

Traner Middle School

SPP Progress Monitoring Update

School Performance Plan Implementation: Traner has been working hard to improve our core instruction, available interventions, and overall climate and culture. Our Fall MAP data indicated that less than 15% of our students are currently proficient at grade level in reading and less than 10% in math. The data has encouraged us to work hard to make sure students are getting strong core instruction and also interventions to help them fill the holes they have. We are also working to make sure that students want to be at school by improving positive incentives to work hard.

Professional Development

Traner Leadership team has met over 10 hours this year so far building our capacity to lead PLC groups. We have had two staff professional development meetings to talk about effective engagement strategies in the classroom.	We have been experiencing a higher than normal number of teachers out due to illness which has impacted professional development and PLC work.	We are setting up a schedule of early release topics so that we are more predictable. We will offer teacher choice of which sessions to attend so that the PD is more individualized.
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Family Engagement

We have had excellent turnout so far this year at our Back to School events – Viking Day in July and an evening event in August. We have also had many parents attend our monthly cup of coffee with our FACE liaison. Many parents took a survey asking about events they would be interested, and our community committee is setting up several upcoming evening and day time family events. Our home visit project is also well under way with over 20 completed at this point.	There is limited time and resources to set up the evening events, but we are working around them.	Continue to create family events using family input and get feedback after events to determine how we can improve. Continue to encourage and support teachers in visiting more familys' homes.
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Curriculum, Instruction, Assessment

<p>We have had our first coaching session with a Solution Tree Mentor principal and have begun implementing key ideas in our weekly PLC meetings. We have also had two Achieve 3000 trainings and had them model teaching for multiple teachers. We have done some PD around engagement strategies and how to support EL learners. Our MTSS committee has added in several new Tier I, II and III interventions and systematic responses to student behaviors. We are also increasing admin and instructional coaching for teachers.</p>	<p>Teacher absenteeism and student behaviors interfere with some professional development and the implementation of key instructional strategies. The master schedule has led to some barriers with interventions and maximizing teaching capacity.</p>	<p>We will work with leadership and PLC teams to see what we can do to improve the master schedule. We have two more coaching visits with our Solution Tree Coach and two more with Achieve 3000 Coaches – to further improve instructional practices. We will continue to improve our PLC practices to maximize Tier I instruction and interventions. We will use the SBAC Interim Assessments as practice.</p>
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Report interim data here:

1. Based on this data, list the adjustments (if any) you will be making to your action plan?
We are working to have more fluid and responsive interventions for academics and behaviors. We are also looking to use SBAC interim assessments and claims more effectively to prepare students for the assessment.
2. What targets will you set for the Winter benchmark based on this initial data? We are having students set individualize targets for the Winter benchmark based on the Fall data. With less than 20% of students projected to be proficient on the Fall interim in either math or ELA, we feel the goal setting needs to be individualized for each student.