

2026-2027 Action Plan

Bonner Elementary School

Principal Guevara



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Bonner Elementary School is projected to receive a **B** rating for the 2025-26 school year, according to the TEA rating system.
- The data used for this needs assessment is derived from multiple data points:

2025-2026 STAAR test-

- STAAR Reading scores in grade 3 increased by 10% from 33% to 43 % passing at the Meets Level
- STAAR Reading scores in grade 4 decreased by 19 % from 59% to 40% passing at the Meets level.
- STAAR Reading scores in grade 5 decreased by 1% from 58% to 57% passing at the Meets level.
- STAAR Math scores in grade 3 plateaued from 36% to 36% passing at the Meets level.
- STAAR Math scores in grade 4 decreased by 10% from 55% to 45% passing at the Meets level.
- STAAR Math scores in grade 5 increased by 4% from 40% to 44% passing at the Meets level.
- STAAR Science scores in grade 5 increased by 15% from 14% to 31% ??? passing at the Meets level.TBD
- Overall STAAR Reading scores in 3rd- 5th increased by 3% from 72% to 75% at Approaches and above.
- Overall STAAR Math scores in 3rd-5th increased by 6% from 65% to 71% at Approaches and above.

2025-2026 NWEA-ACHIEVEMENT:

- **NWEA MAP EOY Reading indicated that:**
 - 26% in the 1st-21st percentile
 - 20% in the 22nd-40th percentile
 - 20% in the 41st-60th percentile
 - 22 % in the 61st-80th percentile
 - 12 % in the 81st-99th percentile
- **NWEA MAP EOY Math indicated that:**
 - 14% in the 1st-21st percentile
 - 16% in the 22nd-40th percentile
 - 21% in the 41st-60th percentile
 - 29% in the 61st-80th percentile
 - 20% in the 81st-99th percentile
- **NWEA MAP EOY Science indicated that:**
 - 15% in the 1st-21st percentile
 - 18% in the 22nd-40th percentile
 - 18% in the 41st-60th percentile
 - 27 % in the 61st-80th percentile
 - 22% in the 81st-99th percentile
- **NWEA MAP EOY Reading-Spanish indicated that:**
 - 17 % in the 1st-21st percentile
 - 14% in the 22nd-40th percentile
 - 24% in the 41st-60th percentile
 - 23% in the 61st-80th percentile
 - 22 % in the 81st-99th percentile

2025-2026 DIBELS:

- **K-2nd Lectura**
19% well below, 29% at, and 48% well above.
Grade K: 10% well below, 5% below, 43% at, and 42% well above
Grade 1st: 31% well below, 5% below, 21% at , and 43% well above
Grade 2nd: 18% well below, 1% below, 21% at, and 43% well above

K-2nd Dibels

23% well below, 11% below, 27% at, and 39% well above.
Grade K: 21% well below, 7% below, 37% at, and 35% well above
Grade 1st: 24% well below, 17% below, 16% at, and 43% well above
Grade 2nd: 25% well below, 9% below, 28% at, and 38% well above

2025-2026 CLI:

Reading:

1. Letter naming: 97%
2. Letter sounds: 96%
3. Syllabication: 59%
4. Alliteration: 51%
5. Rhyming: 60%

Math:

1. Counting Sets: 91%
2. Shape naming: 87%
3. Operations: 58.5%
4. Rote Counting: 85%
5. Number Naming: 94%

Needs related to improving the quality of instruction

ROOT CAUSE

The quality of instruction needs assessment is based on progress-monitoring data from multiple sources used to identify instructional strengths and areas for growth. Campus IRT scores increased from 13.1 to 15.56 on IRT #4, demonstrating overall improvement in instructional quality. Despite this growth, data indicates a continued need for targeted support for new teachers, particularly in the primary grades. Increased opportunities for collaborative planning, demonstration lessons, and frequent coaching cycles are needed to strengthen instructional delivery and ensure consistency across classrooms.

Schoolwide trends also highlight the need to deepen implementation of key instructional practices, including stamping the learning, consistently connecting instruction to the learning objective, and effectively executing the engagement cycle. Additionally, teacher turnover in 1st and 2nd grades during the school year impacted onboarding and professional learning efforts, reducing instructional continuity and contributing to inconsistencies in student learning experiences and achievement outcomes.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy

The current state of the school has been identified through the analysis of multiple data points, including progress monitoring data, IRT results, classroom observations, coaching trends, and student achievement outcomes. While growth has been demonstrated, the desired state is a consistently high-performing instructional environment where all classrooms effectively implement the NES model with fidelity and all students receive rigorous, engaging, and standards-aligned instruction daily.

System evaluation (Philosophy, processes, implementation, capacity)

- Analyze multiple data points to identify the current school state and determine the desired outcomes for student achievement and instruction.
- Strengthen implementation of the NES model across all classrooms.
- Build leadership capacity among administrators, instructional support staff, and teacher leaders.
- Strengthen PLC systems and structures to improve collaboration and instructional planning.

Processes:

- Ensure NES schedules, procedures, and checklist expectations are consistently implemented.
- Increase teacher capacity through SPOTS, on-the-spot coaching, TES, and NIES.
- Improve PLC processes focused on lesson internalization, data analysis, and quick instructional adjustments.
- Provide content-area and grade-level demonstration lessons during PLCs and after-school sessions.

Implementation:

- Monitor fidelity of implementation for NES lessons, assessments, and instructional expectations.
- Strengthen implementation of accommodations and best practices for special populations, including special education, gifted and talented, and emergent bilingual students.

Capacity:

- Build a high-performing culture through immediate feedback, accountability, and support for adult behaviors aligned to the NES model as per DH local policy (attendance), Employee Value Proposition, and Campus Employee Handbook Expectations.
- Utilize data consistently and in a timely manner to improve instruction and student achievement.

- Increase parent academic involvement to support student success.

Key Actions

1. Improve academic achievement in reading and writing.
2. Improve academic achievement in math.
3. Improve Emergent Bilingual and SPED instruction, service delivery, and outcomes.

2025 and 2026 STAAR PERFORMANCE

2025 OVERALL STAAR RATING	78%	C	2026 OVERALL STAAR RATING:	
2025 Domain 1 Student Achievement	71%	C	2026 D1 Goal:	
Reading Approaches: 72%, Meets:49%, Masters: 21%			Reading Approaches+: 75%, Meets: 43%, Masters: 20%	
Math Approaches: 65%, Meets:40%, Masters: 21%			Math Approaches+: 65 %, Meets: 44 %, Masters: 22 %	
Science Approaches+: 51%, Meets:14%, Masters: 6%			Science Approaches+: 49%, Meets: 12%, Masters: 31%	

2025 Overall Domain 2	79%- C	2026 Domain 2:	
2025 Domain 2A	78%- C	2026 Domain 2A:	
2025 Domain 2B	79%- C	2026 Domain 2B:	

2025 Domain 3	Achieved Math %	2026 Domain 3 Goal	Achieved Math %
High Focus Hispanic	39% (Target 42%)	2026 High Focus Hispanic Goal	% (Target 40%)
2025 TELPAS Composite	3 points earned 46% (2 domains)	2026 TELPAS Goal	40 % TBD (Composite, all 4 domains)

Bonner Elementary School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve academic achievement in reading and writing
	Indicators of success
	<ul style="list-style-type: none"> By MOY, 50% of our SPOT scores of our 2nd-5th reading teachers will meet or exceed the score of 14. By June 2025 90% of our 2nd-5th grade reading teachers will meet or exceed 14.5 By MOY 40% of the 3rd-5th grade students will have met implementation requirements for the Reading/ELD Digital Resource Program (i.e.: Amira program/Summit). By EOY 80% of the 3rd-5th grade students will have met the EOY requirements for the program. By MOY 45% or above of the 3rd-5th grade students' biweekly/monthly extended constructed responses will show a score of a 3 or above. By EOY, 60% or above of the 3rd-5th grade students' biweekly/monthly extended constructed responses will show a score of a 3 or above.
	Specific actions – school leaders
	<ul style="list-style-type: none"> Build leadership capacity with Tier II leaders through <i>weekly</i> PK–5 instructional calibrations, <i>monthly</i> ILT meetings, and instructional rounds (ELD and distinguished teachers) focused on instructional alignment, and the sweet 16 best practices. Strengthen literacy leadership by designating grade-level reading leads and participating in district Content Intensive initiatives <i>as per district calendar. (Reading Teachers: Terrazas, Garza, and Pena)</i> Conduct <i>six-week SPOT goal setting/ reviews</i> with teachers and teacher apprentices to reflect on and improve instructional quality and teacher and teacher apprentice effectiveness to impact Leverage Distinguished Teachers as mentors, content experts, professional development facilitators, through our campus mentoring/buddy <i>monthly</i> activities, <i>weekly</i> instructional coaching, demos, collaborative PLC planning each week, and leadership in campus wide events to impact designation and students' outcomes. Provide <i>weekly</i> coaching capitalizing on the first blocks by modeling and supporting teachers, teacher apprentices, and learning coaches, including participation in demonstration lessons. Maintain a high-performance culture by insisting <i>daily</i> on professional expectations as per board policy, the Employee Value Proposition, and Campus Handbook through ongoing feedback, coaching conversations when rules may break or regressions are observed. Designate administrators to support Reading and SOR teachers with lesson internalization, customization, engagement strategies, and alignment to learning objectives based on IRT feedback weekly (Principal Moreno: Reading/Science teachers; AP Johnson: AOT/SOR teachers) as per weekly campus newsletter schedule. Strengthen data-driven instruction through daily analysis of DOLs, bi-monthly/monthly mid-cycle and unit assessments, and weekly student level work samples during PLCs/ILT by teachers and administrators. Monitor student performance through targeted trackers, team

center data reviews, and ongoing collaboration among administrators, learning coaches, and teachers.

- Monitor and accelerate writing proficiency through bi-monthly progress analysis and tracking across grade levels as per district/state (2nd-5th) and campus writing rubrics (PK-1st).
- Weekly demo of reading and SOR teachers' and teacher apprentices' lessons during PLCs and Thursday learning demo labs with emphasis on the last IRT feedback: monitor and adjust and stamp the learning to the learning objective.
- Spread our co-teaching inclusion model with emphasis on the understanding of IEP goals, use of scaffold and coaching on the SPOT across inclusion reading classrooms beyond the selected 5th grade Math classroom.
- Monitor and strengthen implementation of instructional technology programs through tiered leadership oversight, elective teachers, and other content designated teachers, daily and weekly data report reviews, classroom accountability systems/trackers, incentives, and targeted student intervention opportunities through the literacy success coach daily/weekly.
- Increase student achievement and motivation through recognition systems that celebrate growth, meets, and masters performance for both teachers and students.
- Implement RTI and AIT to progress monitor effectiveness of student supports to students to close gaps each six weeks through the literacy success teacher/designated administrator as per the RTI campus calendar (i.e.: AP Johnson)
- Implement and monitor PK-2nd acceleration blocks weekly (i.e.: MCLASS/Spanish research-based resources to impact CLI/Dibels/STAAR scores daily.) and ELD elective with focus on English language development for grades 2nd-5th through ELD teacher/Summit Program.
- Implement a campus-wide positive behavior support system that recognizes and rewards students weekly for demonstrating expected behaviors, fostering a positive school culture and improving student engagement.
- Provide additional acceleration opportunities (tutorials) on Saturdays starting in October to students at below, well below levels or does not meet, to spiral skills below 70% proficiency as per the state, district, and classroom assessments.
- Continue to utilize ParentSquare by all teachers weekly and through monthly home-school writing projects, 2 title I reading events, PTO and teacher sponsored clubs to promote higher attendance and learning in school.
- Continue to empower PTO to lead campus fundraising events to help support the whole school program with monthly culture/academic activities, and incentives for students and staff.
- Hold attendance conferences (Principal/Counselor) with families of chronically/ at risk absent students as per attendance dashboard to create attendance contracts to improve attendance rates and provide targeted support weekly and/or bi-weekly to students impacted.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Implement the district instructional planning process and curriculum protocols with fidelity *daily*.
- *Act immediately* (on the spot, block-to-block, lesson to lesson) on administrator feedback received through planning sessions, demonstration lessons, coaching on the spot, and SPOT observations.
- Deliver rigorous Tier 1 and Tier 2 instruction using customized lessons and Sweet 16 instructional practices *daily*.
- Reflect on SPOT feedback regularly and collaborate with appraisers to set, monitor, and refine professional growth goals *each six weeks*.
- Integrate 3–4 short constructed responses into *daily* instruction to strengthen writing across content areas.
- Maintain readiness to model lessons during PLCs and Demo Thursdays with all needed instructional materials and resources.
- Use daily, short-cycle, and long-cycle assessment data (i.e.: DOLs, mid-cycle, unit cycle, STAAR, NWEA, TELPAS, Dibels, CLI...) to identify learning gaps and provide timely/daily reteach and acceleration opportunities during acceleration/LSAE and enrichment blocks in the team center.
- Provide additional student acceleration through Saturday tutorials beginning in October.
- Implement and actively monitor digital literacy programs, using data reports, and incentives to maximize student engagement and growth.
- Establish and monitor student achievement goals using STAAR, NWEA, DIBELS/Lectura, and district assessment measures (DOLs, mid-cycle, unit cycles...)
- Share data regularly with students and empower students to track their own progress through goal-setting and data-monitoring tools.
- Utilize Parent Square weekly to communicate successes, needs, share classroom learning, and reinforce classroom/campus events with all parents.
- Host six-weeks conferences with parents of students who are well-below, below, or have chronic, moderate, at risk attendance. Create contracts for support.

Key Action One: Staff Development

Who: Campus Administrator, ELD Specialist, Special Education Grade Level Chair, Lead Teachers, and District Curriculum and Instruction Department.

What:

Continue professional learning on The Sweet 16, with an emphasis on mastering the engagement cycle by developing individual components and integrating them into effective instructional practice.

Address IRT #4 feedback trends through targeted coaching and monitoring focused on Stamping the Learning to the Learning Objective and Monitoring and Adjusting instruction in real time.

Leverage district-provided NES professional development opportunities to strengthen instructional practices and improve classroom implementation.

When: Continuously throughout the school year through Weekly PLCs, Classroom Observations, PD Sessions, Collaboratives, Instructional Rounds, and planning sessions with teachers.

Where: Bonner Elementary School

Key Action One: Budget

Proposed item	Description	Amount
Staff development	<ul style="list-style-type: none">Continue professional learning on The Sweet 16, with an emphasis on mastering the engagement cycle by developing individual components and integrating them into effective instructional practice during planning, demos, and designated professional learning days throughout the year.Address 2026 IRT # 4 feedback trends through targeted coaching and monitoring focused on Stamping the Learning to the Learning Objective and Monitoring and Adjusting instruction in real time, in planning, and demos.Leverage district-provided NES and other professional development opportunities throughout the district PD days to strengthen instructional practices and improve classroom instruction.	\$2,000
Materials/resources	<ul style="list-style-type: none">Materials to implement the NES system (headsets, response cards, white boards, highlighters, expos, pencils, dry erase, blue dividers, caddies, anchor chart paper, markers,Incentives for students for Amira, Magpie meets, and masters Team Center instant rewards, Honor's Roll, Perfect Attendance, and monthly home-school writing projects	\$60,000.00
Purchased services	<ul style="list-style-type: none">Reading Instructional Program provided by the district (i.e.: Amira, Magpie, and SummitK12)	
Other	Tutorials Payroll ELAR Teacher	\$25,000 approx.
TOTAL		\$82,000
Funding sources: NES Instructional- General Funds 1991010001 Title I		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve academic achievement in Math.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By MOY, 50% of our SPOT scores of our 2nd-5th Math teachers will meet or exceed the score of 14. By June 2025 90% of our 2nd-5th grade Math teachers will meet or exceed 14.5 By MOY, 45% of the 3rd-5th grade students' Unit Assessments scores will be at meets and above level. By EOY 70% of the 3rd-5th grade students will be at meets and above in the Unit Assessments scores. By MOY administration, 50% of 3rd-5th grade students will complete 60 or more lessons in Zearn. By May 2025, 80% of 3rd -5th grade students will complete 90 lessons in Zearn.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Build leadership capacity with Tier II leaders through <i>weekly</i> PK–5 instructional calibrations, <i>monthly</i> ILT meetings, and instructional rounds (ELD and distinguished teachers) focused on instructional alignment, and the sweet 16 best practices. Strengthen Math leadership and participating in district Content Intensive initiatives <i>as per district calendar</i>. Conduct <i>six-week SPOT goal setting/reviews with teachers and teacher apprentices</i> to reflect on and improve instructional quality and teacher and teacher apprentice effectiveness to impact Leverage Distinguished Teachers as mentors, content experts, professional development facilitators, through our campus mentoring/buddy <i>monthly</i> activities, <i>weekly</i> instructional coaching, demos, collaborative PLC planning each week, and leadership in campus wide events to impact designation and students' outcomes. Provide <i>weekly</i> coaching capitalizing on the first blocks by modeling and supporting teachers, teacher apprentices, and learning coaches, including participation in demonstration lessons. Maintain a high-performance culture by insisting <i>daily</i> on professional expectations as per board policy, the Employee Value Proposition, and Campus Handbook through ongoing feedback, coaching conversations when rules may break or regressions are observed. Designate administrators to support Math teachers with lesson internalization, customization, engagement strategies, and alignment to learning objectives based on IRT feedback weekly (AP Guevara: Math) as per <i>weekly</i> campus newsletter schedule. Strengthen data-driven instruction through <i>daily</i> analysis of DOLs, <i>bi-monthly/monthly</i> mid-cycle and unit assessments, and weekly student level work samples during PLCs/ILT by teachers and administrators. Monitor student performance through targeted trackers, team center data tracker reviews. Conduct <i>weekly</i> demonstration lessons for Math teachers and teacher apprentices during PLCs and Thursday Learning Labs, emphasizing implementation of IRT feedback with a focus on Monitoring and Adjusting instruction and Stamping the Learning to the Learning Objective. Refine our co-teaching inclusion model with emphasis on the understanding of IEP goals,

use of scaffold, team teaching, co-planning, co-demoing, and coaching on the SPOT in 5th grade Math.

- Increase student achievement and motivation through recognition systems that celebrate growth, meets, and masters performance for both teachers and students.
- Monitor and strengthen implementation of instructional technology programs through tiered leadership oversight, elective teachers, and other content designated teachers, daily and weekly data report reviews, classroom accountability systems/trackers, incentives, and targeted student intervention opportunities through the literacy success coach daily/weekly.
- Implement RTI and AIT to progress monitor effectiveness of student supports to students to close gaps each six weeks through the literacy success teacher/designated administrator as per the RTI calendar (i.e.: Johnson)
- Implement and monitor PK-2nd acceleration blocks *daily*. (i.e.: Math small groups.)
- Implement a campus-wide positive behavior support system that recognizes and rewards students *weekly* for demonstrating expected behaviors, fostering a positive school culture and improving student engagement.
- Provide additional acceleration opportunities (tutorials) on *Saturdays* starting in October to students at below, well below levels or does not meet, to spiral skills below 70% proficiency as per the state, district, and classroom assessments.
- Continue to empower PTO to lead campus fundraising events to help support the whole school program with monthly culture/academic activities, and incentives for students and staff.
- Hold attendance conferences (Principal/Counselor) with families of chronically/ at risk absent students as per attendance dashboard to create attendance contracts to improve attendance rates and provide targeted support weekly and/or bi-weekly to students impacted.
- Continue to utilize Parent Square weekly and through monthly home-school writing projects, 2 title I reading events, PTO and teacher sponsored clubs to promote higher attendance and learning in school.

Specific actions – staff (*What specific action steps will the staff take to accomplish the objective?*)

- Implement the district instructional planning process and curriculum protocols with fidelity *daily*.
- *Act immediately (on the spot, block-to-block, lesson to lesson)* on administrator feedback received through planning sessions, demonstration lessons, coaching on the spot, and SPOT observations.
- Deliver rigorous Tier 1 and Tier 2 instruction using customized lessons and Sweet 16 instructional practices *daily*.
- Reflect on SPOT feedback intentionally and collaborate with appraisers to set, monitor, and refine professional growth goals each *six weeks*.
- Integrate 3–4 short constructed responses into *daily* Math instruction to strengthen writing across content areas.
- Maintain readiness to model lessons during *weekly* PLCs and Demo Thursdays with all instructional materials and resources prepared.
- Use *daily, short-cycle, and long-cycle* assessment data (i.e.: DOLs, mid-cycle, unit cycle, STAAR, TELPAS, NWEA, CLI...) to identify learning gaps and provide timely/daily reteach and acceleration opportunities during acceleration/LSAE and enrichment blocks in the team center.
- Provide additional Math student ½ day acceleration through *Saturday* tutorials beginning in *October*.
- Implement and actively monitor digital literacy programs *daily and weekly*, using data

- reports, and incentives to maximize student engagement and growth.
- Establish and monitor student achievement goals using STAAR and district assessment measures (DOLs, mid-cycle, unit cycles...) *during and after each administration*.
- Share data after each asse with students and empower students to track their own progress through goal-setting and data-monitoring tools.

Parental Involvement:

- Utilize ParentSquare *weekly* to communicate successes, needs, share classroom learning, and reinforce classroom/campus events with all parents.
- Host six-weeks conferences with parents of students who are well-below, below, or have chronic, moderate, at risk attendance. Create contracts for support.

Key Action Two: Staff Development

Who: Campus Administrator, Math Lab Teacher, Special Education Grade Level Chair, and Lead Teachers, Teacher Apprentices, and District Curriculum and Instruction Department.

What:

- Continue professional learning on The Sweet 16, with an emphasis on mastering the engagement cycle by developing individual components and integrating them into effective instructional practice. Additional training opportunities on MRSs for new teachers to NES.
- Address IRT #4 feedback trends through targeted coaching and monitoring focused on Stamping the Learning to the Learning Objective and Monitoring and Adjusting instruction in real time.
- Leverage district-provided NES professional development opportunities to strengthen instructional practices and improve classroom implementation.

When: Continuously throughout the school year through Weekly PLCs, Classroom Observations, PD Sessions, Content Collaboratives, Instructional Rounds, and Planning sessions

Where: Bonner Elementary School

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Continue training on the Sweet 16, writing analysis, and depth of knowledge	Already indicated above.
Materials/resources	Materials to implement the NES system (headsets, response cards, white boards, highlighters, expos, pencils, dry erase, blue dividers, caddies, anchor chart paper, markers, Incentives for students for Amira, meets, and masters Team Centers instant rewards, Honor's Roll, Perfect Attendance, and monthly home-school writing projects	Already indicated above.
Purchased services	Reading Instructional Program provided by the district (i.e.: Zearn)	

Other	Tutorials Payroll Math Teacher	\$25,000 approx.
Other		
TOTAL		\$25,000
Funding sources: Title I Tutorials General Funds 1991010001		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve emergent bilinguals and special education instruction, service delivery, and outcomes.
	Indicators of success
	<ul style="list-style-type: none"> By MOY, 50% of our SPOT scores of our K-5th grade designated bilingual teachers will meet or exceed the score of 14. By June 2025, 90% of our K-5th grade designated bilingual teachers will meet or exceed 14.5 By MOY 55% of the emergent bilingual students will have met goals for their SummitK-12 program implementation. By EOY 95% of the emergent bilingual students will have met goals for their SummitK-12 program. By MOY, 45% of the 2nd-5th grade emergent bilinguals and students with an IEPs will be at meets or above level in their unit assessments for reading and Math. By EOY 70% of the 2nd-5th grade students will be at meets or above in the Unit Assessments scores. By EOY, 100% of the quality of students' IEPs will be rated 90% or above or exemplary.
	Specific actions – school leaders
	<p>Emergent Bilingual (EB) Support:</p> <ul style="list-style-type: none"> Provide block-to-block coaching for teachers of EB and Special Education students to ensure appropriate scaffolds, background knowledge development, integration of the four language domains, and Multi-lingual best practices in lesson planning and instruction by ELD Specialist/Principal/Tier IIs. Prioritize writing instruction for emergent bilinguals through short and extended constructed responses in daily instruction. Strengthen biliteracy and language acquisition through culturally relevant practices, including bridges, cognates, dictation activities, and visible anchor charts that support transfer between Spanish and English. Monitor Summit K–12 PLP completion and student progress daily and weekly, with monthly incentives to increase engagement and growth by ELD Specialist. Analyze and share EB student performance data (CLI, DIBELS, DOLs, NWEA, and Unit Assessments) to ensure timely interventions and accelerated instruction for special populations by ELD teacher/Principals/Tier II leaders. Expand the co-teaching model by incorporating the ELD teacher into weekly planning, modeling, and instructional support with the 4th-grade bilingual teacher in the first period. Deliver targeted daily ELD instruction aligned to TELPAS expectations for students in grades 2–5 to increase English language proficiency growth by ELD Specialist. Train K–1 teachers on effective use of Proficiency Level Descriptors (PLDs) to ensure growth in the TELPAS holistic ratings by CTC or Principal. <p>Special Education Support:</p>

- Facilitate Special Education PLCs and demonstration lessons weekly led by the Instructional Special Education Lead Teacher (Rochon) to strengthen instructional practices and student outcomes.
- Provide ongoing training for special education, general education, and support staff on developing high-quality PLAAFP statements and implementing IEP goals, accommodations, and supports, with refresher training provided as new students with IEPs enroll at the school.
- Ensure accommodations are accurately documented in PowerSchool and consistently implemented through weekly classroom observations and monitoring by ARD Facilitator/AP Guevara/Administrators.
- Monitor staff assignments and service delivery to ensure alignment with students' IEP requirements and compliance with Special Education service plans by Special Education Chair/ARD Facilitator and AP Guevara.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Implement best practices to support EB and IEP scaffolds daily.
- Prioritize writing instruction for emergent bilinguals through short and extended constructed responses in daily instruction.
- Attend training provided by administrators, the special education department chair and ELD specialist on best practices for EBs; the quality of IEP, its implementation, and writing of quality PLAAFP statements at the beginning of the year. Attend refreshers as needed or as per audit findings.
- Demo lessons for general education and special education team of teachers weekly.
- Attend PLCs to analyze and act upon special education and emergent bilingual students data to spiral review skills during LSAE/acceleration times weekly.
- Implement accommodations/scaffolds and other supports for special education students during instruction as indicated by the IEP daily.
- Plan and implement the sweet 16 and best practices in daily lessons.
- Document accommodations for students in PowerSchool. Implement accommodations.
- Implement the schedules and services described in the special education student IEP daily.
- Utilize ParentSquare *weekly* to communicate successes, needs, share classroom learning, and reinforce classroom/campus events with all parents.
- Host six-weeks conferences with parents of students who are well-below, below, or have chronic, moderate, at risk attendance. Create contracts for support.

Key Action Four: Staff Development

Who: Campus Administrators, Special Education Grade Level Chair, and Lead Teachers, and District Special Education Department Support Staff

What: We will ensure 100% compliance with the quality of IEPs to ensure exemplary ratings at EOY and ensure our students receive appropriate services as indicated in the IEP and best practices for emergent bilinguals so they can grow and achieve academically and linguistically.

When: Audit of special education folders each six weeks, Audit of district special education folders each six weeks.

Weekly PLC meetings/demos/planning sessions with teachers

Staff PD days

Where: Bonner Elementary School

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Provide training on quality IEPs and writing of PLAAFP statements. Holistic rating using the PLDs for TELPAS	\$0
Materials/resources	Sensory room materials to support inclusion and SLL students. Student Incentives for Monthly rewards/SummitK12 program	\$2,000
Purchased services		\$0
TOTAL		\$2,000

Funding sources:General Funds

