

Act 2 - Status Check 1

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School Name: Bonner Elementary School

Inquiry Area 1 - Student Success

By the 2024 administration of the SBAC reading exam, we will increase our overall reading proficiency by

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 are we learning as we implement our improvement strategies? What challenges with implementation and</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 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%).	At Risk	Our overall reading proficiency on the 2022-2023 SBAC was 64.9% which is a 4.6% decline. Our percentage of students meeting AGP in ELA was 49.7% which is a 17.9% decline.	Teachers now have a common reading curriculum (HMH: Into Reading) and are implementing with fidelity, including planning for differentiation and scaffolding.	Support from our Read By Grade 3 strategist in common planning and instructional coaching. Teachers also need time to familiarize themselves with the curriculum.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2024 school year, we will increase the percentage of students meeting projected growth

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	Teachers are now implementing a new reading curriculum (HMH: Into Reading) and will need additional time to become familiar with the curriculum and engage in common planning.	Teachers will be provided the opportunity to engage in common planning outside of their contract time twice a week to effectively implement the HMH curriculum, which includes planning for differentiation and scaffolding.	Additional funding to pay for increased planning time (accounted for in strategic budget) and teachers' willingness to participate in planning sessions.

Inquiry Area 3 - Connectedness

Student positive responses to the question "Knowing ways to calm me down" will increase to 77% on the

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	On our fall administration of the Panorama survey, 41% of our students responded favorably to the question "Once you get upset, how often can you get yourself to relax?" This is down 7% from the spring administration of the Panorama survey.	Continue to provide monthly counseling lessons for students to identify ways to cope with anxiety, among other skills.	Time for our counselor to provide the lessons that do not interrupt the Tier I master schedule.