opportunities to share, model, and collaborate
- ✓ Build teachers' capacities
- ✓ Allow teachers to visit other teachers' classes







...

- \checkmark Implement schoolwide instructional frameworks and calendars
- ✓ Review weekly lesson plans
- \checkmark Ensure curricula are aligned to benchmarks
- \checkmark Analyze data weekly
- \checkmark Foster inclusive classrooms

Literacy Coach Model

- \checkmark Models for teachers in deficient areas of instruction
- \checkmark Implement enrichment and remediation small groups
- \checkmark Co-teaches classes with non-mastery ELA teachers
- \checkmark Finds resources to help scaffold and bridge gaps in instruction
- \checkmark Disaggregates schoolwide data
- ✓ Conduct "coaching" walkthroughs



ily Schedule:		l Question(s):																		
meroom and Language Arts		comparing and contrasting how informat															1			
8:20am-9:35am		s structured help you better understand th of each text?	e									1000	-	1111111			1			
guage Arts 9:35am-10:50am	purpose .	or cach tExt!											2 ma	the second	1	Renter		Page 1	-	
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cess 1:05pm - 1:25pm		Activity					Resources						1			Anna Antonio	~			
	Monday												E S	Carlor Lan	100	-			-	
uence of Planned Activities (Agenda)	20 minutes	Cursive Writing								s. Sailor)			1. 17.	06	100 L	10	-		120	
Direct Writing Instruction	20 minutes	Remediate assessments from the prior v	veek (Whole	Group)				netic Rea	ading Assessmei	-						7			100	
FCIM Progress ELA							 Benc Flori 			111.5		ALC: N								
Centers (Tuesday-Thursday)							 Measure 													
IM	50 minutes	Session 1					 Magi 	netic Rea					- 10			1	700.0		- S	
ndard(s)	30 minutes	 Spotlight on Genre (Green Pag 	(e)				 MyV 	iew				-	and a	-	- and -	1		WARE -	63 N	
FS.5.RI.2.5 - Comparing Text Structures, Part 1:		 Academic Vocabulary (Blue Pa Word Study (Blue Page) 	ge)									100	Enter	They are the	Carlinson?	1	LOT IN	Ci-L	-	
FS.5.RI.1.1 - Drawing Inferences	30 minutes	Word Study (Blue Page) Cold Read: Model					 Benc 	hmark A	sseseme	nts			5	Contraction in the	and the state of the	144	Married Work		-	-32
nday FCIM: Introduction/Modeled Instruction: Compar	Jonniutes	Cold Read, Model					 Benc Flori 			1103		-	-	1	一日の日日		BILLION			
pages 202-203)							 Measure 				2	-	and the set	3-1-1	- Real and a	1 the	and the	LILL C	10	100
Progress ELA: Guided Instruction - "Witnessing	Tuesday							-						12-	and the second	(and	No.	No.	1	
esday	15 minutes	Cursive Writing					 Teac 			s. Sailor)				ET I	Same Property	E CA	-	alle -		-
CIM: Modeled/Guided Instruction – "The First V	45 minutes 30 minutes	Session 2 Cold Read: Modeled/Guided Instructio	n/Dractice				 Magn Bang 		ading Assessmei	nte				Sec.		100	100	THE .		
pages 204-	50 minutes	Cold Read. Wodeled/Oulded Instructio	n/Practice				 Benc Flori 			ints				1 East			-			
Progress E Name:							 Measure 								1	100	1	1		
ednesday Date:	30 minutes	 Review Genre Anchor Chart (6) 					 MyV 		-						2	10		1 Martin	AL AL	
CLM: Gu		 Academic Vocabulary (Blue Pa	ge)											100	4	10		-	11	5
Progress E Reviewer:	30 minutes	 Spelling (Blue Page) Small Groups and Lesson Wrap-Up 					 MyV 	lion						3	-	100			1	
Smail Grou	50 minutes	Sman Groups and Lesson wrap-Up					 Myv Teac 		ources										1	
ursday 7CIM: Wn														-		82			1	
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day 1. Standards/Benchmarks (ELA	MA SC SS	PE, ART, MU, Media, <u>C.Ed.</u>)	113 11											12	-	37.				
CIM: Ind RESTELA Mathematics i		and NGSS Science Standards														100			AN EST	
Monday – Highlighted															No Der	3	14.00		- 1	
2. Sequence of Planned Activitie	es for each Sul	bject																		
 Academic and Domain-Specif ART, MU Media, C. Ed.) 					(Å)								es	al la	y			es	al	es Y
4. Higher Order Questions (ELA	a, ma, sc, s s	S, PE, ART, MU, Media,			(Unify)	0	STAR Scale Score (Aug.) STAR Achievement Level (Aug.)	Ð	STAR Scale Score (Nov.)	STAR Achievement Level (Nov.)	٩	inen	Pro ry nce	Keadıng Informational Text Performance	enr ilar nce	0	len	Pro ry nce	ion:	enr Ilar
C.Ed.)						%ile	Sc. Au		Sc: (Nc	Lo No	Scal	evemen l	ng oeti ma	ng nat ma	abu abu	Scal	Aem	ading Pr 1 Poetry formano	ng nat	abu abu
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5. Hands-On Activity (ELA, MA		, ART, MU, Media, <u>C Ed</u> .)			Bas	ST.	ST Scc Acl Lev	5 S	SCC	ST Acl Lev	PIM Scc	PIN Acl	Per Per	Ter Ter Ter	Re Aci &	PIN	PlM Acl	Re ani Pei	He Luf	Re Aci
*Hands-On Activity Highligh		and the Charles in the St		-	56.00%	4	872 Level 1				293	Level 1	A/N	A/N	В	304	Level 2		A/N	В
6. ESE/ELL Students Listed Ald	ong with Appr	opriate Strategies and/or			24.00% 52.00%	19	943 Level 1 930 Level 1				294	Level 1	B A/N	A/N B	B	279 306	Level 1 . Level 2 .	A/N A/N	B A/N	B
Interventions 7 Integration of Writing in Con-	tent åres to Te	iclude Mechanics and Grammar		-	40.00%	2	838 Level 1				282	Level 1	A'N	В	В	294		a/n A/N	a/n A/N	d A/N
(ELA, MA, SC, SS, PE, ART					80.00%	10	916 Level 1				294	Level 1	A/N	A/N	В	284	Level 1	A/N	A/N	A/N
8. Opportunities for Differentiate				acle	16.008	60	1014 Level 3				0.01	l evel 1	A/N	B	A/N	320	Level 3	A/N	A/N	A/N
intervention, enrichment activi		v.o., onion Broapo, herea			10.00%	36	976 Level 2				271	LOVEI I	1.213		1.019	303	Level 2	A/N	B	A/N
9. Non-Mastery Students Listed		onsProvided		\neg	76.00%	88	1065 Level 4				322	Level 3	A/N	A/N	A	332	Level 4	A/N	A	A
(ELA, MA, SC, SS)					92.00%	86	1061 Level 4				315	Level 3	A	A/N A/N	A/N	322	Level 3	A/N	A/N	A
10. Assessments (included) Evide	nt in Subject A	Areas (ELA, MA, SC, SS, PE,		$\neg -$	64.00%	20	1000 Level 2 945 Level 1				259	Level 3	A/N A/N	B	B	316	Level 3 . Level 3 .	A/N A/N	A/N A/N	A/N A/N
ART, MU, Media, C.Ed.)		,			44.00%	1	812 Level 1				285	Level 1	A'N	A/N	В	251	Level 1	A/N	В	
11. Mathematics MTRs/ELA Exp	ectations			7 —	80.00%	71	1033 Level 3				318	Level 3	A/N		A/N	324	Level 3	A/N	A/N	A/N
-				:ee	56.00%	63	1019 Level 3		-		290	Level 1	B	A/N B	B	316	Level 3	A/N B	A/N B	<mark>a/n</mark>
12. Evidence of Cursive Writing I	instruction				24.00%	1	785 Level 1 801 Level 1				251	Level 1	В	В	В	285	Level 1 Level 1	e A/N	A/N	в
					72.00%		1026 Level 3					Level 3		A/N	A	330	Level 4	A	A/N	A/N
					64.00%	41	986 Level 2				309	Level 2	A/N	A/N	A/N	289		A/N	A/N	B
comments:				ir	72.00%	10	91b Level 1				31.9	Level 3	A/N	A	A/N	291 326	Level 1 Level 4	A/N A	A/N A	A/N A/N
			'N	ai	64.00%	38	980 Level 2					Level 2			A/N	318	Level 3		A A/N	A/N A/N
			vo:	n Jr							291	Level 1	В	A/N	A/N	266	Level 1	A/N	В	В

Section: 201 Test: Week 12 Magnetic We Assessment	ekly	
Standard(s)#: ELA.2.F.1.3		h
Standard(s) Title(s): Use know	ledge	Ľ
of grade-appropriate phonics a	and	L
word-analysis skills to decode	words.	
	inor do.	
Student's Name	%	t
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	53	
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Class Total	17	Γ
Class Total Tested	16	
# of Mastery	9	1
% Mastered	56%	

Performance Reading Across Genres & Vocabulary Performance

- ✓ Interim STAR Assessments Grades 3-5
- ✓ State interim assessments PM 1-3 (STAR Early Literacy, STAR, FAST, NGSS, & FSAA) & WIDA
- ✓ District interim assessments various subject areas
- ✓ School interim assessments various subject areas
- ✓ Weekly assessments all subject areas



To: Teachers, Grades K-5

From: Mrs. D. Jackson, Principal

Date: August 12, 2022

RE: Baseline Assessments

Please adhere to the schedule below for school-level baseline assessments. The following assessments will be adn grade level.

Grade Level (s)	Assessment(s)	Length of Test(s)	Date(s) to be Administered	Question #'s	Class Period(s)
К	Acaletics Comprehensive Pre-Post	25 minutes	8/16/2022	1-6	Mathematics
К	Acaletics Comprehensive Pre-Post	25 minutes	8/17/2022	7-12	Mathematics
K	Acaletics Comprehensive Pre-Post	25 minutes	8/18/2022	13-18	Mathematics
К	Acaletics Comprehensive Pre-Post	25 minutes	8/19/2022	19-25	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-10	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	11-20	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	21-30	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	31-40	Mathematics
1	Acaletics Comprehensive Pre-Post	50 minutes	8/22/2022	41-50	Science/Social Stud
2	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-10	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	11-20	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	21-30	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	31-40	Mathematics
2	Acaletics Comprehensive Pre-Post	50 minutes	8/22/2022	41-50	Acaletics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-12	Mathematics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	13-25	Mathematics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	26-37	Mathematics
3	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	38-50	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/16/2022	1-15	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/17/2022	16-30	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/18/2022	31-40	Mathematics
4	Acaletics Comprehensive Pre-Post	50 minutes	8/19/2022	41-50	Mathematics

BOND ELEMENTARY S PM3 TESTING DATES

FAST ELA Reading and Mathematics	PM2: December 5 - January 27	K-5	K - 2 Students - STAR Renaissance 3 - 5	Sam Thompson (K- 2) Kris Kolp (3-5)
	РМЗ: Мау 1 - 24		Students - Cambium	2/10/01/010
GANAAI	PM1: August 18 - September 29			
SCHOOL	PM2: December 5 - January 27 *	VPK	VPK Students - STAR Early Literacy	Sam Thompson
	PM3: May 1 - 24 **			
0092	Statewide Science	Assessme	nt	
	May 8 - 19	5	Grade 5 Students	Kris Kolp
nprel	nension and Communication in Eng	lish State	-to-State for ELLs (ACCESS for E	ELLs)

STATE ASSESSMENT CALENDAR - ELEMENTARY SCHOOLS

Florida's Assessment of Student Thinking (FAST)

Dates

PM1: (K - 2) August 15 - September

Grade(s)

VPK May 1-5 Star Early Literacy

May 8-12 Star Mathematics

GRADE 1

May 1-5 Star Reading

May 8-12 Star Mathematics

GRADE 3

May 4 **FAST Mathematics** May 16

FAST Reading

May 5

FAST Mathematics

GRADE 5

May 11 FAST Reading

MORE INFORMATION IS FORTHCOMING!

KINDERGARTEN

May 1-! Star Early Li May 8-1

2022

Assessment

Star Mathematics

GRADE 2 May 1-5

May 8-12

GRADE 4

May 3 **FAST Mathematics** May 17

FAST Reading

May 16-17 FCAT 2.0 Science

Star Reading

Star Mathematics

- 5	Florida Standards Alterna	ate Assessme	ent (FSAA)
literacy	ssmen February 27 – April 14	3-5	ESE Students Wor Point
12			

	January 23 – March 10	K-5	ELL Students	Sam Thompson
	Florida Standards Alternate .	Assessme	nt (FSAA)	
nen	February 27 – April 14	3-5	ESE Students Working on Access Points	Sam Thompson

2023

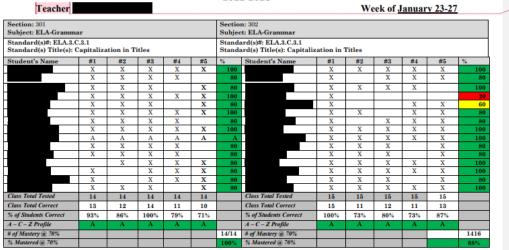
Contact

Participation

- \checkmark Collect and analyze weekly data
- \checkmark Provide immediate feedback via formal and informal conversation
- \checkmark Weekly submission of non-mastery students in lesson plans
- ✓ Small groups are formed to maximize instructional opportunities for ALL students



Bond Elementary School Instructional Focus Data Reporting Log 2022-2023



eacher: Carol Pye				Week o	f October 7,	2022		Commented [JD1]: Great
Section: 501		Section: 502		Section: 503		Section: 504		
Test: Grammar		Test: Grammar		Test: Grammar		Test: Grammar		
Standard(s)#: 5.C.1.1		Standard(s)#: 5.C.1.1		Standard(s)#: 5.C.1.1		Standard(s)#: 5.C.1.1		
Standard(s) Title(s): C Conjunctions	Correlative	Standard(s) Title(s): C Conjunctions	orrelative	Standard(s) Title(s): (Conjunctions	Correlative	Standard(s) Title(s): C Conjunctions	orrelative	
Student's Name	%	Student's Name	%	Student's Name	%	Student's Name	%	
	100		Α		100		100	
	100		Α		100		100	
	100		100		100		80	
	80		80		100		<mark>40</mark>	
	100		100		100		100	
	100		100		100		100	
	100		100		100		100	
	100		100		80		80	
	<mark>60</mark>		100		100		100	
	A		100		80		80	
	100		100		100		80	
	80		100		100		Α	
	40		100		80		100	
	100		100		100		100	
	100		80		100		60	
	100		100		100		100	
	100		100		100		100	
	Α		100				80	
Class Total	18	Class Total	18	Class Total	17	Class Total	18	
Class Total Tested	17	Class Total Tested	16	Class Total Tested	17	Class Total Tested	17	
# of Mastery	15	# of Mastery	16	# of Mastery	17	# of Mastery	16	
% Mastered	88%	% Mastered	100%	% Mastered	100%	% Mastered	94%	

Bond Elementary School

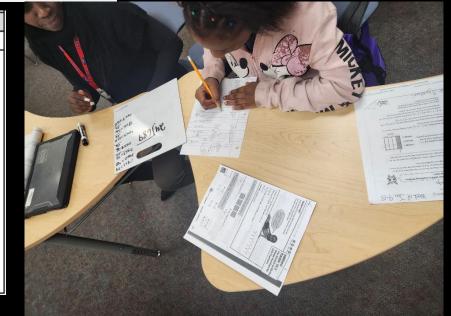
FCIM Data Reporting Log

2021 -2022

KEY: A (Absent) Please highlight scores below 70% (indicates non-mastery)
Place an X for each question the students answered correctly. Tally the X total at the bottom of the column. Provide mastery data based
on students' overall percentage.

rcentage.		
A = 70%-100%	C = 60% - 69%	= 0

Non-1	Mastery Students (Less Than 70% on As	sessment)
401	402	403	404
T. Anderson	T. Armstead	C. Frazier	A. Bryant
W. Belle	T. Duddley	K. Grimes	A. Butler
K. Blackshear	T. Glasco	J. Henderson	R. Cooper
K. Blanch	J. Jones	Z. Pryor	S. Donaldson
P. Walls	R. Sneed	R. Sanchez	K. Gomes
K. Woods	D. Williams	R. Sneed	N. Helene
		T. Walton	J. Hicks
		B. Whitehead	T. Hill
			L. Moore
			A. Nooristani
			J. Pryor
			E. Simmons
			J. Torres



Commented [JD1]: Great job...please review needed. Thanks!



- \checkmark Define tiers
- \checkmark Establish resources to use for each tier
- \checkmark Utilize resource teachers to differentiate instruction
- ✓ Targeted groups/instruction for ELL students



	N	ls. Wright's I	Interve	ention Schedi	ıle										
Program/Curriculum		Time	Grade	Student Names	Teacher	Room Number									
QuickReads - Level A		8:30am-9:00am	5		Руе	Room 506									
students					Dantzler	Room 301									
					Rouse	Room 303									
					Rouse	Room 303									
QuickReads – Level B		9:05am-9:35am	3		Pearson	Room 514									
7 students					Pearson	Room 514									
	5				Gurley	Room 512									
	qa				Gurley	Room 512									
	rs.				Green	Room 512									
	Thursday				Wilson	Room 507									
	E				Wilson										
uickReads – Level B	1	9:40am-10:10am	5		Dantzler	Mrs.	Steed's ER (En	richme	nt and Reme	diation) Schedule	2				
3 students	ŝ				Dantzler					-					
	pp						Time	Grade	Student Names	Teacher	Room Number				
QuickReads – Level B	Monday	10:15am-10:45am	4		Murphy	Florida Ready LAFS	8:30am-9:00am			Dantzler	301				
students	M				Murphy		(Wednesdays Only)			Dantzler	301				
					Murphy					Dantzler	301				
					Murphy					Dantzler Dantzler	301 301				
uickReads – Level C		10:50am-11:20am	4		Special A					Dantzler	301				
students						Florida Ready LAFS	9:15am-9:45am			Murphy	308				
						rionda rioda y 2.11 o	(Tuesday-Thursday)			Murphy	308				
										Smith	304				
										C id	204				
										Smith	304				
										Smith	304				
										Smith Smith	304 304				
						Florida Ready LAFS	1:20pm-1:50pm (Tuesday-Thursday)			Smith Smith Smith Smith	304 304 304 304 304				
						Florida Ready LAFS				Smith Smith Smith Smith Ms.	304 304 304 304 <i>Sailor's ER (En</i>				_
						Florida Ready LAFS				Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent	Grade	ot and Remediation	Teacher	Room Numb
						Florida Ready LAFS				Smith Smith Smith Smith Ms.	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am			Teacher Pye	Room Numb 506
						Florida Ready LAFS				Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent	Grade		TeacherPyePye	Room Numb 506 506
							(Tuesday-Thursday)			Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am	Grade		TeacherPyePyePye	Room Numb 506 506 506 506
						Florida Ready LAFS	(Tuesday-Thursday)			Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am	Grade		TeacherPyePyePyePye	Room Numb 506 506 506 506 506
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday)	Grade		TeacherPyePyePyePyeDantzler	Room Numl 506 506 506
							(Tuesday-Thursday)			Smith Smith Smith Smith MS. Program/Curriculum	304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am	Grade 5		TeacherPyePyePyePye	Room Numl 506 506 506 506 301
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher Pye Pye Pye Dantzler Peterson, C.	Room Numl 506 506 506 506 301 306
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Smith	Room Numb 506 506 506 506 301 306 304 304
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Smith Murphy	Room Numb 506 506 506 506 301 306 304 304 304 308
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Smith	Room Numl 506 506 506 506 301 306 304 304 308
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 304 304 304 304 304 Sailor's ER (Ent Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am	Grade 5		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Smith Murphy Murphy Murphy Murphy	Room Numl 506 506 506 506 301 306 304 304 308 308
							(Tuesday-Thursday)			Smith	304 304 304 304 304 304 304 304 304 Sailor's ER (Entremains) Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am (Tuesday-Thursday)	Grade 5 4		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Smith Murphy	Room Numl 506 506 506 506 301 306 304 304 308 308 308
							(Tuesday-Thursday)			Smith Smith Smith Smith Smith Ms. Program/Curriculum Florida Ready LAFS	304 3	Grade 5		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Murphy Murphy Murphy Murphy Smith	Room Num 506 506 506 506 301 306 304 304 308 308 308 308 304
							(Tuesday-Thursday)			Smith	304 304 304 304 304 304 304 304 304 Sailor's ER (Entremains) Time 8:30am-9:00am (Tuesday/Thursday) 9:15am-9:45am (Tuesday-Thursday)	Grade 5 4		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Murphy Murphy Murphy Murphy Smith Smith	Room Num 506 506 506 506 301 306 304 304 308 308 308 308 304
							(Tuesday-Thursday)			Smith	304 3	Grade 5 4		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Murphy Murphy Murphy Murphy Smith Smith Murphy Murphy Murphy Murphy Murphy Murphy Murphy Murphy Murphy Smith Smith Smith Smith	Room Num 506 506 506 301 306 304 304 308 308 304 308 308 304
							(Tuesday-Thursday)			Smith	304 3	Grade 5 4		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Murphy Murphy Murphy Smith Smith Murphy Murphy Murphy Smith Smith Smith Murphy Murphy Smith Smith Smith Smith Smith Smith	Room Num 506 506 506 506 301 306 304 304 308 308 308 304 308 308 308 304 308 308 304 308 304 308 304 308 304
							(Tuesday-Thursday)			Smith	304 3	Grade 5 4		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Murphy Murphy Murphy Smith Smith Smith Murphy Murphy Smith Smith Smith Murphy Smith Smith Murphy Peterson, C. Peterson, C.	Room Num 506 506 506 506 301 306 304 304 308 308 308 304 308 308 308 304 308 308 304 308 308 304 308 304 304 304
							(Tuesday-Thursday)			Smith	304 3	Grade 5 4		Teacher Pye Pye Pye Dantzler Peterson, C. Smith Smith Murphy Murphy Murphy Smith Smith Murphy Murphy Murphy Smith Smith Smith Murphy Murphy Smith Smith Smith Smith Smith Smith	Room Num 506 506 506 506 301 306 304 304 308 308 308 308 304 308 308 308 304 308 308 304 308 304 308 304

- **1. In your groups, you will analyze student data set(s).**
- 2. Devise an action plan that addresses each of the building blocks discussed to implement the culture of continuous improvement in your school/district. Use the following guiding questions to begin your action plan(s):
 - 1. What are the evident learning needs?
 - 2. How will the results be used?
 - 3. What immediate changes need to take place to accelerate learning in your school/district?
- **3. Decide on group presenter(s).**
- **4. PRESENTATION TIME!!!**



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