

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

Only type in the yellow cells.

Status Tracker Directions:

1. Rate the overall status of each improvement strategy:

Strong

At Risk

Needs Immediate Attention

- on track;

- requires some refinement and/or support; or

- requires immediate support

2. 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 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 <div>Are we implementing the improvement strategy as planned?</div>	Now (Lessons Learned) <div>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?</div>	Next (Next Steps) <div>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</div>	Need <div>What do we need to be successful in taking action?</div>
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	Growth median for Winter MAP saw an increase of 2% in the >80th percentile and 3% in the 41st-60th percentile in Reading	Mid-cycle reviews will focus on students at the cusp of each percentile range to ensure differentiation and scaffolding support continued growth. Additionally, Tier1 planning and instruction will continue to be monitored by administration and strategists based on lesson planning, common PLC meetings, and both formal and informal classroom observations and walkthroughs.	Mid-cycle reviews completed before 2/7/25

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.	Strong	Each grade level saw an increase in Achievement Growth Median and Distribution (K: 48 to 69; 1st: 65 to 72; 2nd: 50 to 64; 3rd: 57 to 59; 4th: 57 to 67; 5th: 51 to 62), Staff received professional learning focused on differentiation and scaffolding during SDD on 1/27/25.	Administration will continue to monitor Tier 1 instruction through formal and informal classroom observations and walkthroughs. Classroom teachers will provide small group instruction and differentiation to support and accelerate students' learning during intervention periods.	PLC documentation of intervention period groups and small group interventions.

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	Counselor has developed small group support sessions for students to focus on coping and connectiveness. During Peace Week, classes developed group coping strategies and those were shared schoolwide. On the Winter survey, Bonner students indicated the following percent favorable responses: 79% (self management), 93% (supportive relationships), 75% (sense of belonging), 70% (social awareness), and 65% (Perseverence).	Counselor will continue to provide small group sessions to identified students.	Panorama data supporting increase in connectivity.