

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

- Status Tracker Directions:**
 1. Select from the drop-down list:
 Did we achieve our goals - **Yes, No**.
 Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
 2. Identify specific **Lessons Learned, Next Steps** and **Needs**.

Note:
 The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.

School Name: Bonner Elementary School

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
By the 2024 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%).		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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%).	Yes	Continue	We do not yet have spring MAP benchmark data nor do we have SBAC data. However, on the fall 2023 MAP benchmark assessment, our projected proficiency on the reading SBAC was 53.3%. On the winter 2023 MAP benchmark assessment, our projected proficiency was 57.6%. Schoolwide MAP growth data between fall to winter show an increase in achievement from 63rd percentile to 67th percentile. In our testing grades, 3rd grade grew from 66th percentile to 72nd, 4th grade grew from 63rd percentile to 67th and 5th grade grew from 59th percentile to 64th.	Our read by grade 3 strategist collaborated with the HMH instructional coach to observe a model lesson in 2nd grade and engage in a collaborative discussion with the team. They created an action plan based on their observation and the answers to their questions. We will continue to engage in this process with other grade levels in the fall. We completed targeted SBAC tutoring in the spring leading up to testing. We will continue to provide this tutoring next year.	Time for Read By Grade 3 strategist to collaborate and schedule with HMH instructional coach. Time specified for RBG3 strategist to provide subsequent coaching. For tutoring, we need teachers who are willing to plan and provide this tutoring after school.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2024 school year, we will increase the percentage of students meeting projected growth targets by 5% from spring 2023 to spring 2024 as measured by the MAP interim growth assessment by increasing differentiation and scaffolding within the Tier I instruction block.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	Yes	Continue	Teachers are continuing to implement 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.	Strategic budget funding and teachers' willingness to participate in planning sessions.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Student positive responses to the question "Knowing ways to calm me down" will increase to 77% on the 2023-2024 Districtwide Survey.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	Yes	Continue	On our spring administration of the Panorama survey, 45% of our students responded favorably to the question "Once you get upset, how often can you get yourself to relax?" This is an increase of 4% since the fall administration of the Panorama survey. On the 2023-2024 districtwide survey, 65% of students answered favorably. This is the same as in 2023.	Continue to provide monthly counseling lessons for students to identify ways to cope with anxiety, among other skills. Research outside entities/programs to support this work. Increase referrals to Hazel Health for students who are flagged on Panorama.	Time for our counselor to provide the lessons that do not interrupt the Tier I master schedule. Information from outside entities to provide additional resources for students. Time to increase referrals to Hazel Health.