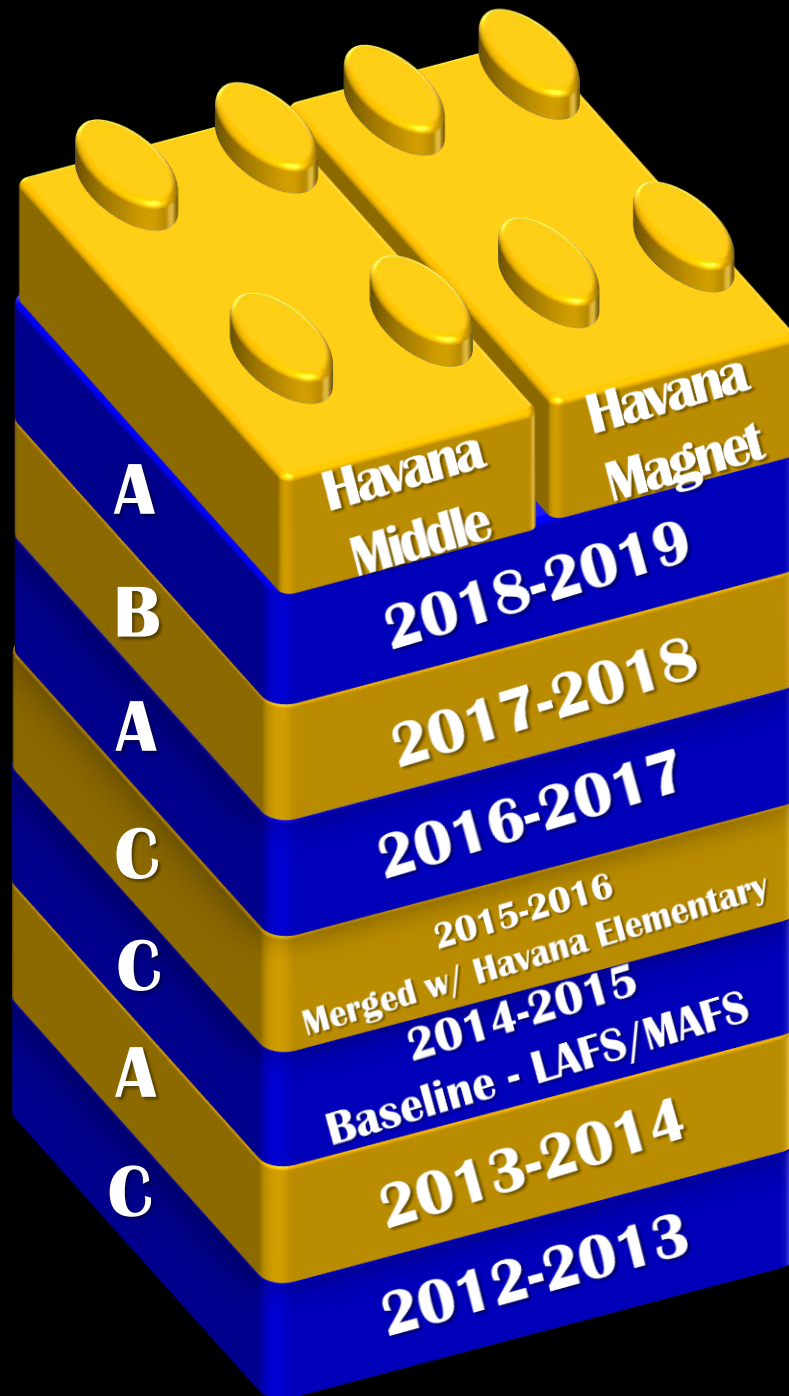
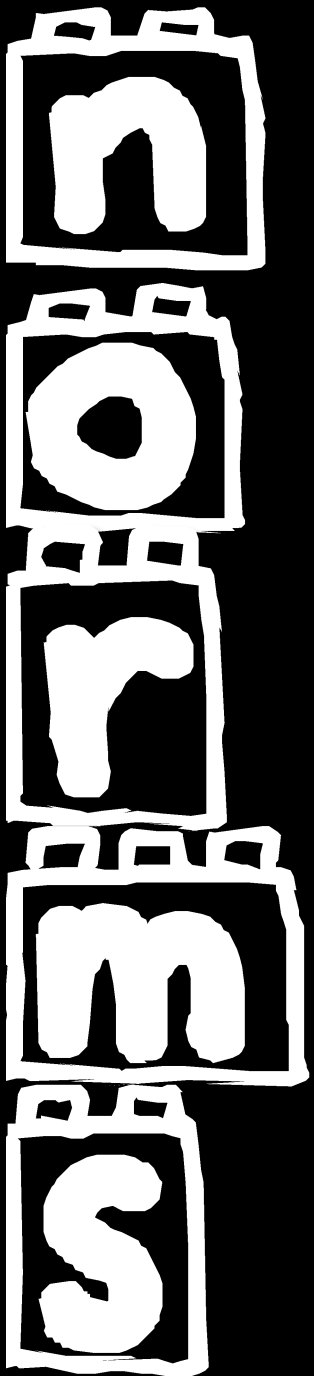


BUILDING A CULTURE OF CONTINUOUS IMPROVEMENT

“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

The logo for 'Let's Talk!' features the text in a bold, white, sans-serif font. The letters are set against a background of overlapping, colorful, organic shapes in yellow, red, blue, and green, resembling a splash or a cluster of bubbles. The exclamation mark is also white and bold.

Let's Talk!

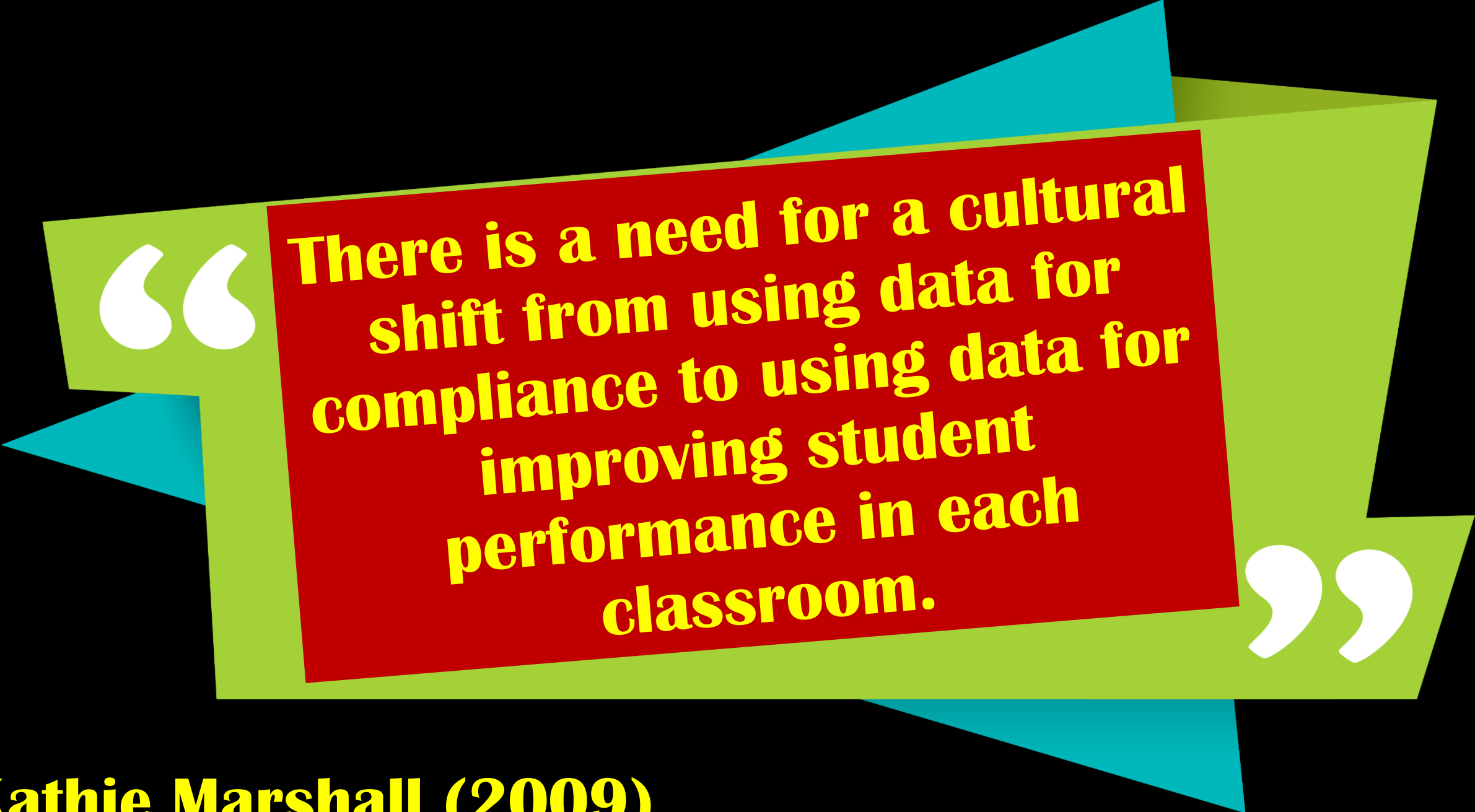
The logo for 'ICE BREAKER' features the words in a bold, white, sans-serif font. The letters are set against a background of a light blue gradient. The bottom of the letters is decorated with a jagged, icicle-like border in shades of blue and white, giving it a frosty appearance.

ICE BREAKER

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

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 three core principles:
 - Change takes time and involves collective effort
 - Change requires constant adaptation, data collection, monitoring, and learning
 - Focus on improvement is combined with ongoing evidence collection and review which lead to change

→ ACT/ ADJUST

Fine-Tune the Fix
**Take appropriate
action**

✓ CHECK

Assess If a
Problem Is Fixed
**Measure the
results**

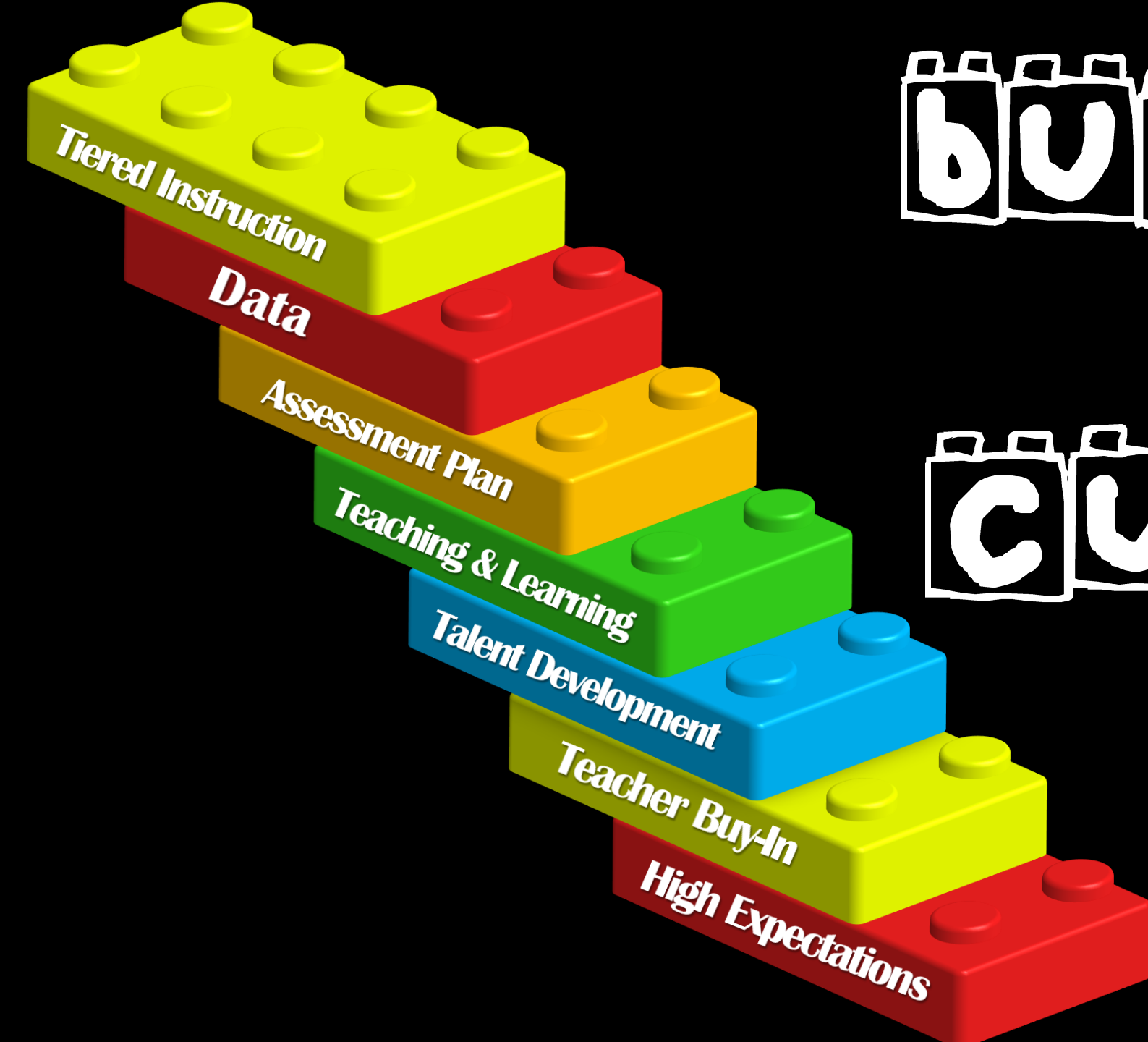
⚙️ PLAN

Identify the Issue
& Root Cause
**Change in
process**

⚙️ DO

Fix
a Problem
**Implement the
change**





building
the
culture

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



Bond Elementary School
Midyear Snapshot of Student Academic Performance
 (as of January 31, 2023)



Student's Name: _____ Section: _____

Homeroom Teacher: _____ Grade: _____

	PM1 (September)		PM2 (December/January)	
	Scale Score	Percentile	Scale Score	Percentile
STAR Early Literacy Assessment (Grades VPK-1)				
	PM1 (September)		PM2 (December/January)	
	Scale Score	Percentile	Scale Score	Percentile
STAR Reading Assessment (Grade 1-2 Only)				
	PM1 (September)		PM2 (December/January)	
	Scale Score	Percentile	Scale Score	Percentile
STAR Mathematics Assessment (Grades VPK-2)				
Accelerated Reader Instructional Reading Level (IRL) & Zone Proximal Development (ZPD) (Grades 1-2 Only)	IRL	ZPD	IRL	
	August	October		
Accelerated Reader Mathematics				

ESSA Subgroup Data

	ELA Rationale 2021-2022	ELA Current Data 2022-2023	Mathematics Rationale 2021-2022	Mathematics Current Data 2022-2023
Students with Disabilities (SWD)	35%	48%	41%	56%
English Language Learner (ELL)	40%	41%	60%	69%
Black	37%		79%	50%
Economically Disadvantaged	39%	26%	77%	64%

Measurable Outcome #2: Bond Elementary School's total amount of students will decrease by 45% who are reported to have an unsatisfactory rate of attendance less than 90% (162 days) for the school year.

Current Data: 155 students (28% of the school population) have missed 15 or more school days.

Measurable Outcome #3: 50% of fifth grade students will score at or above level 3 on the NGSS science assessment during the 2022-2023 school year.

Bond Elementary School
ELA Accountability Snapshot
 (as of April 12, 2023)



Science Current Data 2022-2023
49%

	A+ Target	B+ Target	Where We Stand (FAST Practice Test)	Where We Stand (STAR Assessment)
School Overall	62%	54%	33%	40%
3rd Grade	62%	54%	35%	39%
4th Grade	62%	54%	22%	46%
5th Grade	62%	54%	42%	35%
DIFFERENCE (A+)			-29%	-22%

avana Magnet School FSA Data Chat Form

Grade: 5th



Bond Elementary School
School Accountability Snapshot
 (As of March 21, 2023)

	A+ Target	B+ Target	Where We Stand
ELA	62%	54%	26%
Mathematics	62%	54%	64%
Science	62%	54%	49%
TOTAL			46% = C

English Language Arts

Spring 2017 Achievement Level: 4

Spring 2017 Score: 331

Spring 2018 Achievement Level: _____

Spring 2018 Score: _____

Mathematics

Spring 2017 Achievement Level: 5

Spring 2017 Score: 365

Spring 2018 Achievement Level: _____

Spring 2018 Score: _____

My Spring 2018 Achievement Scale Score will be a 5 point increase from last year's assessment.

Strategies we will use to work towards my goal:

focus more

unravel

study more

read

By signing below, my teacher and I both promise to work together to meet my goals.

Xavier Glenn
Student

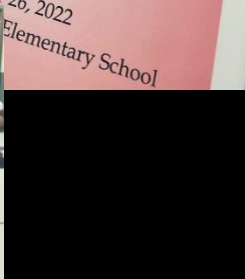
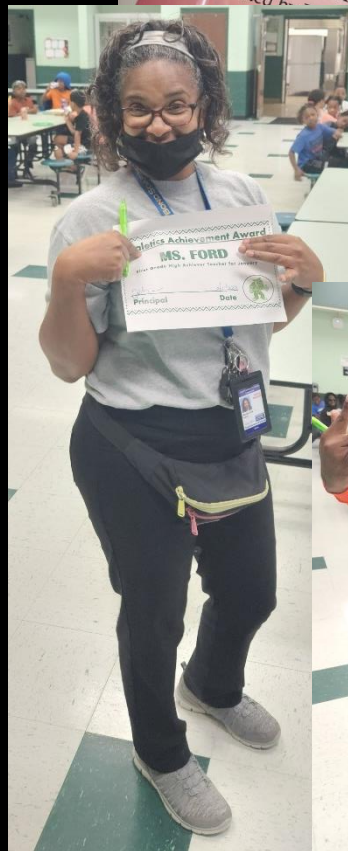
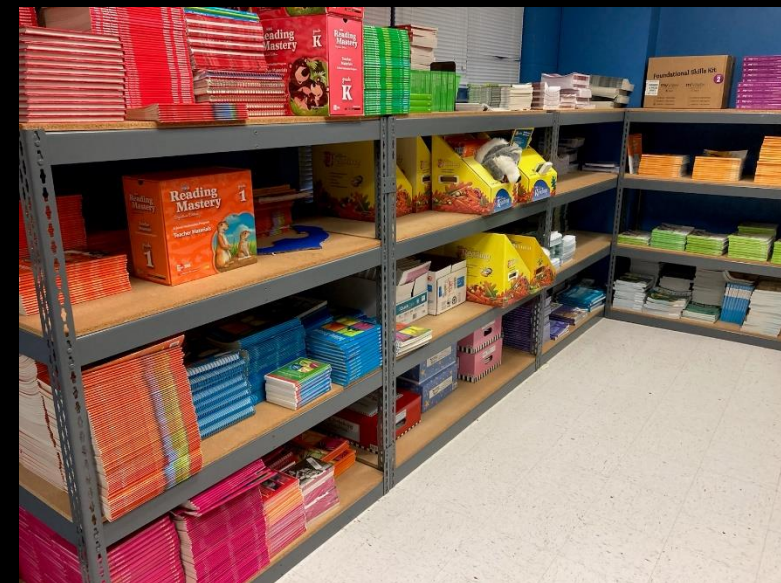
Kaya Lawrence
Teacher

10/20/17
Date

Measurable Outcome #1: To achieve a cumulative score of 45% for all subgroups scoring at or above level 3 on the state ELA, math, and science assessments. In addition, achieve a cumulative score of 61% of English Language Learners scoring at or above Level 3 on the State Math assessment.

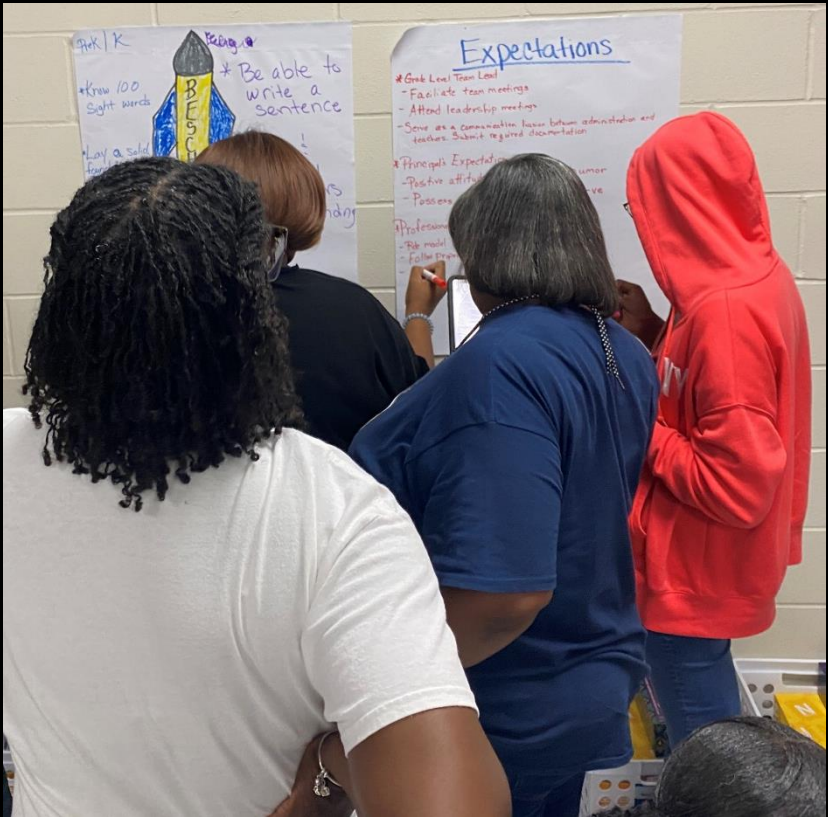
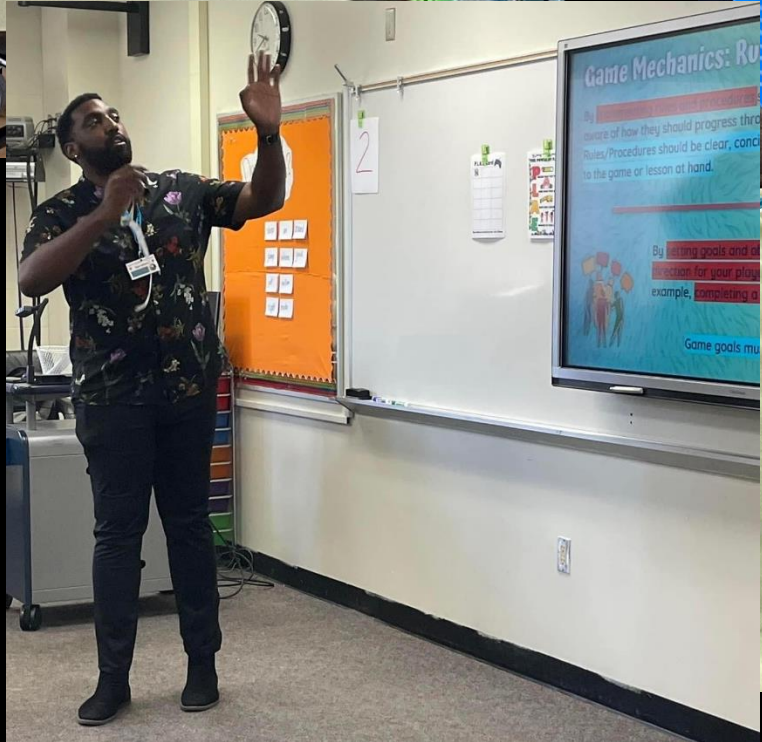
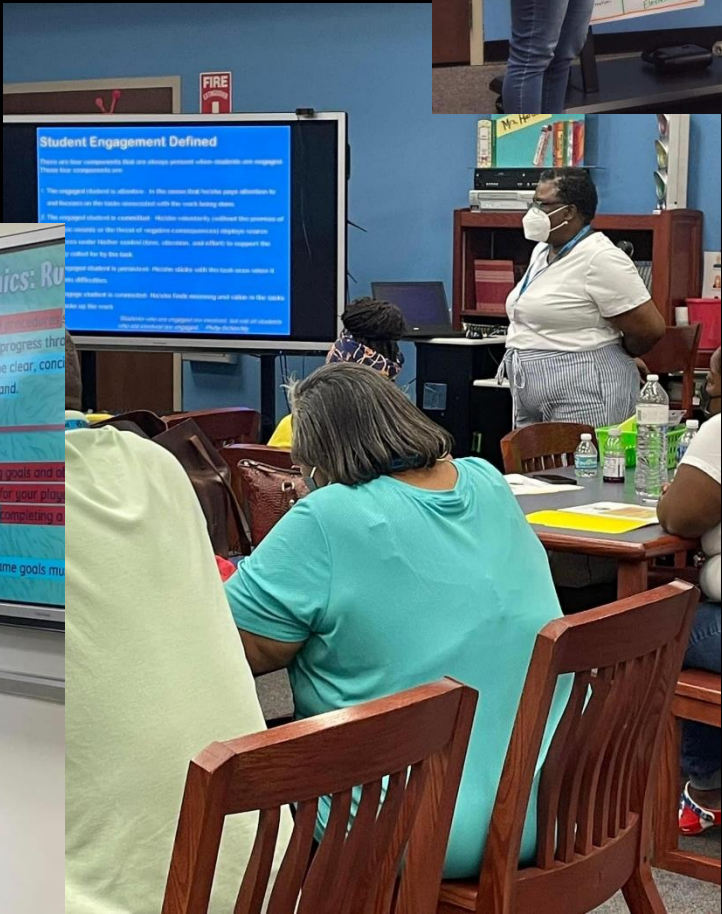
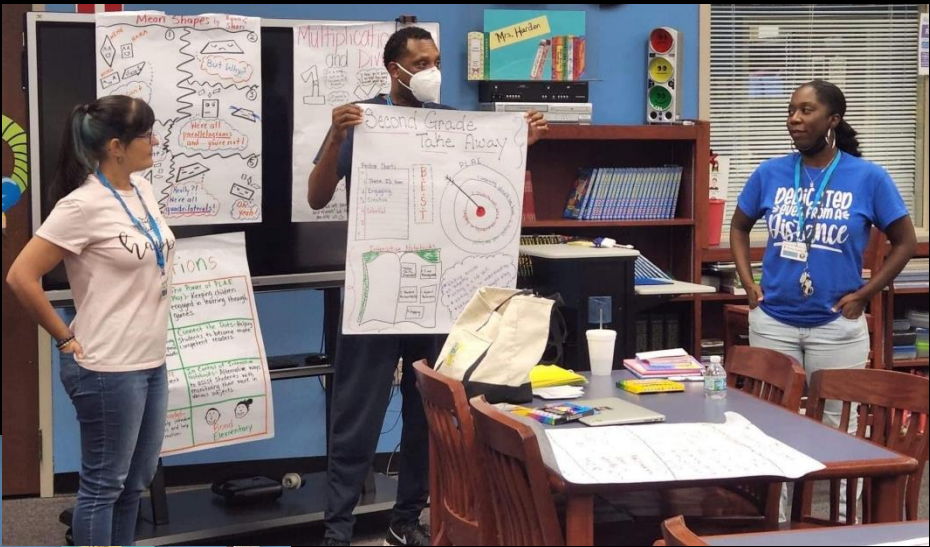
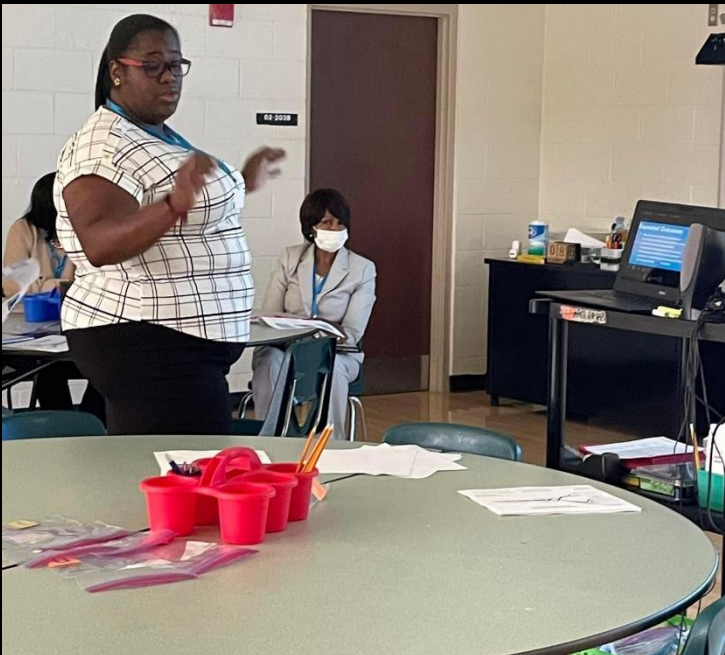
- ✓ **Provide needed resources**
- ✓ **Involve teachers in planning**
- ✓ **Survey teachers on professional development needs**
- ✓ **Offer various professional development opportunities**
- ✓ **BUILD RELATIONSHIPS**
- ✓ **Implement a “teacher recognition” culture**
- ✓ **Foster collaborative environments**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





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





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

Literacy Coach Model

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



Daily Schedule	Essential Question(s):
Homeroom and Language Arts 5-1 8:20am-9:35am Language Arts 5-2 9:35am-10:50am Language Arts 5-3 10:50am-12:05pm Language Arts 5-4 12:05pm-2:05pm Lunch 12:35pm-1:05pm Recess 1:05pm - 1:25pm	How can comparing and contrasting how information in texts is structured help you better understand the purpose of each text? Why is understanding story elements important to

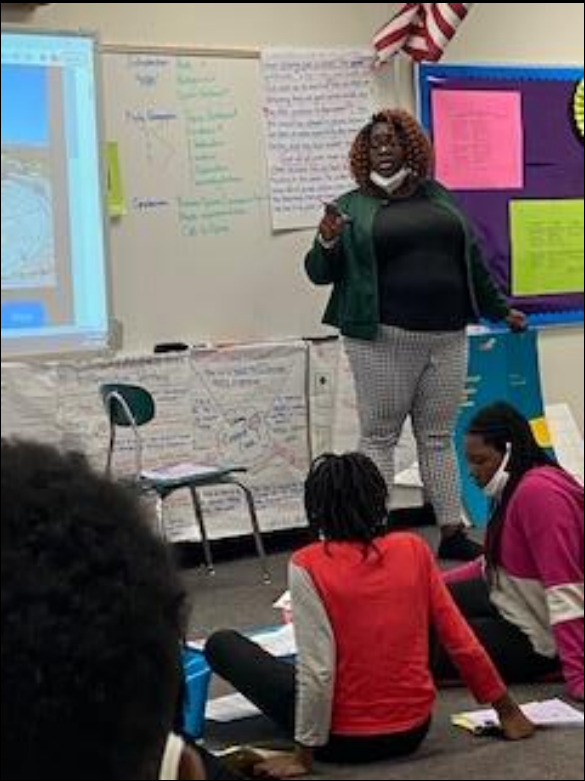
Bond Elementary School
2022-2023 Grade 3 Curriculum Framework

Activity	Resources
Monday	
20 minutes Cursive Writing	<ul style="list-style-type: none"> Teacher Resource (Ms. Sailor)
20 minutes Remediate assessments from the prior week (Whole Group)	<ul style="list-style-type: none"> Magnetic Reading Benchmark Assessments Florida Test Prep Measuring Up
50 minutes Session 1	<ul style="list-style-type: none"> Magnetic Reading
30 minutes <ul style="list-style-type: none"> Spotlight on Genre (Green Page) Academic Vocabulary (Blue Page) Word Study (Blue Page) 	<ul style="list-style-type: none"> MyView
30 minutes Cold Read: Model	<ul style="list-style-type: none"> Benchmark Assessments Florida Test Prep Measuring Up
Tuesday	
15 minutes Cursive Writing	<ul style="list-style-type: none"> Teacher Resource (Ms. Sailor)
45 minutes Session 2	<ul style="list-style-type: none"> Magnetic Reading
30 minutes Cold Read: Modeled/Guided Instruction/Practice	<ul style="list-style-type: none"> Benchmark Assessments Florida Test Prep Measuring Up
30 minutes <ul style="list-style-type: none"> Review Genre Anchor Chart (Green Page) Academic Vocabulary (Blue Page) Spelling (Blue Page) 	<ul style="list-style-type: none"> MyView
30 minutes Small Groups and Lesson Wrap-Up	<ul style="list-style-type: none"> MyView Teacher Resources

	YES	NO
1. Standards/Benchmarks (ELA, MA, SC, SS, PE, ART, MU, Media, C.Ed.) <i>B.E.S.T. ELA/Mathematics Benchmarks and NGSS Science Standards Highlighted</i>		
2. Sequence of Planned Activities for each Subject		
3. Academic and Domain-Specific Vocabulary (ELA, MA, SC, SS, PE, ART, MU Media, C. Ed.)		
4. Higher Order Questions (ELA, MA, SC, SS, PE, ART, MU, Media, C.Ed.)		
5. Hands-On Activity (ELA, MA, SC, SS, PE, ART, MU, Media, C.Ed.) <i>*Hands-On Activity Highlighted</i>		
6. ESE/ELL Students Listed Along with Appropriate Strategies and/or Interventions		
7. Integration of Writing in Content Area to Include Mechanics and Grammar (ELA, MA, SC, SS, PE, ART, MU, Media, C.Ed.)		
8. Opportunities for Differentiated Instruction (i.e., small groups, tiered intervention, enrichment activities)		
9. Non-Mastery Students Listed and Interventions Provided (ELA, MA, SC, SS)		
10. Assessments (included) Evident in Subject Areas (ELA, MA, SC, SS, PE, ART, MU, Media, C.Ed.)		
11. Mathematics MTRs/ELA Expectations		
12. Evidence of Cursive Writing Instruction		

Comments:

Baseline (Unify)	STAR %ile (Aug.)	STAR Scale Score (Aug.)	STAR Achievement Level (Aug.)	STAR %ile (Nov.)	STAR Scale Score (Nov.)	STAR Achievement Level (Nov.)	PM1 Scale Score	PM1 Achievement Level	Reading Prose and Poetry Performance	Reading Informational Text Performance	Reading Across Genres & Vocabulary Performance	PM2 Scale Score	PM2 Achievement Level	Reading Prose and Poetry Performance	Reading Informational Text Performance	Reading Across Genres & Vocabulary Performance
	56.00%	4 872	Level 1				293	Level 1	A/N	A/N	B	304	Level 2	A/N	A/N	B
	24.00%	19 943	Level 1				294	Level 1	B	A/N	B	279	Level 1	A/N	B	B
	52.00%	15 990	Level 1				278	Level 1	A/N	B	B	306	Level 2	A/N	A/N	B
	40.00%	2 838	Level 1				282	Level 1	A/N	B	B	294	Level 1	A/N	A/N	A/N
	80.00%	10 916	Level 1				294	Level 1	A/N	A/N	B	284	Level 1	A/N	A/N	A/N
		60 1014	Level 3									320	Level 3	A/N	A/N	A/N
	16.00%	2 851	Level 1				291	Level 1	A/N	B	A/N					
		36 976	Level 2									303	Level 2	A/N	B	A/N
	76.00%	88 1065	Level 4				322	Level 3	A/N	A/N	A	332	Level 4	A/N	A	A
	92.00%	86 1061	Level 4				315	Level 3	A	A/N	A/N	322	Level 3	A/N	A/N	A
		50 1000	Level 2				311	Level 3	A/N	A/N	A/N	316	Level 3	A/N	A/N	A/N
	64.00%	20 945	Level 1				289	Level 1	A/N	B	B	313	Level 3	A/N	A/N	A/N
	44.00%	1 812	Level 1				285	Level 1	A/N	A/N	B	251	Level 1	A/N	B	B
	80.00%	71 1033	Level 3				318	Level 3	A/N	A/N	A/N	324	Level 3	A/N	A/N	A/N
	56.00%	63 1019	Level 3				290	Level 1	B	A/N	B	316	Level 3	A/N	A/N	A/N
	24.00%	1 785	Level 1				251	Level 1	B	B	B	273	Level 1	B	B	B
	24.00%	1 801	Level 1				251	Level 1	B	B	B	285	Level 1	A/N	A/N	B
	72.00%	87 1026	Level 3				322	Level 3	A/N	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	Level 1	A/N	A/N	B
		10 916	Level 1									291	Level 1	A/N	A/N	A/N
	72.00%						319	Level 3	A/N	A	A/N	326	Level 4	A	A	A/N
	64.00%	38 980	Level 2				310	Level 2	A/N	A/N	A/N	318	Level 3	A/N	A/N	A/N
							291	Level 1	B	A/N	A/N	266	Level 1	A/N	B	B



Section: 201
Test: Week 12 Magnetic Weekly Assessment

Standard(s)#: ELA.2.F.1.3
Standard(s) Title(s): Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

Student's Name	%
	100
	41
	ab
	65
	88
	100
	88
	88
	82
	82
	65
	35
	82
	41
	53
	35
	94

Class Total	17
Class Total Tested	16
# of Mastery	9
% Mastered	56%

- ✓ **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**



2022		STATE ASSESSMENT CALENDAR - ELEMENTARY SCHOOLS			2023
Assessment	Dates	Grade(s)	Participation	Contact	
Florida's Assessment of Student Thinking (FAST)					
FAST ELA Reading and Mathematics	PM1: (K - 2) August 15 - September	K - 5	K - 2 Students - STAR Renaissance 3 - 5 Students - Cambium	Sam Thompson (K-2) Kris Kolp (3-5)	
	PM2: December 5 - January 27				
	PM3: May 1 - 24				
SCHOOL 2023	PM1: August 18 - September 29	VPK	VPK Students - STAR Early Literacy	Sam Thompson	
	PM2: December 5 - January 27 *				
	PM3: May 1 - 24 **				
Statewide Science Assessment					
	May 8 - 19	5	Grade 5 Students	Kris Kolp	
Comprehension and Communication in English State-to-State for ELLs (ACCESS for ELLs)					
	January 23 – March 10	K - 5	ELL Students	Sam Thompson	
Florida Standards Alternate Assessment (FSAA)					
Assessment	February 27 – April 14	3 - 5	ESE Students Working on Access Points	Sam Thompson	

BOND ELEMENTARY SCHOOL

PM3 TESTING DATES

2023

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

MORE INFORMATION IS FORTHCOMING!

KINDERGARTEN

May 1-5

Star Early Literacy

May 8-12

Star Mathematics

GRADE 2

May 1-5

Star Reading

May 8-12

Star Mathematics

GRADE 4

May 3

FAST Mathematics

May 17

FAST Reading

GRADE 5

May 11

FAST Reading

May 16-17

FCAT 2.0 Science

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 administered at the grade level.

Grade Level (s)	Assessment(s)	Length of Test(s)	Date(s) to be Administered	Question #'s	Class Period(s)
K	Acaletics Comprehensive Pre-Post	25 minutes	8/16/2022	1-6	Mathematics
K	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
K	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 Studies
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

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



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

Commented [JD1]: Great job!

Z = 0%-59%

Commented [JD1]: Great job!

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



Ms. Wright’s Intervention Schedule

Program/Curriculum	Monday – Thursday	Time	Grade	Student Names	Teacher	Room Number
QuickReads – Level A 4 students		8:30am-9:00am	5	[REDACTED]	Pye	Room 506
				[REDACTED]	Dantzler	Room 301
				[REDACTED]	Rouse	Room 303
				[REDACTED]	Rouse	Room 303
QuickReads – Level B 7 students		9:05am-9:35am	3	[REDACTED]	Pearson	Room 514
				[REDACTED]	Pearson	Room 514
				[REDACTED]	Gurley	Room 512
				[REDACTED]	Gurley	Room 512
				[REDACTED]	Green	Room 512
				[REDACTED]	Wilson	Room 507
				[REDACTED]	Wilson	
QuickReads – Level B 3 students		9:40am-10:10am	5	[REDACTED]	Dantzler	
				[REDACTED]	Dantzler	
				[REDACTED]	Rouse	
QuickReads – Level B 4 students		10:15am-10:45am	4	[REDACTED]	Murphy	
				[REDACTED]	Murphy	
				[REDACTED]	Murphy	
				[REDACTED]	Murphy	
QuickReads – Level C 5 students		10:50am-11:20am	4	[REDACTED]	Special A	
				[REDACTED]		
				[REDACTED]		
				[REDACTED]		
				[REDACTED]		
						Program/Curric Florida Ready LAF
						Florida Ready LAF

Mrs. Steed’s ER (Enrichment and Remediation) Schedule

Program/Curriculum	Time	Grade	Student Names	Teacher	Room Number
Florida Ready LAFS	8:30am-9:00am (Wednesdays Only)			Dantzler	301
				Dantzler	301
				Dantzler	301
				Dantzler	301
				Dantzler	301
				Dantzler	301
Florida Ready LAFS	9:15am-9:45am (Tuesday-Thursday)			Murphy	308
				Murphy	308
				Smith	304
				Smith	304
				Smith	304
				Smith	304
Florida Ready LAFS	1:20pm-1:50pm (Tuesday-Thursday)			Smith	304
				Smith	304
Florida Ready LAFS	1:55pm-2:25pm (Tuesday-Thursday)				

Ms. Sailor’s ER (Enrichment and Remediation) Schedule

Program/Curriculum	Time	Grade	Student Names	Teacher	Room Number
Florida Ready LAFS	8:30am-9:00am (Tuesday/Thursday)	5		Pye	506
				Pye	506
				Pye	506
				Pye	506
				Dantzler	301
Florida Ready LAFS	9:15am-9:45am (Tuesday-Thursday)	4		Peterson, C.	306
				Smith	304
				Smith	304
				Smith	304
				Murphy	308
				Murphy	308
				Murphy	308
				Murphy	308
Florida Ready LAFS	1:20pm-1:50pm (Tuesday-Thursday)	4		Smith	304
				Smith	304
				Murphy	308
				Peterson, C.	306
				Peterson, C.	306
				Murphy	308
				Smith	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!!!**



Jasmine Sailor
Bond Elementary School
Literacy Coach
sailorj@leonschools.net
850.488.7676 ext. 2106



Delshuana Jackson
Bond Elementary School
Principal
jacksond5@leonschools.net
850.488.7676 ext. 2107

Ryan Williams
Bond Elementary School
Lead Teacher
williamsr12@leonschools.net
850.488.7676 ext. 2513