

**Act 2 - Status Check 1**

**Directions and Resources for Status Check 1**

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

**Status Tracker Directions:**

← Before completing this tab, follow the directions to set up the Master Sheet.

1. 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

**Note:**

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



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: Bonner ES

**Inquiry Area 1 - Student Success**

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%.

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 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 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. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); MAP Growth Assessments - EBI 2; Progress Monitoring - EBI 2	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..	Strong	Strategist and leadership team have developed intervention groups by grade level to support ongoing student growth (targeting below 41% growth).	Continual progress monitoring of data through small group interventions, Fall MAP data, and on going Tier 1 instruction.	After school tutoring (funds)

**Inquiry Area 2 - Adult Learning Culture**

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 assessment for reading 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.	At Risk	Strategists have created created small group interventions to support ongoing growth in reading. Support for both math and reading provided by coaching model to identified faculty.	Ensure to pre-schedule these meetings and provide focused follow-up to the team.	Budget funding, meeting notes, progress monitoring (on going)

**Inquiry Area 3 - Connectedness**

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.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Students will receive monthly lessons to help them develop coping strategies to calm themselves down as measured by Panorama benchmark data.	Counselor will provide purposeful Tier I instruction that includes differentiation and scaffolding, as well as small group intervention lessons as measured by classroom observations.	Strong	Current Panorama data shows an overall increase in SEL . Counselor is conducting small group and class sessions focused on goal setting, self-esteem, connectiveness. Additionally, the number of students involved in co-curricular activities will be tracked/monitored as additional data.	Continue providing tiered supports based on identified and emerging student/class needs.	documentation of sessions/groups complete and follow-up data.