



School District

School Performance Plan

School Name

Traner Middle School

Address (City, State, Zip Code, Telephone):

1700 Carville Drive Reno, NV 89512

Superintendent/Academic Manager:

Kristen McNeil/Jeana Curtis

For Implementation During The Following Years:

2020-21

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status:

☒ Served (receives funds) ☐ Not Served (does not receive funds)

Designation: Must select one

Priority

Grade Level Served:

☐ Elementary ☒ Middle ☐ High ☐ Combined

Classification:

☐ 5 Star School ☐ 4 Star School ☐ 3 Star School ☒ 2 Star School ☐ 1 Star School ☐ Not Rated

NCCAT-S:

☐ Not Required- 4/5 Star Schools ☒ Initial- 1/2/3 Star Schools ☐ Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:**

Please ensure that the following documents will be available upon request

☐ Use of Core Instructional Materials ☐ Scheduling ☐ Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Raegan Virgil	Principal	Josefina Martinez	Family Liaison
Barbara Barker	Assistant Principal	Winona Wilson	Math Instructional Lead
Kendra Cherba	Assistant Principal	Heather Cameron	ELA Instructional Lead
Luanne Pettengill	Instructional Coach	Dan Marble	SEL Lead
Linnea Wolters	Instructional Coach		
Michelle Zukovsky	Administrative Assistant		

Last Date Review/Revised By Planning Team:

Nevada Department of Education - June 2015

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

2020-21

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Coordination of Services for FRL, ELL, IEP Students	Time in ELL Program/Projected Time to Proficiency	Individualized Educational Programs (IEP)
Interim Assessments	Content/ESL Staffing and Professional Development	Service Delivery Model
<input type="text"/>	Teacher/Administrator Observation Data	Special Ed Staffing and Professional Development
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="text"/>	<input type="text"/>	<input type="text"/>

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Comprehensive Support and Intervention (CSI) School Performance Plan requirements:

1. Please see action steps for evidence, all evidence meets at least Level 4 requirements as determined by ESSA plan.
2. All Washoe County School District schools participated in a site based needs assessment for the 2020-21 SY, please see summary statement below.
3. Please see summary statement for description of resource inequities.

Demographics: Traner Middle School was designated as a CSI (Comprehensive Support and Improvement) School in 2017 and remains identified as such due to being the lowest 5th percentile of Title I school performance. Traner received two stars under the NSPF state rating with an index score of 34.5 in 2019. Traner serves approximately 650 students; 100% of whom qualify for Free and Reduced lunch, 33% receive EL services, and 20% are on an IEP. Approximately 42% of our students are high or moderate risk on the district's Early Warning System that looks at students' transiency, social economic status, attendance, etc. There was not SBAC or Spring MAP Data and new NSPF data has not been released. During the 2018-19 School year staff focused on building 21st Century Competencies with the staff and students, used Achieve 3000, and began to implement the PLC process. We met our 2018 SPP goal by increasing our overall ELA proficiency on SBAC from 20% to 25%. However, we are still not meeting our targets with many of our subpopulations (EL, IEP, and African American students). In math we focused on district pacing guides, GO math curriculum and the PLC process. Student proficiency in the SBAC

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	
<input type="checkbox"/> Asian	Percentage	
<input type="checkbox"/> Black	Percentage	
<input type="checkbox"/> Hispanic	Percentage	
<input type="checkbox"/> Two or More Races	Percentage	
<input type="checkbox"/> Pacific Islander	Percentage	
<input type="checkbox"/> White	Percentage	
<input type="checkbox"/> FRL	Percentage	
<input type="checkbox"/> IEP	Percentage	
<input type="checkbox"/> ELL	Percentage	

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1**Based on the CNA, identify all that apply:**☐ General Education☐ FRL☐ ELL☐ IEP☐ Other**Priority Need/
Goal 1:**

Content area teachers in ELA and Social Studies at each grade level will have over 70% of students demonstrate grade level mastery of at least one common assessment focused on ELA and Social Studies standards.

Root Cause(s)

Within our school there is continuing variability between all staff members about what proficiency looks like, how it will be measured, what level of rigor students need to be practicing on a daily basis, and what interventions will get students to proficiency. According to our site-based needs assessment, admin needs to provide more feedback on instructional practice and monitor the use of instructional time more closely.

Measurable Objective(s):

The results of common formative assessments in core departments will be at 70% of students showing grade level mastery of standards for at least 1 essential standard in ELA and Social Studies by April 2021. CFA's will be vetted by leadership and results will be analyzed by departments.

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
1.1 Administration and two licensed instructional coaches will develop high quality professional development focused on identified staff needs such as differentiation, increasing student talk, and engagement strategies. We will also provide coaching on running PLC's with fidelity throughout the year. Teachers will receive stipends to plan coherent and viable literacy curriculum and assessments. Teachers will be subbed out or stipend to analyze student ELA data and create	Time - Weekly PLC work during common prep (to include use of PDSA and Looking at Student work protocol). Ongoing PD during early release Wednesdays (or extended learning/sub out day opportunities - Title Funded), EL trainings (ZOOM funded), extended department PD for ELA (ZOOM funded), and PD to support building, using, and analyzing the use of common assessments. Materials - ActiveBoards (Title I, ZOOM) and Lenovo student laptops (ZOOM).	Department PLC Minutes and SMART goals Early Release PD Agendas/training materials Reading proficiency data/growth CFA, Aims, MAP Master Schedule Traner Staff Calendar with PD schedule MAP data review Common Assessments and data	Administration and Implementation Specialists to oversee all professional development efforts. 1 - Weekly department PLCs - PLC lead to ensure agenda and notes are shared with staff 2 - Monthly whole school ELL and/or 21st Century Learning training 3 - ELA curriculum will be standards based, guaranteed and viable. 4 - Opportunities for learning walks will be provided at least once per year to allow teachers to observe each other and	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
See Family Engagement Appendix B-2 Objective 1	See Family Engagement Appendix B-2 Objective 1	See Family Engagement Appendix B-2 Objective 1	See Family Engagement Appendix B-2 Objective 1	
Comments:				
1.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Teachers will implement school-wide literacy expectations including effective reading NVACS Tier I instruction. Teachers will discuss curriculum used at each grade levels and vertically during Leadership meetings and PLC's to ensure there is an increasing staircase of complexity happening 6th- 8th grade. Teachers will analyze their reading and writing common assessments to discover intervention needs and identify most effective instructional practices, with attention to 21st Century Competencies. We will work to have vertically	People: Implementation Specialists (ZOOM & NR21 budget), ELL and ELA teachers, and all content area teachers (general budget), EL aides, ELL teachers, and extra 6th grade ELA teacher (ZOOM budget) Time: PLC minutes and classroom observation data will be used to monitor implementation. Materials –ActiveBoards (Title I, ZOOM) and Lenovo student laptops (NR21 funded).	1 – Department PLC minutes and SMART goals 2 – Classroom observations 3 – Student work samples and monitoring of student progress on common assessments. 4 – Monitoring of Reading MAP assessment data and growth. 5 – Classroom walkthrough data and feedback 6 - Master schedule with intervention/ enrichment options	Weekly PLC Meetings - PLC Leads, Admin, Coaches Weekly Leadership Meetings - PLC Leads, Admin, Coaches Monthly EL Professional Development - Coaches	
Comments:				
1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2**Based on the CNA, identify all that apply:**☒ General Education☒ FRL☒ ELL☒ IEP☐ Other**Priority Need/
Goal 2:**

Content area teachers in Math and Science at each grade level will have over 70% of students demonstrate grade level mastery of at least one common assessment focused on math and science standards.

Root Cause(s)

Administration does not provide enough feedback on instructional practice or monitor the use of instructional time closely enough. Within our school there is continuing variability between all staff members about what exactly proficiency looks like, how it will be measured, what level of rigor students need to be practicing on a daily basis, and what interventions will get students to proficiency. We have struggled to find time and high quality curriculum to effectively provide math intervention support for students.

Measurable Objective(s):

The results of common formative assessments in core departments will be at 70% of students showing grade level mastery of standards for at least 1 essential standard in Math and Science by April 2021. CFA's will be vetted by leadership and results will be analyzed by departments.

Monitoring Status**ACTION PLAN****MONITORING PLAN****Action Step**

(please only list one action step per box)

Resources and Amount Needed for Implementation

(people, time, materials, funding sources)

List Artifacts/Evidence of Progress:

Information (Data) that will verify the action step is in progress or has occurred.

List Timeline, Benchmarks, and Position Responsible**Monitoring Status****2.1 Professional Development (Required)**

Grade level teams will meet a minimum of 50 minutes per week to create and analyze common lesson plans and common assessments in mathematics using a backward planning format.

Teachers will be subbed out or compensated with stipends during the year to analyze interim, common, and state assessment data. Staff will work with Solution Tree professionals to increase our proficiency with the PLC process. PD will include common planning, common assessments, appropriate interventions, and best uses of student data.

1 – Department PLC teachers and Solution Tree Support (Title Funded)
2 – Classroom observations (Admin) General & Title Funded
3 – Monitoring of student progress in Lexia software. (ELA teachers) Grant funded.
4 – Sub/Stipend money for continued professional development
5-Zoom and Title Funded Instructional Coaches

☐ **Continuation From Last Year**

1 – Department PLC minutes and SMART goals
2 – Classroom observation Notes
3 – Student work samples and monitoring of student progress on common formative assessments.
4– Classroom walkthrough data and feedback
5 - Master schedule with intervention/enrichment options
6– Lesson plans from Planbook.com

NCCAT-S Indicators:

Weekly PLC Meetings - PLC Leads, Admin, Coaches
Weekly Leadership Meetings - PLC Leads, Admin, Coaches

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
See Family Engagement Appendix B-2 Objective 2	See Family Engagement Appendix B-2 Objective 2	See Family Engagement Appendix B-2 Objective 2	See Family Engagement Appendix B-2 Objective 2	
Comments:				
2.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
<ul style="list-style-type: none"> Teachers will implement rigorous standards-based curriculum, including effective mathematical NVACS Tier I instruction. Teachers will discuss curriculum used at each grade levels and vertically during Leadership meetings and PLC's to ensure there is an increasing staircase of complexity happening 6th- 8th grade. Teachers will analyze their math skills via common assessments to discover intervention needs and identify most effective instructional practices, with attention to 21st Century Competencies. We will work to have vertically aligned 	People: Implementation Specialists (ZOOM & NR21 budget), Math teachers, and all content area teachers (general budget) Time: PLC minutes and classroom observation data will be used to monitor implementation. Materials –ActiveBoards (Title I, ZOOM) and Lenovo student laptops (NR21 funded). Technology – ActiveBoards and Student laptops/devices (ZOOM, Title I, and General funded)	1 – Department PLC minutes and SMART goals 2 – Classroom observations 3 – Student work samples and monitoring of student progress on common assessments. 4 – Monitoring of Reading MAP assessment data and growth. 5 – Classroom walkthrough data and feedback 6 - Master schedule with intervention/ enrichment options	Weekly PLC Meetings - PLC Leads, Admin, Coaches Weekly Leadership Meetings - PLC Leads, Admin, Coaches Monthly EL Professional Development - Coaches	
Comments:				
2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Priority Need/Goal 3 is optional, selection is required: ☐ Not Applicable ☒ Optional

Based on the CNA, identify all that apply:

☐ General Education

☐ FRL

☐ ELL

☐ IEP

☐ Other

**Priority
Need/
Goal 3:**

Improve student SEL skills such as resilience, self-regulation, relationship skills, and communication skills. Build a positive community and culture

**Root
Cause(s)**

Historically punitive discipline, limited counseling support groups and no SEL curriculum have led to a culture at the school that has become very negative. Suspension rates have climbed from 600 to 800 to nearly 1,000 over the past 3 years which compounds the negative culture and impacts academic achievement negatively.

**Measurable
Objective(s):**

The implementation of school-wide Social and Emotional curriculum, the increase of small group counseling sessions available for students, and an increased emphasis on culture and climate will result in a 5% increase in favorable responses on the staff and student climate survey for more than half of the responses and reduction of student suspensions by at least 30% (from 800 to 560 or less).

**Monitoring
Status**

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Train staff to implement school-wide SEL Curriculum called Choose Love during advisory. Build capacity of counselors to run 3 weekly counseling groups for targeted populations. Provide staff with team building lessons and strategies to build community. Provide coaching and support.	People: SEL lead teacher, Implementation Coach, Admin, Student Leadership teacher, Counselors Time: Daily SEL lessons, weekly counseling sessions, Monthly celebrations/team-building Materials: Incentives Funding Sources: Fund raising, general, Title	Reduction in discipline data Improvement in climate data Calendars of events SEL Curriculum	This will be daily all year. Teachers, Admin, Coaches, Counselors, Community and Family Liaison, and Safe School Professional	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
See Family Engagement Appendix B-2 Objective 3	See Family Engagement Appendix B-2 Objective 3	See Family Engagement Appendix B-2 Objective 3	See Family Engagement Appendix B-2 Objective 3	
Comments:				
3.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Implement SEL Curriculum. Run small group counseling sessions using appropriate/target curriculum. Practice team building instruction in classes.	People: SEL lead teacher, Implementation Coach, Admin, Student Leadership teacher, Counselors Time: Daily SEL lessons, weekly counseling sessions, Monthly celebrations/team-building Materials: Incentives Funding Sources: Fund raising, general, Title	Reduction in discipline data Improvement in climate data Calendars of events SEL Curriculum	This will be daily all year. Teachers, Admin, Coaches, Counselors, Community and Family Liaison, and Safe School Professional	
Comments:				
3.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions

Root
Cause(s)Measurable
Objective(s):Monitoring
Status**ACTION PLAN****MONITORING PLAN****Action Step**

(please only list one action step per box)

**Resources and Amount Needed for
Implementation**

(people, time, materials, funding sources)

List Artifacts/Evidence of Progress:
Information (Data) that will verify the
action step is in progress or has occurred.**List Timeline, Benchmarks, and Position
Responsible****Monitoring
Status**

4.1

☐ Continuation From Last Year

NCCAT-S Indicators:

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
4.3		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
4.4		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General	\$60,709	Provides funding for curriculum, instruction, assessment and operating supplies all targeted at students and teachers.	Goals 1,2,3
Title I Budget & Intervention Initiative Substitute	\$312,800	211 Intervention Sub Days, 120 Instructional Intervention hours, 345 Professional Development Stipend Hours, 1 Coach, consultation from Solution Tree professionals, 0.251 Assistant Principal, Family and Community Engagement Liaison, an intervention prevention assistant, and general supplies. These all support high quality teacher instruction and extended student interventions to increase student achievement.	Goals 1,2,3
Zoom Budget	\$356,007	Provides a Science teacher, an ELA teacher, an Intervention teacher, an instructional coach, and intervention sub, and extended day tutoring hours. Also provides technology and web-based programs for students. This provides smaller classes sizes and increased supports for teachers to maximize instructional time and increase student achievement.	Goals 1,2,3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

2020-21

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

All candidates are screened to ensure they meet the HQ status for their content area. Interview questions are aligned to the SPP, ZOOM plan, and NR21 plan to ensure goals of the school are clearly communicated prior to employment with the school. Hiring practices are streamlined to provide the earliest possible access to pool candidates. Professional development, PLC, and coaching/mentoring supports are provided to all teachers to assist in building and maintaining skills needed for school improvement efforts. Department PLCs meet weekly. Academic teaming meets the needs of teachers as well as allows teacher leaders within the school the opportunity to collaborate and share their expertise with colleagues. Teacher leadership opportunities are also provided for PLC facilitation, coaching/mentoring, and family engagement. Other incentives include smaller class sizes, ELL teaching assistants, co-teaching opportunities, extended school year opportunities through intersessions and summer academy, use of innovative resources and approaches (such as one -to-one technology), and sharing of vision for school improvement that began prior to the start of the year and was used to attract teachers within WCSD who believed in this vision.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Traner Middle School has a comprehensive family engagement plan that continuously provides family engagement opportunities around student learning and progress. We will host four family engagement events (starting with Viking Day in the summer) that will provide parents with information about the school, share school performance data, engage parents in collaborative goal setting with their child, and engage families in the academic programs offered at Traner Middle School. Traner Middle School also utilizes the Parent-Teacher Home Visit Program to bring teachers into the home of our families to build meaningful relationships where all parties share hopes and dreams for students and build partnerships for supporting goal attainment. Traner also offers monthly parent meetings to support ongoing collaboration and support for families, makes regular ConnectEd calls, and regularly updates the school website. All family engagement efforts are supported by the FACE.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

We will meet with the elementary administration several times throughout the year to align expectations and allow students who will be coming to Traner to tour the school and meet staff. Will also hold transition meetings for all incoming and outgoing students identified as English Language Learners or on an IEP.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers utilize common assessments that align with pacing guides and NVACS. SLOs are used department-wide to ensure alignment. Teachers rely on district and site-based assessments to drive planning, assessments, interventions, and instruction. School wide assessment data is shared with the site-based leadership team (consisting of numerous teachers in various content areas and at all grade levels) to analyze, drive instruction and intervention decision-making, develop and/or adjust professional development efforts, and determine needed resources for school improvement efforts.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Traner Middle School has aligned all federal, state, and local services with the school's improvement efforts. The school uses a variety of resources and fiscal supports to coordinate school improvement. Traner Middle School is a Title I designated school and utilizes funding to support student achievement and family engagement. Traner Middle School also uses funding as a ZOOM school to provide additional supports for ELA and EL instruction to increase EL exit rates. Zoom funds are used to provide student laptops, training, and web-based programs. In addition, the school's general budget provides materials and resources to increase student achievement.

APPENDIX A- Professional Development Plan

1.1

1.1 Administration and two licensed instructional coaches will develop high quality professional development focused on identified staff needs such as differentiation, increasing student talk, and engagement strategies. We will also provide coaching on running PLC's with fidelity throughout the year.

Teachers will receive stipends to plan coherent and viable literacy curriculum and assessments.

Teachers will be subbed out or stipend to analyze student ELA data and create instructional/intervention plans around that data.

Teachers will be subbed out to do peer observations of best practices in teaching literacy.

School leadership team and will participate in professional development based on the PLC model.

Goal 1
Additional
PD Action
Step
(Optional)

2.1

Grade level teams will meet a minimum of 50 minutes per week to create and analyze common lesson plans and common assessments in mathematics using a backward planning format.

Teachers will be subbed out or compensated with stipends during the year to analyze interim, common, and state assessment data.

Staff will work with Solution Tree professionals to increase our proficiency with the PLC process. PD will include common planning, common assessments, appropriate interventions, and best uses of student data.

Goal 2
Additional
PD Action
Step
(Optional)

3.1

Train staff to implement school-wide SEL Curriculum called Choose Love during advisory.

Build capacity of counselors to run 3 weekly counseling groups for targeted populations.

Provide staff with team building lessons and strategies to build community. Provide coaching and support.

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

1.2

See Family Engagement Appendix B-2 Objective 1

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2

See Family Engagement Appendix B-2 Objective 2

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2

See Family Engagement Appendix B-2 Objective 3

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX B-2 Family Engagement Plan Measurable Objective 1

CNA Data identified from Component I

Within our school there is continuing variability between all staff members about what proficiency looks like, how it will be measured, what level of rigor students need to be practicing on a daily basis, and what interventions will get students to proficiency. Admin does not provide enough feedback on instructional practice or monitor the use of instructional time closely enough.

Family Engagement Measurable Objective I

Traner Middle School will provide four academic-focused family engagement evening or virtual events. During these events, parents learn about school-wide and/or individual student achievement data and are given access to tool for assisting students outside of school. Student goal setting will be supported to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. There will also be other parent events, such as Back to School Night and Data conferencing, where attendance will be monitored and sign in sheets and end-of-event evaluations will be collected as evidence and for monitoring purposes. Student attendees will be solicited and invited to attend upcoming intersessions and summer academy.

Linked to SPP Goal(s)

- ☒ Goal 1
- ☒ Goal 2
- ☒ Goal 3

ACTION PLAN
MONITORING PLAN

Action Step (multiple action steps may be listed per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Quantitative and Qualitative Evaluation Measurements Defined	List Timeline, Benchmarks, and individual Responsible (staff, families and community)	Family Engagement Standard(s) Addressed
Traner Middle School has aligned all federal, state, and local services with the school's improvement efforts. The school uses a variety of resources and fiscal supports to coordinate school improvement. Traner Middle School is a Title I designated school and utilizes funding to support student achievement and family engagement. Traner Middle School also uses funding as a ZOOM school to provide additional supports for ELA and EL instruction to increase EL exit rates. Zoom funds are used to provide student laptops, training, and support for technology implementation. In addition, the school's general budget provides materials and resources to increase student achievement.	People: Traner Staff, Family School Partnerships, FACE Time: Early Release Wednesdays, Prep Time, Evening event times, Viking Day August 2020. Virtual Support via Zoom, August 24,2020. Materials: BIG Reports, Printing, ConnectEd, fliers/newsletters, Posters, Invitations to families, use of student laptops Funding: Title I and General Budget.	BIG Reports and Goal-setting sheets Programs with a summary of school data Attendance & Exit ticket data (helpful and not helpful about event) Timeline: Admin and Coaches are responsible for organizing these events.	August 2020 (Viking Day), August 2020 (Zoom Edgenuity Meeting) March 2021 (Data event), & Spring 2021 (G8 Promotion and Awards) Benchmarks (for each event): Family Engagement Committee to meet and plan Formally invite families to events Attendance and Feedback from events Reflection of events	<input checked="" type="checkbox"/> I. Welcoming all Families <input checked="" type="checkbox"/> II. Communicating Effectively <input checked="" type="checkbox"/> III. Supporting Student Success <input checked="" type="checkbox"/> IV. Speaking Up for Every Child <input checked="" type="checkbox"/> V. Sharing Power <input checked="" type="checkbox"/> VI. Collaborating with the Community <input checked="" type="checkbox"/> VII. Building the Capacity of Staff to Engage Families

APPENDIX B-2 Family Engagement Plan Measurable Objective 2

**CNA Data
identified from
Component I**

Administration does not provide enough feedback on instructional practice or monitor the use of instructional time closely enough. Within our school there is continuing variability between all staff members about what exactly proficiency looks like, how it will be measured, what level of rigor students need to be practicing on a daily basis, and what interventions will get students to proficiency. We have struggled to find time and high quality curriculum to effectively provide math intervention support for students.

**Family
Engagement
Measurable
Objective I**

Traner Middle School staff will reach the goal of conducting 100% of the allotted 8- visits as qualified by the formal Title I Bridge Program to impact academics, climate, and engagement. During the 2019-20 school year, 16 staff members were trained and conducted 50 visits out of the allotted 124 visits during the school year, which is 40% goal attainment (Impacted by Pandemic). During the 2020-2021 school year, Traner Middle School staff anticipates meeting the goal of 80 bridge home visits for 100% goal attainment.

**Linked to SPP
Goal(s)**

- ☐ Goal 1
☐ Goal 2
☒ Goal 3

ACTION PLAN
MONITORING PLAN

Action Step (multiple action steps may be listed per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Quantitative and Qualitative Evaluation Measurements Defined	List Timeline, Benchmarks, and individual Responsible (staff, families and community)	Family Engagement Standard(s) Addressed
1. PTHVP training will be offered to staff 2. Parents will learn about the PTHVP during Viking Day and Back to School Night. Parents will volunteer for visits. 3. Teachers and classified staff will conduct visits and complete all required paperwork. Goal of visits will be to share hopes & dreams along with expectations and needs 4. PTHV coordinate will facilitate monitoring of paperwork and compliance as well as monitor growth toward goal	People: Traner Staff, Family School Partnerships, FACE, PTHVP coordinator Time: Early Release Wednesdays communication with staff, Prep Time for scheduling visits, outside of teacher contract time for visits, evening/afternoon training opportunities for staff Materials: PTHVP materials and training Funding: Title I and District Budget.	Parent sign up sheets Visit logs Spreadsheet of visits	PTHVP coordinator and administration will oversee program. Teachers and classified staff will conduct visits. Office of Family Partnerships will support with staff training. • Staff Training in early fall • Parents will learn about the PTHVP during Viking Day and Back to School Night. • Visit July through May • Paperwork submitted to PTHVP coordinator within 5 days of each visit.	<input checked="" type="checkbox"/> I. Welcoming all Families <input checked="" type="checkbox"/> II. Communicating Effectively <input checked="" type="checkbox"/> III. Supporting Student Success <input checked="" type="checkbox"/> IV. Speaking Up for Every Child <input checked="" type="checkbox"/> V. Sharing Power <input checked="" type="checkbox"/> VI. Collaborating with the Community <input checked="" type="checkbox"/> VII. Building the Capacity of Staff to Engage Families

APPENDIX B-2 Family Engagement Plan Measurable Objective 3

**CNA Data
identified from
Component I**

Historically punitive discipline, limited counseling support groups and no SEL curriculum have led to a culture at the school that has become very negative. Suspension rates have climbed from 600 to 800 to nearly 1,000 over the past 3 years which compounds the negative culture and impacts academic achievement negatively.

**Family
Engagement
Measurable
Objective I**

Increase favorable responses on the parent climate survey from 78% to 83% in the area of Relationships and Respect by using SEL practices, the home visit project, and more equitable discipline practices to build relationships with students and families.

**Linked to SPP
Goal(s)**

- ☐ Goal 1
☐ Goal 2
☒ Goal 3

ACTION PLAN
MONITORING PLAN

Action Step (multiple action steps may be listed per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Quantitative and Qualitative Evaluation Measurements Defined	List Timeline, Benchmarks, and individual Responsible (staff, families and community)	Family Engagement Standard(s) Addressed
Deliberately ensure students build relationships and practice relationship skills during advisory class. Assign the students with the highest risk factor to an adult mentor. Conduct home visit 'bridge' meetings between staff and families. Have counselors communicate with families about student progress and small group opportunities. Ensure discipline practices are equitable by having monthly reviews of discipline data.	People: Admin, counselors, teachers Time: Advisory, during school and after school all year. Materials: None Funding Source: Title I funds stipends provided for Home Visits.	Advisory lesson plans Bimonthly agenda for high risk mentors Home visit logs Counselor contact logs/attendance notes Discipline Data	These practices will be implemented all year August 2020 - June 2021 and monitored monthly. Admin, counselors and teachers will be responsible.	<input checked="" type="checkbox"/> I. Welcoming all Families <input checked="" type="checkbox"/> II. Communicating Effectively <input checked="" type="checkbox"/> III. Supporting Student Success <input checked="" type="checkbox"/> IV. Speaking Up for Every Child <input checked="" type="checkbox"/> V. Sharing Power <input checked="" type="checkbox"/> VI. Collaborating with the Community <input checked="" type="checkbox"/> VII. Building the Capacity of Staff to Engage Families

APPENDIX C- Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1: Content area teachers in ELA and Social Studies at each grade level will have over 70% of students demonstrate grade level mastery of at least one common assessment focused on ELA and Social Studies standards.

Measurable Objective(s): The results of common formative assessments in core departments will be at 70% of students showing grade level mastery of standards for at least 1 essential standard in ELA and Social Studies by April 2021. CFA's will be vetted by leadership and results will be analyzed by departments.

Status

Comments:

	Mid-Year	End-of-Year
1.1	1.1 Administration and two licensed instructional coaches will develop high quality professional development focused on identified staff needs such as differentiation, increasing student talk, and engagement strategies. We will also provide coaching on running PLC's with fidelity throughout the year. Teachers will receive stipends to plan coherent and viable literacy curriculum and assessments. Teachers will be subbed out or stipend to analyze student ELA data and create instructional/intervention plans around that data. Teachers will be subbed out to do peer observations of best practices in teaching literacy.	
Progress		
Barriers		
Next Steps		

1.2			
Progress			
Barriers			
Next Steps			
1.3	Teachers will implement school-wide literacy expectations including effective reading NVACS Tier I instruction. Teachers will discuss curriculum used at each grade levels and vertically during Leadership meetings and PLC's to ensure there is an increasing staircase of complexity happening 6th- 8th grade. Teachers will analyze their reading and writing common assessments to discover intervention needs and identify most effective instructional practices, with attention to 21st Century Competencies. We will work to have vertically aligned writing expectations and rubrics. We will monitor intervention assessment data for SE and EL students regularly and adjust instruction based on results. Create lesson expectations that will deeply explore the standards and break those down to student friendly lesson targets that students will have multiple opportunities to master		
Progress			
Barriers			
Next Steps			
1.4			
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2: Content area teachers in Math and Science at each grade level will have over 70% of students demonstrate grade level mastery of at least one common assessment focused on math and science standards.

Measurable Objective(s): The results of common formative assessments in core departments will be at 70% of students showing grade level mastery of standards for at least 1 essential standard in Math and Science by April 2021. CFA's will be vetted by leadership and results will be analyzed by departments.

Status

Comments:

	Mid-Year	End-of-Year
2.1	Grade level teams will meet a minimum of 50 minutes per week to create and analyze common lesson plans and common assessments in mathematics using a backward planning format. Teachers will be subbed out or compensated with stipends during the year to analyze interim, common, and state assessment data. Staff will work with Solution Tree professionals to increase our proficiency with the PLC process. PD will include common planning, common assessments, appropriate interventions, and best uses of student data.	
Progress		
Barriers		
Next Steps		

2.2			
Progress			
Barriers			
Next Steps			
2.3	<ul style="list-style-type: none">Teachers will implement rigorous standards-based curriculum, including effective mathematical NVACS Tier I instruction. Teachers will discuss curriculum used at each grade levels and vertically during Leadership meetings and PLC's to ensure there is an increasing staircase of complexity happening 6th- 8th grade. Teachers will analyze their math skills via common assessments to discover intervention needs and identify most effective instructional practices, with attention to 21st Century Competencies. We will work to have vertically aligned expectations and rubrics. We will monitor intervention assessment data for SE and EL students regularly and adjust instruction based on results. <p><i>Create learning communities that will deeply analyze the standards and break them down to student friendly learning targets that students will have multiple opportunities to master</i></p>		
Progress			
Barriers			
Next Steps			
2.4			
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation

Priority Need/Goal 3

**Priority Need/
Goal 3:**

Improve student SEL skills such as resilience, self-regulation, relationship skills, and communication skills. Build a positive community and culture

**Measurable
Objective(s):**

The implementation of school-wide Social and Emotional curriculum, the increase of small group counseling sessions available for students, and an increased emphasis on culture and climate will result in a 5% increase in favorable responses on the staff and student climate survey for more than half of the responses and reduction of student suspensions by at least 30% (from 800 to 560 or less).

Status
Comments:

Improve student SEL skills such as resilience, self-regulation, relationship skills, and communication skills. Build a positive community and culture

	Mid-Year	End-of-Year
3.1	Train staff to implement school-wide SEL Curriculum called Choose Love during advisory. Build capacity of counselors to run 3 weekly counseling groups for targeted populations. Provide staff with team building lessons and strategies to build community. Provide coaching and support.	
Progress		
Barriers		
Next Steps		

3.2			
Progress			
Barriers			
Next Steps			
3.3	Implement SEL Curriculum. Run small group counseling sessions using appropriate/target curriculum. Practice team building instruction in classes.		
Progress			
Barriers			
Next Steps			
3.4			
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Intervention

Measurable Objective(s):

Status

Comments:

	Mid-Year	End-of-Year
4.1		
Progress		
Barriers		
Next Steps		

4.2			<div></div>
Progress			
Barriers			
Next Steps			
4.3			<div></div>
Progress			
Barriers			
Next Steps			
4.4			<div></div>
Progress			
Barriers			
Next Steps			