

<b>Act 2 - Status Check 1 Part of the Plan of Operation</b> <b>Directions:</b> <ul style="list-style-type: none"> <li>Rate the overall status of each improvement strategy: <ul style="list-style-type: none"> <li><b>Strong</b> - on track;</li> <li><b>At Risk</b> - requires some refinement and/or support; or</li> <li><b>Needs Immediate Attention</b> - requires immediate support</li> </ul> </li> <li>Identify specific <b>Lessons Learned (Now)</b>, <b>Next Steps</b>, and <b>Needs</b></li> </ul>					
<p style="text-align: right;"><i>Note:</i> The status you enter will automatically update the accompanying cell on the Master Tracker tab.</p> <p style="text-align: center;">↓</p>					

**School Name: Bonner Elementary School**

**Inquiry Area 1 - Student Success**

By the 2023 administration of the SBAC reading exam, we will increase our overall reading proficiency by 8% (to 77.5%) and increase the percent of students meeting AGP in ELA by 5% (to 72.6%)					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Our Read by Grade 3 Strategist helps teachers identify students and plan for intervention groups as well as small groups within the tier I block and provides direct support to students in daily small groups. We will also provide after school tutoring targeted to students who are not projected to be proficient on the SBAC based on the MAP Projected Proficiency report.	Students will receive vertically-aligned, standards-based Tier I instruction in reading that includes purposeful differentiation and scaffolding. Students will also receive support at their instructional level in targeted data-informed small groups. These actions will increase our overall reading proficiency by 8% (to 77.5%) and increase the percent of students meeting AGP in ELA by 5% (to 72.6%).	Strong	Winter MAP Assessment results show the percent of students projected to be proficient on the SBAC reading assessment was 61% (up 5 points from fall). The percent of students meeting MAP growth projections in reading was 60% (up 4 points from last winter).	We will begin the SBAC tutoring sessions after we return from spring break on March 20th. We will review MAP data to identify students who would best benefit from tutoring.	We need survey data from the teachers to determine who is interested in providing SBAC tutoring. RBG3 Strategist will work to develop materials and lesson plans for use in tutoring sessions.

**Inquiry Area 2 - Adult Learning Culture**

By the end of the school year, we will increase the percentage of students demonstrating growth by 5% as measured by the MAP interim growth assessment by increasing differentiation and scaffolding within the Tier I instruction block.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Six additional planning time meetings will be available to engage teachers in additional planning and support sessions from our Read by Grade 3 strategist to create effective small group instruction.	Teachers will provide purposeful Tier I instruction that includes differentiation and scaffolding, as well as small group intervention lessons as measured by classroom observations.	Strong	All of our grade levels and departments have participated in the additional planning meetings.	We will continue offering planning time meetings to all grade levels. We will provide additional professional learning support focusing on differentiation and scaffolding.	Meet with individual PLCs and review MAP data to determine what specific support is needed for each PLC.

**Inquiry Area 3 - Connectedness**

Student responses to the question "Knowing ways to calm me down" will increase to 77% on the 2022-2023 Districtwide Survey.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Students will be provided coping strategies that will help them manage their anxiety and calm themselves down through classroom lessons and individual/group counseling.	Students will receive monthly lessons to help them develop coping strategies to calm themselves down as measured by Panorama benchmark data.	Strong	Winter Panorama student survey results show a 1% increase in students' perception of their ability to regulate their emotions overall. More specifically, there was an 8% increase in the question, "How often are you able to control your emotions when you need to" and a 1% increase in the question, "Once you get upset, how often can you get yourself to relax?"	Continue referring students to Hazel Health sessions and increase number of new referrals. Continue monthly lessons with all K-5 classes.	Clarify process for parents to engage in Hazel Health resources directly from the service provider. Share parent resources with the community at large, not just our students who we can identify as struggling.