

Act 2 - Status Check 2 (Plan of Operation Requirement)

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

[Directions and Resources for Status Check 2](#)

Status Tracker Directions:

- Rate the overall status of each improvement strategy:
 - Strong** - on track;
 - At Risk** - requires some refinement and/or support; or
 - Needs Immediate Attention** - requires immediate support
- Identify specific **Lessons Learned (Now)**, **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

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%).

| 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 gaps in implementation?</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%). | Strong | 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 instructional coaches and administrative team engaged in instructional rounds to observe HMH in 4th grade and 2nd grade and collaborated to develop a coaching plan. We will continue to do this for our other grade levels beginning with those who show the greatest need based on MAP growth data. We will also begin targeted after school SBAC tutoring in the spring. | Dedicated time for coaches and administration to observe and collaborate. 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

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.

| 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 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 once a week to effectively implement the HMH curriculum, which includes planning for differentiation and scaffolding. | 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 2023-2024 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 | On our winter 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. | Continue to provide monthly counseling lessons for students to identify ways to cope with anxiety, among other skills. Final Panorama administration April 8th-May 3rd | Time for our counselor to provide the lessons that do not interrupt the Tier I master schedule. |