

Pasadena Independent School District
Bondy Intermediate
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Elmer G. Bondy Intermediate School is to meet the needs of every student.

Vision

Through blended learning, students will gain the confidence to overcome challenges and reach their maximum potential.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Comprehensive Needs Assessment

Revised/Approved: September 21, 2023

Demographics

Demographics Summary

Elmer G. Bondy Intermediate School is situated within Region 4, part of the Pasadena Independent School District (PISD). Among PISD's ten intermediate schools, Bondy serves students in grades 7 and 8. The local community has experienced growth, driven by the construction of new homes and multi-family residences within its attendance boundaries. In January 2008, Bondy transitioned to exclusively serving 7th and 8th graders, having initially accommodated 6th, 7th, and 8th graders since its establishment in 1993.

Bondy Intermediate achieved notable success in the 2021-2022 school year, receiving six Distinctions for Accountability on the State of Texas Assessments of Academic Readiness (STAAR) exams. The school's current enrollment stands at 996 students, with an average class size of 25 students per class.

The school's demographic composition is diverse, with the majority of students identifying as Hispanic, making up 78.4% of the student population. Other ethnic groups comprise the remaining 19.2% of the student body, with whites accounting for 7.7%, African Americans at 6.6%, and Asians at 4.9%. Importantly, the teaching staff at Bondy Intermediate represents each of these five student population ethnicities.

Additionally, the school serves a diverse range of students with various needs and backgrounds:

- At Risk: 70.7%
- Economically Disadvantaged: 63.5%
- 504 Plan: 9.1%
- Special Education: 11.3%
- English Language Learners: 28.2%
- Gifted and Talented: 8.6%
- McKinney Vento: 0.9%
- Free/Reduced Lunch: 75.5%

Demographics Strengths

Strengths in Demographics

The teaching staff at Bondy Intermediate School possesses the qualifications necessary to cater to the diverse needs of our student population. Here's how we ensure the success of various student groups:

1. Special Education students benefit from dedicated case managers who are certified special education teachers. These professionals monitor progress, offer tutoring, and collaborate with regular education teachers to provide tailored support.
2. English as a Bridge (EB) students receive core instruction from certified ESL teachers, ensuring they have the resources they need to excel.
3. EB students also receive specialized language instruction from ESL-certified English Language Arts and Reading (ELAR) teachers.
4. All Limited English Proficiency (LEP) students, including those with parent denials, receive core subject instruction from teachers trained in language acquisition strategies, particularly Seidlitz strategies.
5. Special education students receive support facilitation across core subjects, with some benefiting from additional math, reading, and/or writing resource classes.
6. Dyslexic and 504 students receive direct and consultative services from certified Dyslexia teachers.
7. Intervention students are closely monitored and provided with extra instruction using Language!Live kits.
8. EB and special education students receive targeted additional instruction in ELAR, math, science, and social studies classes during Real-Time Intervention, known as Self-Directed (SD), or through math electives.

9. To further support struggling EB and SpEd students, an additional hour of after-school tutoring is offered by certified teachers. Students are incentivized with snacks and transportation home after regular classes.

10. ESL instructional aides offer small group or one-on-one tutoring to EB students, accompanying Level EB groups to their core classes to assist with translation and concept comprehension.

11. A Title 1 aide provides instructional support in core classes for economically disadvantaged, at-risk, special education, intervention, and dyslexic students.

These measures collectively allow us to meet the diverse needs of our student population and work towards closing the gap between ethnic subgroups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While we provide substantial support to economically disadvantaged students, the percentage of such students remains significant. We need to explore additional strategies to bridge the achievement gap for this group. **Root Cause:** Limited Access to Quality Early Childhood Education: Economic disparities often begin before students even enter the school system. Children from economically disadvantaged backgrounds may not have access to high-quality early childhood education programs, which can impact their readiness for school. This early disadvantage can set the stage for an achievement gap that is challenging to overco

Student Achievement

Student Achievement Summary

Bondy 101917051								
Percent Approaches Grade Level - First Administrations								
	2017	2018	2019	2020	2021	2022	2023	Gap
Gr 7 Rdg	80	79	79		60	79	79	0
Gr 7 Math	69	76	73		42	56	55	-1
Gr 7 Wrtg	74	73	73		50			
Gr 8 Rdg	78	83	81		78	88	84	-4
Gr 8 Math	86	86	91		78	81	79	-2
Gr 8 SS	65	71	74		61	73	61	-12
Gr 8 Science	78	78	81		70	80	72	-8
Algebra 1 EOC			99		100	100	99	-1

Percent Meets Grade Level - First Administrations								
	2017	2018	2019	2020	2021	2022	2023	Gap
Gr 7 Rdg	40	53	52		40	54	54	0
Gr 7 Math	31	32	33		12	19	23	4
Gr 7 Wrtg	38	42	38		18			
Gr 8 Rdg	50	50	56		48	61	55	-6
Gr 8 Math	60	63	66		48	50	51	1
Gr 8 SS	35	35	35		23	36	28	-8
Gr 8 Science	53	49	46		39	48	41	-7
Algebra 1 EOC			96		97	100	99	-1

Percent Masters Grade Level - First Administrations								
	2017	2018	2019	2020	2021	2022	2023	Gap

Gr 7 Rdg	19	31	29		19	32	24	●	-8
Gr 7 Math	5	9	4		2	3	4	●	1
Gr 7 Wrtg	8	10	16		2				
Gr 8 Rdg	20	24	28		17	41	23	●	-18
Gr 8 Math	18	20	17		12	13	19	●	6
Gr 8 SS	22	20	14		6	18	11	●	-7
Gr 8 Science	19	24	15		17	20	10	●	-10
Algebra 1 EOC			86		77	97	96	●	-1

Student Achievement Strengths

- Student Achievement rating score is an “B”
- Growth in the following subjects
 - 7th grade math
 - 8th grade math
- Bondy received 6 Distinctions for Accountability 2021-22 school year
 - ELA - Reading
 - Mathematics
 - Social Studies
 - Progress
 - Closing the Gaps
 - Post Secondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Bondy Intermediate School faces a critical challenge in student achievement, specifically in the subjects of Science and Social Studies. Recent data reveals a significant decline in student performance in these subjects. This decline in scores not only jeopardizes the academic progress of our students but also raises concerns about our school's overall educational effectiveness. **Root Cause:** It's possible that the curriculum used for these subjects may not align adequately with state standards or may lack the depth and breadth required to effectively teach these subjects.

School Culture and Climate

School Culture and Climate Summary

At Bondy Intermediate School, we adhere to the fundamental principles of safety, equity, and consistency as the cornerstones upon which all our rules and procedures are built. Our administrative philosophy emphasizes the importance of ensuring that both students and staff comprehend the rationale behind these rules and procedures.

Safety is paramount in our approach, and we have established specific procedures for daily entry into the school, as well as behavioral expectations for students attending after-school activities. These protocols are meticulously outlined to staff at the beginning of each school year and are readily accessible through a Google Dashboard for easy reference. Additionally, our handbook provides comprehensive guidelines for teachers.

During the first week of school, teachers dedicate substantial time during homeroom to onboard students thoroughly on each procedure. This often includes practical demonstrations to familiarize students. Initially, students receive verbal warnings for the first few days, and as a record is established, consequences are documented. By the third week, consequences are assigned according to our Campus Discipline Plan, which delineates infractions and the process for assigning consequences. Importantly, the plan emphasizes opportunities for teachers to employ classroom interventions before resorting to discipline referrals to the office.

In alignment with the Positive Behavioral Interventions and Supports (PBIS) model, Bondy has implemented a behavior management plan that accommodates our evolving demographic population. This approach offers flexibility in terms of timing and locations for disciplinary actions, considering transportation issues and students' familial obligations. We are sensitive to students' home environments, striving to assign discipline consequences that students can reasonably fulfill, whether it's the time of day, day of the week, or location. For special circumstances, we have organized after-school detention.

Moreover, Bondy employs a dedicated discipline clerk responsible for inputting discipline records into the management system and conducting data quality checks thrice annually. This enables administrators to allocate more time to visible presence in hallways, meetings, developing positive student relationships, and assisting in classrooms.

With the adoption of PBIS, we have formed a Positive Behavioral Interventions and Supports Committee, which receives updates and training on effective campus and classroom strategies. These strategies encompass both preventative and responsive approaches that can be applied universally or intensified

for small groups or individual students. Classroom PBIS strategies are instrumental in reducing disruptions, increasing instructional time, and enhancing student social behavior and academic outcomes.

Our commitment to parental involvement is evidenced by the Site Based Decision Making Team (SBDM), which includes parents and community members. We also conduct an annual Parent Survey in both English and Spanish to solicit feedback on policies, procedures, communication, strengths, and weaknesses, directly shaping our future directions.

Bondy extends learning beyond the classroom with a range of off-campus activities. Our Fine Arts students embark on field trips to perform or attend performances at different campuses and venues. Seventh graders enjoy an annual field trip to Crenshaw Park, while eighth graders visit the Career and Technical High School. Career Day engages all students. Additionally, we recognize Students of the Month through teacher nominations and votes, foster a proactive Student Council, and conduct activities during Bully Awareness and Red-Ribbon months.

We are committed to fostering an environment of cultural awareness and acceptance. We celebrate Hispanic Heritage month, Asian American/Pacific Islander month, and Black History month to promote diversity education among students and staff.

Promoting a culture of higher education and college awareness is another key focus. Our 'College Shirt Thursdays' remind students and teachers of the opportunities associated with higher education. The main hallway showcases college banners, and teachers display college banners on their classroom doors. During College Week in November, students participate in various college awareness activities. Eighth graders and select seventh grade students take the PSAT and explore career requirements.

Finally, we celebrate the achievements of our 8th grade students with an annual culminating 8th grade formal. Students themselves decide on the theme for the event, while a team of sponsors, comprising teachers, administration, and parents, plans for this memorable occasion throughout the year.

School Culture and Climate Strengths

- Positive Administrative support
- Clear mission & purpose
- Inclusivity
- Collaborative Community
- Safety and well-being
- Academic Excellence

- Engaging and relevant learning experiences
- CHAMPS implementation and PBIS strategies

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Data indicates that tardies were 24% of all referrals. 44% of referrals were related to cell phone and laptop use. **Root Cause:** We need to revisit tardy policy. We do have lightspeed which can assist in laptop monitoring and documenting off task behaviors. Screens can be locked/windows closed/etc. Cell phones not being collected at the beginning of each class.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bondy Intermediate School places a strong emphasis on cultivating robust staff relationships, recognizing that they are the cornerstone of our school's success. We foster these connections through various initiatives and events designed to promote camaraderie and appreciation among our staff:

1. **Faculty Luncheons:** Regular faculty luncheons provide staff members with valuable social time outside their academic routines. These gatherings are occasions for building relationships and camaraderie. Sometimes, our principal takes the lead by organizing and providing menu items, while other times, departments contribute to create a themed menu.
2. **Teacher Appreciation Week:** This highly anticipated annual event dedicates each day of the week to recognizing and appreciating the hard work of our teachers. It includes small tokens of appreciation, special meals, and other gestures to express our gratitude.
3. **STAAR Testing Week:** During the stress-filled STAAR testing week, we provide staff members with opportunities to relieve stress and bond over shared lunches, thoughtfully arranged by our administrators.
4. **Principal's Team Concept:** Each year, our principal introduces a guiding theme or saying that unifies our efforts throughout the school year. For 2023-2024, our focus is on "Living the Dream."

Our ability to attract high-quality staff is bolstered by our welcoming approach to college students seeking observation hours and student teaching experiences. These students become familiar with our school's culture and are often eager to return as qualified applicants when teaching positions become available. Their initial training by Bondy faculty members ensures a strong foundation in our educational ethos.

In our recruitment efforts, our principal and assistant principals actively participate in job fairs, conducting interviews alongside peer committee members and campus administrators. Notably, teachers rarely leave Bondy for lateral moves; instead, they depart for career advancement or retirement. This trend underscores the appreciation and fulfillment that employees find within our school's unique culture and environment.

Staff Quality, Recruitment, and Retention Strengths

At Bondy Intermediate School, our commitment to staff quality, recruitment, and retention is evident through various strengths that contribute to our educational excellence:

1. **Highly Qualified Teachers:** We are proud to have a 100% highly qualified teaching staff, meeting and exceeding state standards for teacher qualifications.
2. **Collaborative Meetings:** Weekly Professional Learning Communities (PLC) and Grade Level Team (GLT) meetings provide dedicated time for teachers and staff to exchange ideas, plan, share effective teaching techniques, and analyze data. This collaboration supports both campus and district goals.
3. **Cross-Subject Planning:** Our school promotes cross-subject planning, enabling teachers to work together to create a cohesive educational experience for students.
4. **Support Facilitation:** Co-teaching and support facilitation teachers collaborate closely with core subject PLCs to ensure that all students receive the support they need to succeed.
5. **RTI Preparation:** PLCs play a crucial role in preparing for Response to Intervention (RTI) strategies, ensuring that teaching strategies are unified and tailored to individual student needs.
6. **Dedicated Planning Time:** All teachers have access to a common department and PLC planning time every day, facilitating effective coordination and preparation.
7. **Professional Development:** Staff development opportunities are readily available on our campus, featuring district specialists and external presenters who enrich our educators' skills and knowledge.
8. **Team Spirit Activities:** We foster a sense of unity and camaraderie among our staff through team spirit activities, both within our campus and for teachers.
9. **Effective Planning:** Sufficient time is allocated for instructional planning within common departments, promoting effective curriculum development and

lesson preparation.

10. Athletic and Fine Arts Excellence: Bondy boasts a successful athletic program and a competitive fine arts program, offering students opportunities for physical and artistic enrichment.

11. Enrichment and Intervention: Our commitment to student growth extends beyond the classroom, with opportunities for enrichment and intervention through field trips and other enriching experiences.

These strengths underscore our dedication to providing a supportive and collaborative environment that attracts and retains high-quality educators, ultimately benefiting our students and the entire school community.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of staff members and instructional time to adequately respond to include a 15:1 student to teacher ratio. **Root Cause:** Funding

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year, Bondy is committed to delivering Personalized Learning to all students through a Blended Learning approach. Our dedicated instructional specialists design curriculum tailored for Project-based Learning, with the goal of enhancing student achievement in both content knowledge and process skills. Pasadena ISD provides access to MAP testing in Math, Reading, and Science, and we meticulously analyze the test data to identify areas requiring interventions and reteaching. These tests are administered three times annually to closely monitor student growth. We mandate the consistent use of research-based teaching strategies in every instructional session. To support our teachers' professional growth, they participate in extensive professional development sessions based on our campus needs assessment. Our teachers also benefit from ongoing support provided by district specialists, content specialists, curriculum coaches, and Assistant Principals.

Curriculum, Instruction, and Assessment Strengths

- RTI data from our Dyslexia teacher in MTSS
- MTSS data from the middle schools for math and reading
- 2 Additional Tier 2 math/ELAR intervention teachers
- Multiple opportunities to explore interests/electives with our personalized master schedule
- Assessments are aligned with standards
- Interventions are driven by data
- Departmental Planning
- Teachers meet by department twice a week in PLCs to plan lessons, plan common assessments, break down SEs, review data, and celebrate successes.
- Technology integration to enhance engagement in the classroom
- Use of a variety of formative assessment techniques to gauge student understanding in real-time
- Differentiated instruction to cater to diverse learning styles and abilities in the classroom

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The lack of effective data-driven decision-making processes has hindered our ability to identify and address individual student needs, resulting in achievement gaps and suboptimal student performance. **Root Cause:** A lack of data in MTSS for Tier 2 and Tier 3 for Math and Reading. Teachers did not add data/observations to MTSS in order to track students for this year. How much scaffolding/support teachers are giving. Time management during class. Team planning of scaffolds/strategies to maximize student success.

Parent and Community Engagement

Parent and Community Engagement Summary

At Bondy Intermediate School, we prioritize fostering a strong sense of community and parental involvement to enhance the educational experience for our students. We begin each school year with the 7th Grade Patriot Camp, an orientation program designed to acquaint students with the school environment and procedures. During this camp, students receive a guided tour of the campus and enjoy a pizza lunch courtesy of local pizzerias. We've established valuable partnerships with these local businesses, which extend beyond Patriot Camp. They offer special pricing, services, and incentives for academic achievement, contributing to our school's vibrant ecosystem.

To ensure parents are well-informed and engaged, we host several events and activities throughout the year. These include a Mandatory Parent Meeting at the start of the school year, an annual Open House within the first six weeks, and various athletic events spanning volleyball, basketball, football, tennis, cross country, track, and soccer. We also conduct U.I.L. Meetings to inform parents about 'No Pass, No Play' regulations.

Furthermore, we organize Parent Breakfasts, concerts, and general parent meetings regularly. Our fine arts program showcases talents through concerts and a talent show, with evening performances for parents' convenience. We acknowledge exceptional students through 'Student of the Month' awards, generously supported by local businesses. Social media helps us highlight these outstanding students and their achievements.

The school year culminates with the Awards Ceremony, held in the high school auditorium due to its high attendance. Here, each teacher selects one student to honor for outstanding academic performance. We recognize over 100 students from each grade level and announce the Outstanding 8th grade boy and girl. Parental involvement in academics and extracurricular activities remains vital to preparing students for higher education.

Our strong community partnerships with businesses such as Saltgrass Steakhouse, Starbucks, Chick-fil-A, and many others provide invaluable support. They contribute food items, gift cards, and even host 'Family Spirit Nights' where a portion of customer bills benefits our school. These contributions are essential given the challenges of reduced federal and state funding.

To broaden students' horizons, we organize Career Day, inviting business and community partners to share insights and motivate students to consider their future paths. We also showcase colleges and encourage students to think about their educational journeys early on. Each week, we highlight a different college, inviting representatives to engage with students during lunchtime.

We maintain open channels of communication with parents through various means, including the School Messenger System, the Bondy website, email lists, our digital outdoor marquee, and The Patriot Press, a monthly newsletter. We've embraced modern communication tools such as Remind text messaging, Facebook, and Instagram to engage parents and encourage their participation in after-school activities.

Furthermore, parents and community members actively contribute to our school's decision-making process through the Site Based Decision Making Team (SBDM). Annually, we conduct a Parent Survey in both English and Spanish, allowing parents to voice their concerns, opinions, and suggestions regarding school policies, procedures, and communication. The insights gathered from these surveys shape the future direction of our school, ensuring we continue to provide the best possible educational experience for our students.

Parent and Community Engagement Strengths

- 95% of people feel welcome and encouraged to come back
- Parents seem interested in being more involved and learning
- Social Media use to highlight all the great things happening at Bondy Intermediate
- Effective models of communication are in place through social media and newsletters
- Student achievement is celebrated and recognized regularly via social media
- Monthly student newsletters with upcoming parent/student/school events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: End of year parent survey indicates that approximately 10% of 235 parents feel that staff do not respond or inform about student performance and behavior in a timely manner. **Root Cause:** Establish and enforce expectations for staff to reply to email/voicemail within 24 hours. Get creative/be diverse with communicating to parents. Difficult for admin to monitor response times to emails/calls that staff receive. Parents who do not have email/computer access or proficiency may miss out on communication.

School Context and Organization

School Context and Organization Summary

Bondy Intermediate School operates within a blended learning model, designed to optimize student education. Our organizational structure and daily schedule are tailored to meet the diverse needs of our students and foster a dynamic learning environment. Here's an overview of our school's key features:

1. **Blended Learning Campus:** Bondy embraces a blended learning approach, combining traditional teaching methods with innovative digital resources to enhance the learning experience.
2. **7-Period Day with Rotating Blue/Red Days:** Our school operates on a 7-period day with a rotating schedule of Blue and Red days. This system maximizes instructional time and provides students with a varied class schedule.
3. **Weekly Mentoring (ALONG) integrated into Classes:** We prioritize mentorship through our ALONG program, seamlessly integrated into our classes. This initiative supports students' personal and academic growth.
4. **Tailored Bell Schedule:** Our bell schedule is meticulously designed to address specific student needs, particularly in core subjects like math and reading. This includes the allocation of intervention classes within the school day.
5. **Professional Learning Communities (PLCs):** Common conference periods facilitate teacher collaboration within Professional Learning Communities. These collaborations enhance our educators' instructional abilities and enable the development of common assessments aimed at targeted student growth.
6. **Data-Driven Instruction:** Student assessment data, generated from common assessments, serves as the foundation for instructional practices. We use this information to adapt and improve our teaching methods to meet students' individual needs.
7. **Extracurricular Opportunities:** Bondy offers a wide range of clubs, organizations, and teams, providing students with numerous avenues to engage in campus life and build connections with teachers. These include activities such as Pentathlon, National Junior Honor Society, music programs, student council, and various sports teams.

8. Special Programs: In addition to academic and extracurricular offerings, our school hosts special programs like Winter Wonderland and the Pocket Prairie, enriching the overall educational experience.

Bondy Intermediate School is committed to fostering a holistic and inclusive learning environment that empowers students academically and socially.

School Context and Organization Strengths

- Every counselor meets with their student twice during the school year
- CREST designation for 21-22 school year
- Very low percentage of students who do not feel safe at home

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 43% of students rate their comfort in approaching a teacher if something is wrong as not likely. **Root Cause:** Students don't take SEL lessons and Needs Assessments seriously.

Technology

Technology Summary

Our campus is fully immersed in a technologically advanced learning environment, ensuring that both teachers and students have access to cutting-edge tools to enhance their educational experience. Here's an in-depth look at our technology integration:

- **Interactive Classroom Setup:** In every classroom at our school, you'll find a modern interactive board, along with an array of application programs, projectors, and document cameras. These resources are seamlessly integrated into daily classroom activities, fostering an interactive and engaging learning atmosphere.
- **1:1 Tablet Initiative:** To further enrich the learning experience, both teachers and students benefit from a 1:1 tablet program. Each teacher and student has access to their own tablet, enabling personalized learning and access to a wealth of digital resources.
- **Ongoing Teacher Training:** Our educators receive regular and comprehensive training in technology integration. This training equips them with the skills and knowledge to effectively incorporate technology into their instructional methods. By staying up-to-date with the latest educational technology trends, our teachers can provide innovative and engaging lessons.
- **Internet Access:** Both teachers and students have reliable internet access, allowing them to efficiently utilize online resources and applications essential for classroom activities. This connectivity enhances research, collaboration, and communication within the educational process.
- **Professional Development:** We place a strong emphasis on continuous professional development in the realm of technology. Throughout the school year, we offer various opportunities for teachers and staff to enhance their technological proficiency. These professional development sessions keep our educators abreast of the latest instructional practices and technological advancements, ensuring that our students benefit from the most current and effective teaching methods.

This technology-rich environment at our school not only empowers our educators to deliver dynamic and interactive lessons but also prepares our students for the digital world they will encounter beyond the classroom. It's a testament to our commitment to providing a modern and effective educational experience.

Technology Strengths

Our campus is fortunate to have a cadre of highly trained staff members who play a pivotal role in seamlessly integrating technology across all departments. We prioritize ongoing professional development opportunities to continually expand our staff's technological expertise. Here's an overview of our technology integration efforts:

- **Professional Development:** We invest in regular professional development sessions to empower our staff with the latest technological tools and strategies. These sessions encourage knowledge sharing through both group-based and individual support, ensuring that every staff member can effectively leverage technology in their respective roles.
- **District-Provided Applications:** Leveraging district-provided applications, our campus adeptly integrates technology into various aspects of education. These applications serve as valuable resources for enhancing instruction and student engagement.
- **Blended Learning Approach:** We have embraced a blended learning approach, ensuring that all students benefit from technology-infused instruction. To facilitate this, we allocate dedicated time to onboard students, teaching them how to navigate digital platforms and utilize embedded tools for maximum learning outcomes.
- **1-to-1 Initiative:** Our commitment to meeting the needs of 21st-century learners is reflected in our 1-to-1 initiative. This initiative equips both teachers and students with individual devices, fostering personalized and interactive learning experiences.
 Student Device Monitoring: To ensure a safe and productive digital environment, all teachers have access to Lightspeed, a tool that allows for the secure monitoring of student devices.
- **Enhanced Classroom Technology:** Our classrooms are equipped with state-of-the-art Promethean Boards featuring built-in speakers and microphones. Additionally, each teacher has been provided with brand-new Dell Laptops, enabling them to effectively integrate technology into their lessons.
- **Technology Refresh:** We have undertaken a comprehensive technology refresh initiative, eliminating outdated and obsolete devices, ensuring that our resources remain up-to-date and effective.

- Collaborative Integration: Our faculty collaboratively works to seamlessly incorporate technology into instruction. This collaborative effort ensures that technology is employed as a powerful tool to enhance the learning experience.

Our commitment to appropriate technology integration and the implementation of blended learning reflects our dedication to preparing students for the demands of the modern world. By continually enhancing our technological capabilities, we provide our students with the skills and knowledge needed to excel in the 21st century.

Problem Statements Identifying Technology Needs

Problem Statement 1: Digital Citizenship Education: Equipping students with the skills to navigate the digital world responsibly is crucial. Incorporating digital citizenship education into the curriculum is necessary to foster responsible online behavior. **Root Cause:** Missuse of social media

Priority Problem Statements

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: Create and systematically implement integrated learning experiences to support the development of critical thinking, collaboration, creativity, and communication.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Planned field trips and guest speakers, Skyward data, Campus teacher-led planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Investigate and create 7-12 problem or project-based learning experiences in all content areas.</p> <p>Strategy's Expected Result/Impact: Extended learning opportunities will be provided for students by offering and attending field trips. Students will attend field trips such as the Lone Star Flight Museum and the Holocaust Museum. Blended learning provides project-based experiences through core classes that promote real-life application and development of process skills. Hands-on, real-life learning experiences will include bowling games, poetry slam and hands-on science labs.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers</p> <p>Funding Sources: - 199 - General Fund - \$92,256, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$550</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide content specific, district wide opportunities for staff to support the implementation of integrated and problem/project-based learning that increases student growth.</p> <p>Strategy's Expected Result/Impact: Teachers will plan to use and implement district-provided resources such as Writing Revolution, Solution Tree, DeltaMath, Mathia, and the PLC at Work. Teachers will use district professional development sessions to assist in planning throughout the year such as Vertical Alignment, Focus, Convening Sessions, Backward Planning, and Lead4Ward Resources. Teachers will discuss instructional strategies in PLC and reflect on the implementation of strategies and planning.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers</p> <p>Funding Sources: Campus Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$80,080.28</p>	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Accelerated Instruction to students who were unsuccessful in STAAR from the previous school year and who require extended day tutorials.</p> <p>Strategy's Expected Result/Impact: Measured by STAAR results of the current year.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$28,470.52, STAAR Tutorials - Extended Day/Tutorial - \$9,000, Overtime - 199 - General Fund - \$14,365</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: Refine and expand the comprehensive districtwide framework for literacy and numeracy that highlights and values a multi-literate world so that students can communicate and interact effectively.





District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

HB3 Goal

Evaluation Data Sources: Data pulled from district-funded and grant-funded technology applications from weekly math and reading instruction.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review and update reading curricula and approaches based on the latest research and science studies to increase student fluency and comprehension acquisition.</p> <p>Strategy's Expected Result/Impact: Grant-funded programs will be used during daily instruction. IXL, Language Live!, DeltaMath, and Mathia will be used to practice reading and math for students' specific needs.</p> <p>Staff Responsible for Monitoring: Administration and RLA/Math Department</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Examine and refine the Bilingual Continuum</p> <p>Strategy's Expected Result/Impact: Summit k-12 will be used to practice reading for students' specific needs</p> <p>Staff Responsible for Monitoring: Administration and Multilingual and RLA Departments</p> <p>Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$800</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Explore increasing options for biliteracy instruction to expand opportunities for students to develop and maintain two languages through graduation.</p> <p>Strategy's Expected Result/Impact: The Emergent Bilingual Program will be implemented throughout 7th and 8th grades for EB students. ESL family nights and field trips will promote biliteracy.</p> <p>Staff Responsible for Monitoring: Administrators, ESL Teacher(s), and RLA Campus Coach</p> <p>Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$2,375.26</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a tiered instructional model with supporting curriculum and/or resources for social and academic language acceleration for all English Learners across grade levels.</p> <p>Strategy's Expected Result/Impact: ESL 1 and ESL 2 classes are offered allowing students of different levels to be taught social and academic language. Differentiated support for sub-populations in the classroom will increase student grade-level performance. Teachers and paraprofessionals will use SIOP strategies to differentiate instruction for ESL students.</p> <p>Staff Responsible for Monitoring: Counselors and ESL Teacher(s) and Paraprofessional Support</p>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Update and create digital literacy infusion across content areas to promote student competency.</p> <p>Strategy's Expected Result/Impact: Library services will provide digital literacy across content areas. The library will provide lessons available on the school website and Librarian website as well as in person.</p> <p>Staff Responsible for Monitoring: Librarian</p>	Formative		
	Jan	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase numerical competency by strengthening student problem-solving in Mathematics.</p> <p>Strategy's Expected Result/Impact: Desmos, DeltaMath, and Mathia will be used during math instruction to increase problem-solving math skills.</p> <p>Staff Responsible for Monitoring: Administration, Math Department (Teachers and Campus Coach)</p>	Formative		
	Jan	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Cultivate a shared understanding of key concepts and instructional implications of the language acquisition process, and biliteracy development across all grade levels.</p> <p>Strategy's Expected Result/Impact: Using the Writing Revolution strategies will help students with the language acquisition process.</p> <p>Staff Responsible for Monitoring: Administration, RLA/History Campus Coaches, and Teachers</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.





Performance Objective 3: Provide time and support to include more options and opportunities for blended learning approaches that meet diverse learner needs.

District Objective:

Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5





Evaluation Data Sources: Technology applications will be used to provide students with learning experiences in core subjects. School-wide experiences will be provided to enrich student learning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor the comprehensive and systematic districtwide K-12 Advanced Academics / GT program that provides a commitment to high levels of learning and meets the needs (academic and social/emotional) of all Advanced Academic/GT students.</p> <p>Strategy's Expected Result/Impact: Advanced academics provide opportunities for students to extend their learning beyond grade-level expectations. This includes gifted and talented students, Pre-AP math, and HS credit opportunities for Art, Spanish, Algebra, Geometry, and Health. All teachers are G/T certified/qualified.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, Campus G/T coordinator(s), and Teachers</p> <p>Funding Sources: G/T - 199 - General Fund - \$3,220</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure a comprehensive and systematic districtwide K-12 curriculum that supports high levels of learning and meets the needs (academic, behavioral, social, and emotional) of all students.</p> <p>Strategy's Expected Result/Impact: School-wide experiences will be provided to enrich student learning. Students will participate in Career Day, Flip Day, and STE(A)M Night. Enrichment Clubs will be provided for students to join and extend learning opportunities. The following clubs will be offered to promote real-life applications: Science Club, Robotics Team, Chess, Art Club, and Guitar Club. District Events will be offered for students to participate in and extend learning opportunities. The following will be offered to promote real-life application: UIL Competition, Science Fair, Name that Book Contest, Poetry Slam, Pentathlon, and Spelling Bee. CHAMPs, Girls in STEM, Traits of a Patriot, Safe Schools Ambassadors, Minute Meetings, Mentoring, Teacher/ Student counselor referral link, and Anonymous Alerts are provided and offered on campus.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Jan	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure a comprehensive and systematic districtwide K-12 Response to Intervention and Special Programming approach that provides support for struggling students in order to achieve high levels of learning and meet the needs (academic, behavioral, social, and emotional) of students.</p> <p>Strategy's Expected Result/Impact: Implement RTI program and Multi-Tiered Support System (MTSS) to address academic and behavioral needs. Interventions are built-in to the school day as well after school for all subjects to provide support to students based on their specific needs. Accelerated instruction, priority day tutorials by content, extended day, and READ time provide students with time throughout the day to practice specific skills in reading/math. Small group instruction, co-teach model, and SDI strategies will provide support for students struggling with specific content needs, including SPED and ESL. Math and reading prep classes allow additional time on skills needed to close student gaps.</p> <p>Staff Responsible for Monitoring: Administration, Campus Coaches, and Teachers</p> <p>Funding Sources: SpEd - 199 - General Fund - \$2,000, At Risk - 199 - General Fund - \$3,750, At Risk SCF - State Compensatory Funds - \$173,588</p>	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Master schedule provides multiple opportunities for enrichment, intervention, and blended learning experiences.</p> <p>Strategy's Expected Result/Impact: Implementation of the red/blue day schedule gives students the opportunity to take multiple electives for high school credit , interventions, and/or enrichment. Each student has a personal schedule based on their needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Counselors and Elective Teachers</p>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure all CORE instructional teachers are GT and ESL certified.</p> <p>Strategy's Expected Result/Impact: 100% of CORE Instructional teachers</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Design and implement effective systems to improve informed decision making that result in post-secondary success for all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop recommendations for appropriate selection of college readiness assessments and a timeline for administration of these assessments to maximize opportunities for students.</p> <p>Strategy's Expected Result/Impact: 8th grade students and 7th grade PAC students will take the PSAT 8 to gain insight on the skills they need to gain for college and to determine students who will attend Saturday Enrichment Camps.</p> <p>Staff Responsible for Monitoring: Counselors, CCs, Teachers</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide exposure to college and military options.</p> <p>Strategy's Expected Result/Impact: Through staff door signs with information about their school, guest speakers, College shirt Thursdays, and College/University Banners in hallway.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Create a personalized educational planning system for college, career, and/or military post-secondary success that allows students to take an active part in making decisions about the future. We will design and implement effective systems to improve informed decision making that results in post-secondary success for all students.

District Objective:

Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3





Evaluation Data Sources: Students will be provided the opportunity of an individualized & personalized schedule, take college and career exams, participate in high school and college tours, as well as participate in career-oriented field trips and activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide career related experiences that enrich the personalized education plan for each student. Strategy's Expected Result/Impact: Activities such as Career Day, Flip Day, and CTHS Tours will help expose students to different career and educational pathways. Staff Responsible for Monitoring: Counselors, Principals, and Teachers</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide early and centralized coordinated recruitment for high school programs so that parents and students are aware of all opportunities. Strategy's Expected Result/Impact: Prepare students for greater success in high school by providing high school campus visits, and tours. Staff Responsible for Monitoring: Counselors, Assistant Principals</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 3: Ensure students have a competitive edge for college, career, and /or military success upon graduation.

Evaluation Data Sources: MAP RIT Scores, student exposure to College, Career, and/or Military success information

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement strategies to aid student mastery of executive functioning skills to enhance post-secondary decision-making skills.</p> <p>Strategy's Expected Result/Impact: Continue to use PLCs to ensure high academic rigor and SD.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselors</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: Create a climate and culture that would attract and retain teachers at Bondy.

District Objective:

Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees.

Evaluation Data Sources: Teacher retention rates for each academic year, survey responses regarding campus climate and culture

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through a variety of campus events, initiatives, gatherings, and increased planning time, Bondy teachers will have longevity in teaching positions.</p> <p>Strategy's Expected Result/Impact: Higher teacher retention rates and improve job satisfaction (teacher surveys) at Bondy..</p> <p>Staff Responsible for Monitoring: Principal, APs, and CC's</p> <p>Funding Sources: Title 1 Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$77,267.45, Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$55,968.32, Peer Facilitator Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$162,069.55</p>	Formative		
	Jan	Apr	June
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Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

District Objective:

Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff.

Evaluation Data Sources: Teacher retention data, staff who come with multiple certifications

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create, extend, and leverage promotional materials to highlight the PISD employee experience. Strategy's Expected Result/Impact: Use of social media, field trips, and campus visits to highlight the experience of Bondy teachers thus showcasing the success of Bondy Intermediate. Staff Responsible for Monitoring: Principal, APs, and CC"s</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In order to meet Federal guidelines for students being served in the ESL Program, our campus will continue to send teachers to the district's ESL Institute and to have the teachers take the ESL Certification Exam. Strategy's Expected Result/Impact: This will address ESL waivers and increase ESL certifications on our campus. Staff Responsible for Monitoring: Principal, AP's</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.





Performance Objective 1: Collaborate with families to provide high-quality services needed to partner in the education of their children.

District Objective:

Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Training certificates or sign in sheets, parent survey, student surveys, and Feedback.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and promote family engagement opportunities within feeder area schools.</p> <p>Strategy's Expected Result/Impact: To create a community of partners in education. Bike ride parade, Patriot Camp (incoming 7th graders visit the school), 8th graders get to visit CTHS and Early College.</p> <p>Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide culturally responsive training for all personnel on the benefits of building equitable partnerships with families to support student learning.</p> <p>Strategy's Expected Result/Impact: Consistent positive engagement for our families. PBIS training, Academic Nights, SBDM</p> <p>Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.</p> <p>Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$5,024.21</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide effective two-way communication methods for families to maintain engagement in student learning.</p> <p>Strategy's Expected Result/Impact: Increase and maintain engagement in student learning. Emails, Social Media, maintain staff contact information on campus website, Skylert/Skyward automated messages, and Remind.</p> <p>Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.</p>	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide family engagement activities in academic and social emotional areas to increase student success.</p> <p>Strategy's Expected Result/Impact: Academic Family nights, STEAM nights, DC/NY trip, Field trips, Flight Museum, Holocaust Museum, Parent Conferences, Bilingual Services, Concerts</p> <p>Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors.</p>	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Include families in meaningful consultation and planning of programs and activities to support student success.</p> <p>Strategy's Expected Result/Impact: Parent Conferences, SBDM, SHAC committee, Counselor Advisory Board, CIP.</p> <p>Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, Parent Coordinator and Counselors.</p> <p>Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,234.13</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Utilize a variety of reliable digital, traditional marketing and communication channels to effectively and interactively foster positive relationships among all stakeholders.

District Objective:

Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Increase in enrollment numbers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop an innovative marketing plan to promote our school as a preferred choice by area families. Strategy's Expected Result/Impact: Use Social Media to promote and celebrate all the great things happening at Bondy and PISD. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development for social media managers on campus to increase family engagement with student's education and campus events. Strategy's Expected Result/Impact: Train all Social Media managers on expectations and cohesiveness of social media posts for our campus. Staff Responsible for Monitoring: Social media managers, Principal, AP's, Campus Coaches, and Counselors.</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 1: Foster a culture that champions a restorative and relational model for behavior development, learning, and response. We will promote a culture that produces a safe learning environment that is beneficial to achieving the academic and social-emotional goals of all students.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Safe Schools Ambassadors and Class Officers, Mentoring, Teacher/ Student counselor referral link.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of student-focused behavior programs Strategy's Expected Result/Impact: PBIS will allow for teachers strategies they can use to model appropriate classroom behavior expectations throughout the school Staff Responsible for Monitoring: All staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit students to be Safe School Ambassadors on campus. Strategy's Expected Result/Impact: Decrease in bullying referrals and reports to Anonymous Alerts Staff Responsible for Monitoring: Principals and Teachers	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will continue to meet with their assigned mentor biweekly. Strategy's Expected Result/Impact: Students will have regular interaction with a trusted adult. Staff Responsible for Monitoring: Teacher, APs, Principal, and CC's	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will monitor the number of students with disabilities being removed to ISS, OSS, and Guidance Center and/or DAEP. Strategy's Expected Result/Impact: Reduce Special Education Disciplinary Removals Staff Responsible for Monitoring: AP's, discipline Clerk	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus will work collaboratively with the district special education office to ensure compliance with Restraint Training and Texas Behavior Support Initiative (TBSI) requirements.</p> <p>Strategy's Expected Result/Impact: Ensure compliance</p> <p>Staff Responsible for Monitoring: AP's, Special Education staff</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Provide updated life-saving training skills and emergency response protocols for all staff, including substitutes regularly to increase preparedness and response.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Standard Response Protocol, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train students and staff on campus emergency protocols by modeling appropriate drill behavior. Strategy's Expected Result/Impact: All students and staff will be trained on district-guided emergency protocols. Staff Responsible for Monitoring: APs, Principals, teachers, and staff</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Expand campus and inter-agency community partner emergency response drills to include students and staff at all campuses to ensure proactive planning and mitigate damage.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to prevent, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Standard Response Protocol training for staff and students, Campus Emergency Response Team, Raptor Training, Campus Drills (Fire, Tornado, Shelter-In-Place, Lockdown, Evacuation); The Anonymous Alerts system will continuously be promoted.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students have access to report any issues or problems they see on campus through Anonamous Alerts and Lightspeed will alert us to suspicious activity online about self-harm.</p> <p>Strategy's Expected Result/Impact: Anonymous Alerts and Teacher and Student Counselor Referral link, Lightspeed reports</p> <p>Staff Responsible for Monitoring: Principals, counselors, and Teachers</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: Augment the physical security of campus to provide greater safety for students and employees.

District Objective:

Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4

Evaluation Data Sources: Constantly check doors, work orders, purchase golf cart

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Addition of cameras and golf cart to monitor the campus, campus doors locked/unlocked on a timer, administrators and teachers monitoring hallways during transition time as well as during the class time and classroom doors locked during instruction time.</p> <p>Strategy's Expected Result/Impact: New cameras will provide additional views of campus to ensure safety. Integrate golf cart into campus security measures to enhance safety and respond to security concerns promptly.</p> <p>Staff Responsible for Monitoring: APs, Principal</p> <p>Funding Sources: Golf Cart - 199 - General Fund - \$6,100</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 5: Establish safe schools while meeting the cultural needs of all students and staff in a culturally responsive environment.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Student and staff surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Cultural Awareness Committee, Dia de los Muertos festivities, celebration of different heritages during designated months/weeks, Teacher Appreciation Drinks/Snacks, Bondy Family Mile Meet, Annual Bike-A-Thon, School Health Advisory Committee (SHAC), healthy nutrition information provided at lunch, Autism Awareness, Inclusion Support, and Special Programs Winter Wonderland.</p> <p>Strategy's Expected Result/Impact: staff participation, positive campus climate and culture</p> <p>Staff Responsible for Monitoring: APs, Principal</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.





Performance Objective 6: Infuse Social Emotional Learning (SEL) into all curricula by developing culturally responsive PK-12 competencies for student wellness to increase each student's knowledge, skills, and behavioral health leading to stronger relationships, academic success, and future employment.

District Objective:

Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Increased numbers of student-centered activities and visitors that promote learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop district wide social emotional learning themes and learning delivery methods based on whole child needs. Strategy's Expected Result/Impact: Using Along and Traits of a Patriot we will meet the needs of the whole child. Staff Responsible for Monitoring: All staff	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a campus Whole Child Team for curriculum development. Strategy's Expected Result/Impact: Counseling advisory board Staff Responsible for Monitoring: Counselors, Bondy Counseling Advisory Board	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development to ensure teacher learning and growth in SEL as it relates to Whole Child Team, student success and college, career, or military readiness. Strategy's Expected Result/Impact: Implementation of Traits of a Patriot in all classes after initial professional development and continuously evolving based on feedback. Staff Responsible for Monitoring: Classroom teachers, counselors	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Examine current practices regarding the empowerment of student's voice. Strategy's Expected Result/Impact: Class officers, student council, parent SMORE, and NJHS all provide student leadership opportunities based on their interests. Staff Responsible for Monitoring: Principal, APs, Teachers, Class Sponsors	Formative		
	Jan	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase student engagement in current PBIS/SEL focused programming including Restorative practices, Safe and Civil Schools, and other respectful practices.</p> <p>Strategy's Expected Result/Impact: PBIS/SEL, Safe School Ambassador program, CHAMPS and restorative circles allow students to work in a safe environment maximized for engagement.</p> <p>Staff Responsible for Monitoring: counselors, assistant principals</p>	Formative		
	Jan	Apr	June
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Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

District Objective:

Objective 6.1 Design an infrastructure that prioritizes customer service to ensure optimal experiences and efficiency.

Evaluation Data Sources: Parent & Teacher surveys, communication

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a consistent customer service model and expectations school wide and provide customer service training in all ancillary service departments to convey a better understanding of customer needs and expectations.</p> <p>Strategy's Expected Result/Impact: Increase customer satisfaction through survey responses and stakeholder communication through the use of social media and newsletter emails.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restructure school and ancillary webpages to be more accessible and friendly to all stakeholders.</p> <p>Strategy's Expected Result/Impact: Streamline communication for all stakeholders.</p> <p>Staff Responsible for Monitoring: APs, staff, Librarian</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 6: ANCILLARY SERVICES - We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

District Objective:

Objective 6.4 Develop revolutionary systems to modernize, maintain, and replace facilities and equipment for greater quality and efficiency.

Evaluation Data Sources: Ensure facilities and technology is up-to-date and maintaining it to meet student needs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to "Beautify Bondy" through additions, replacements, and new structures intended to increase the overall aesthetic of the campus.</p> <p>Strategy's Expected Result/Impact: Students, staff, and parents will observe the changes</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Bondy Intermediate

Total SCE Funds:

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

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Personnel for Bondy Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anderson, Gretchen	Campus Coach - All Levels	1
Anderson, Shonika	Teacher - Intermediate School	1
Cleveland, Chad	Campus Coach - All Levels	1
Evans, Frances	Teacher - Intermediate School	1
Flores, Jennifer	Teacher - Intermediate School	1
Fonte, Loren	Campus Coach - All Levels	1
Garate, Julia	Teacher - Intermediate School	1
Godfrey, Brittney	Teacher - Intermediate School	1
Hernandez, Natalia	Paraprofessional - Instructional	1
Jaynes, Shelly	Teacher - Intermediate School	1
Klinkerman, Jonathan	Teacher - Intermediate School	1
Kramer, Ramona	Teacher - Intermediate School	1
Negrotto, Misty	Teacher - Intermediate School	1
Nieto, Linda Ray	Teacher - Intermediate School	1
Pena, Dasia	Paraprofessional - Instructional	1
Romero, Tabatha	Teacher - Intermediate School	1
Sanchez, Sarah	Teacher - Intermediate School	1
Sharpless, Monica	Campus Coach - All Levels	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Trevino, Armando	Teacher - Intermediate School	1
Welch, Kristi	Teacher - Intermediate School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dasia Pena	Intermediate Aides		1
Jennifer Flores	Intermediate School Teacher		1
Lisa Prado	District Parent Coordinator		0.5
Loren Fonte	Peer Facilitator (Campus Coach)		1
Monica Sharpless	Peer Facilitator (Campus Coach)		1
OPEN PCN 12768	Intermediate Aides		1