Clark County School District

Bonner Elementary

School Performance Plan: A Roadmap to Success

Bonner Elementary School *has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

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School Designations: ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 11/8/24

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at *http://nevadareportcard.nv.gov/DI/nv/clark/john_w._bonner_elementary_school/2024/nspf*.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
David Kirkhart-Forman	**Principal(s)** *(required)*
Michele Keener, Assistant Principal	**Other School Leader(s)/Administrator(s)** *(required)*
Amy Adamiszyn, Mary Kaskie	**Teacher(s)** *(required)*
Rachael Howerton	**Paraprofessional(s)** *(required)*
Stephanie Lachman, Jessica Margos, Gina Pagani	**Parent(s)** *(required)*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
1. SOT Meeting 2. SOT Meeting 3. SOT Meeting 4. SOT Meeting 5. SOT Meeting 6. SOT Meeting 7. SOT Meeting 8. SOT Meeting	5/14/24 9/26/24 11/18/24	1. Students made tremendous gains in math but only modest gains in reading. Students are still struggling to cope with anxiety. 2. The SOT agreed that it was important to include growth data as a target in addition to achievement for Goal 1. 3. The SOT met to review progress monitoring data and complete Status Check 1. The SOT met to review progress monitoring data and complete Act 3 The SOT completed Act I The SOT completed Act 3 and Act 1 The SOT completed Status check 1

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*SBAC Data & MAP benchmark data*	*Districtwide survey and Panorama survey*	*Classroom observations*
	Areas of Strength: Our students are projected to grow 10.8% in math on Spring 2023-2024 MAP data		
	Areas for Growth: Increase reading proficiency rates as we show a projected decrease of 1.9% on Spring 2023-2024 MAP data		
Problem Statement	*Our reading proficiency rate is projected to decrease by 1.9% on Spring 2023-2024 MAP CRT projected proficiency report*		
Critical Root Causes	*Our staff provided instruction in reading but did not provide the differentiation and scaffolding necessary to ensure our students grew in reading.*		

Part B

Student Success	
School Goal: By the 2025 administration of the SBAC reading exam, we will increase our overall reading proficiency to 77.5% and increase the percent of students meeting AGP in ELA to 72.6%.	**Aligned to Nevada's STIP Goal:** *Goal 3: All students experience continued academic growth.*
Improvement Strategy: *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.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: MAP Growth Assessments - EBI 2; Progress Monitoring - EBI 2*

Intended Outcomes: *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.*

Action Steps:
- *Continue providing long range planning and lesson planning support via PLCs to ensure strong Tier I instruction*
- *Provide additional paid time outside of the contract to extend purposeful planning*
- *Provide professional learning to support implementation of scaffolding and differentiation*
- *Schedule collaboration between the Read by Grade 3 strategist and the HMH instructional coach to observe a model lesson in grades 3-5 and engage in collaborative discussions with the teams.*
- *Develop a schedule for the Read by Grade 3 strategist to provide coaching to support Tier I instruction, including differentiation and scaffolding.*
- *Continue providing targeted support at students' instructional level via small groups and intervention groups*
- *Identify staff to provide after school tutoring (extra duty pay is provided to staff)*
- *Identify students who would best benefit from tutoring support*
- *Develop materials and lesson plans needed to use in the tutoring sessions*

Resources Needed:
- *Funding for preparation and tutoring*
- *Funding for after school PLCs*
- *PLC+ Framework and Resources*

Challenges to Tackle:
- *Ensuring we have enough staff to provide targeted support by allocating resources to incentive completing this work*
- *Accommodate families' schedules by creating options for parents to better enable student participation*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Students will be provided language-rich scaffolded, differentiated support in Tier I instruction as well as in small groups. Employ educational personnel who provide services for at-risk students.

Foster/Homeless: These students will be provided additional supports via Counselor. Employ educational personnel who provide services for at-risk students.

Free and Reduced Lunch: These students will be provided additional supports via Counselor. Employ educational personnel who provide services for at-risk students.

Racial/Ethnic Minorities: We will ensure these students are represented in our student tutoring groups. Employ educational personnel who provide services for at-risk students.

Students with IEPs: We will ensure these students are represented in our student tutoring groups. Employ educational personnel who provide services for at-risk students.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*SBAC scores and MAP growth reports*	*PLC structure and expectations*	*Collaboration structure/schedule*
	Areas of Strength: Percentage of students proficient at the 61st percentile on MAP Reading grew from 53% (Fall 2023), to 56% (Winter), to 60% (Spring 2024).		
	Areas for Growth: We need to demonstrate more growth to regain our pre-COVID reading proficiency rates		
Problem Statement	*Our teachers need additional support to plan for differentiation and scaffolding within their Tier I blocks, as well as time to plan for Tier II and III supports in reading.*		
Critical Root Causes	*Students have a wide array of levels of mastery. Teachers must provide skill gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards.*		

Part B

Adult Learning Culture	
School Goal: By the end of the 2025 school year, we will increase the percentage of students meeting projected growth targets by 5% from spring 2024 (55%) to spring 2025 (61%) as measured by the MAP interim growth	**STIP Connection:** *Goal 2: All students have access to effective educators.*

assessment for reading by increasing differentiation and scaffolding within the Tier I instruction block.

Improvement Strategy:
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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: PLC - EBI 1*

Intended Outcomes: *Teachers will provide purposeful Tier I instruction that includes differentiation and scaffolding, as well as small group intervention lessons as measured by classroom observations.*

Action Steps:
- *Schedule additional planning time with teachers*
- *Provide appropriate meeting structures, including agendas, minutes, expected outcomes and resources needed*
- *Provide professional learning to best support implementation of differentiation and scaffolding*
- *During planning time, teachers will analyze data to determine students' needs and plan instruction aligned to grade-level standards, and including differentiation and scaffolding.*

Resources Needed:
- *Funding for extra-duty pay*
- *Materials teachers may need for planning*

Challenges to Tackle:
- *Ensuring all teachers receive support with flexible scheduling*
- *Resources are available to compensate teachers for engaging in the work outside of contract time*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Planning will include language-rich scaffolded and differentiated support in Tier I instruction as well as in small groups. Employ educational personnel who provide services for at-risk students.

Foster/Homeless: The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Strategic Budget funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered

interventions and acceleration.

Racial/Ethnic Minorities: Support for these students will be included during planning time. Employ educational personnel who provide services for at-risk students.

Students with IEPs: Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Districtwide survey data and Panorama survey data	Districtwide survey	Districtwide survey
	Areas of Strength: There was an increase of students who know ways to calm themselves down but not the growth that we'd hoped for. Our students' sense of belonging and supportive relationships were both strong per the Panorama survey.		
	Areas for Growth: Students are still struggling to self regulate, as indicated in the emotion regulation portion of the Panorama survey.		
Problem Statement	*Student positive responses on the Districtwide survey to the question "Knowing ways I calm myself down" has fallen from 81.33% in 2019 to 76.66% in 2020 to 65.75% in 2021 to 70.05% in 2022 to 65.84% in 2023 to 65.34% in 2024.*		
Critical Root Causes	*Students are experiencing anxiety due to growing skill gaps and increased academic expectations. They have lost coping skills and study skills habits.*		

Part B

Connectedness	
School Goal: *Student positive responses to the question "Knowing ways to calm me down" will increase from 65% (2023-2024) to 77% on the 2024-2025 Districtwide Survey.*	**STIP Connection:** *Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.*
Improvement Strategy: *Students will be provided coping strategies that will help them manage their anxiety and calm themselves down through classroom lessons and individual/group counseling.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Sanford Harmony EBI 4*	
Intended Outcomes: *Students will receive monthly lessons to help them develop coping strategies to calm themselves down as measured by Panorama benchmark data.*	

Action Steps:
- *Work with counselor to develop classroom lessons on coping skills*
- *Research outside entities/programs to support monthly counseling lessons*
- *Use Panorama data, observational data and teacher referrals to identify students who require additional support in small groups/individually*
- *Increase scheduling of Hazel Health sessions*
- *Provide additional support to identified students*
- *Provide parenting sessions/brochure to support parents*

Resources Needed:
- *Coping skills lessons*
- *Time to pull small groups/individual students/schedule Hazel Health*
- *Parent resources*

Challenges to Tackle:
- *Identifying students who may not demonstrate they need additional support but are struggling by developing a "watch for" indicators list*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: The learning strategist will work with students in small groups to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

Foster/Homeless: Our counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: All students will receive these supports, as Certified Temporary Tutors (CTTs) provide instruction for tiered interventions and acceleration.

Racial/Ethnic Minorities: All teachers provide tiered interventions and acceleration for students.

Students with IEPs: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget General Funds	$5,844,651.29	Staffing, CTTs, extra duty pay and supplies	1, 2 and 3
At-Risk Weighted Funds	$213,449.94	Licensed staff, supplies	1
EL Weighted Funds	$252,464.36	Licensed staff, supplies	1 and 2