

Washoe County School District

Traner Middle School

School Performance Plan: A Roadmap to Success

Traner Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 1, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Raegan Virgil	Principal(s) <i>(required)</i>
Janet Pulleyn, Nutri Stites	Other School Administrator(s) <i>(required)</i>
Winona Wilson, Kalyn Dodge, Jackie Tonoff	Teacher(s) <i>(required)</i>
Nancy Falcon	Paraprofessional(s) <i>(required)</i>
Ofelia Sanchez	Parent(s) <i>(required)</i>
Gorjus Palaita, Braydon Basco	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at

http://nevadareportcard.nv.gov/DI/nv/washoe/fred_w._traner_middle_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> 61% At, Near or Above Standard Investigating, Analyzing and Presenting Information 81% At, Near or Above Standard Demonstrating the Ability to Support Mathematical Conclusions Number of students on track to be at grade level in 6th grade ELA doubled from the year prior. Minor Behavior Referrals have reduced from the year prior by over 500%. Major Behavior Referrals were reduced by 267% from 2021 to 2022. 	<ul style="list-style-type: none"> 17% of students were at or above standard in ELA 6% of students were at or above standard in Math 602 Suspensions last year/540 total students 1% of EL students exited services based on WIDA 38% of students chronically absent 4% of students growing enough to meet standard in 3 years in math, 18% in ELA
<p>Problem Statement: Traner has the lowest percentage of students proficient in both Math and ELA of any middle school in the district. Discipline problems and suspensions are well above national averages. Absenteeism is significantly higher than other middle schools in the district.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Low student engagement and high student absenteeism. Assessments and classwork below grade level standards. 	

Student Success	
<p>School Goal: Increase proficiency on the state exam, SBAC, in ELA by at least 5 percentage points to 22% proficient and Math proficiency by at least 10 percentage points to 16% proficient.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ELA and Math common formative assessments, District Common Formatives, SBAC proficiency 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5</p>



scores in Math and ELA.

Improvement Strategy: Through department PLC's and grade level MTSS meetings, teachers will analyze student achievement data and make actionable plans to improve Tier 1 instruction or provided targeted interventions. This will be measured by student results on Aims Web and Common Formative Assessments. It will be evidenced by PLC and MTSS agendas and notes as well as student results on assessments.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Monthly professional development on student engagement based on TNTP & Solution Tree suggestions for best practices.
- Regular teacher feedback based on Danielson Rubric directly addressing student engagement and high quality instruction. Teach educators culturally responsive practices such as cooperative learning, project-based learning, student choice and voice, and restorative practices.
- Use more engaging ELA curriculum. Continue fine tuning PLC practices to ensure curriculum is at grade level and students are receiving timely and accurate feedback and interventions.
- Have counselors, CIS, Intervention Prevention Assistant, and Voice Advocate provide wrap around services to improve attendance and social-emotional wellness.
- Provide mandatory tutoring or intervention for students who are not meeting grade level standards.
- Improve MTSS structures to be more accurate and responsive to students needing remediation.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Solution Tree resources on Engagement and continued support with our PLC Process.
- TNTP Support via principal coach and trainings.
- Data Coach
- RPDP Support for new teachers and mentors via coaching and modeling and feedback.
- Walkthrough forms.
- Common Lit ELA curriculum.
- Time for monthly professional development.

Lead: *Who is responsible for implementing this strategy?*

Administration, Teachers, Coaches, Student Voice Advocate, Data Coach, CIS Liaison, Counselors, IPA



- Community in Schools Coordinator
- Student Voice Advocate
- Intervention Prevention Assistant

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time and training to implement new ELA curriculum. Changing teacher behaviors.
- *Potential Solution:* Stipends for teachers working outside of contract time. Ongoing and imbedded PD to increase likelihood of changing teacher practice by coming back to it every month, providing regular feedback, and in the classroom coaching.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I, General, ESSER and RALLY grants will help fund curriculum and stipends and coaching supports.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Students require direct language instruction from a highly qualified teacher and engaging curriculum
- *Support:* After 3 years of looking, we finally found two highly qualified teachers and are able to provide EL curriculum with fidelity. Restructured the school schedule to include varied and appropriate level.

Foster/Homeless:

- *Challenge:* Maintaining regular attendance
- *Support:* Have community in schools liaison reach out with transportation supports.

Free and Reduced Lunch:

- *Challenge:* Ensuring students have resources to stay mentally and physically healthy.
- *Support:* Counseling, Community in Schools, and Student Voice Advocate work together to provide resources.

Migrant:

- *Challenge:* NA



- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* Discipline and grading practices do not appear to be equitable.
- *Support:* Training and practice in restorative practices and standards based grading.

Students with IEPs:

- *Challenge:* Reading and math levels are often 2-6 years behind grade level making accessing grade level curriculum difficult.
- *Support:* Differentiated instruction and interventions based on MTSS systems and PLC team planning.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • All departments meet for PLC time at least twice a month. All teachers are collecting and discussing student data a result of common assessments. • MTSS team is meeting regularly and identifying students who need additional supports and finding ways to provide those supports. 	<p>Improve department interventions to be more predictable, consistent, and more targeted. Ensure formative assessments are at grade level and student work expectations are at grade level.</p>
<p>Problem Statement: With staffing shortages, it is difficult to plan predictable, consistent and targeted interventions using the whole team. When students are consistently years below grade level, it becomes easy to lower expectations.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • There are no benefits to working at Title I schools, so most teachers go to schools with fewer behaviors and trauma which leaves an inexperienced staff and many vacancies. Teacher burnout is exacerbated leading to higher than typical teacher absenteeism. Teams can't meet because they are always covering classes and teachers lose valuable planning time. 	
Adult Learning Culture	



School Goal: Increase teacher expectations for success on the annual staff climate survey from 77% to 87% through the analysis of student data, the use of data trackers created during PLC time to analyze student data and brainstorm effective interventions that use varied personnel in the school. Also increase teacher expectations for success by providing coaching and regular feedback using walk through data forms aligned to standard three in the Danielson teacher evaluation rubric. As measured by the staff culture climate, regular teacher surveys and evaluations and evidenced by retention rates.

Formative Measures:

- PLC Agendas, Data Trackers, Lesson Plans. RPDP intense mentoring support.

Aligned to Nevada's STIP

Goal:

- ✓ STIP Goal 1 ✓ STIP Goal 2
- ✓ STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: PLC supports via TNTP and Solution Tree. RPDP mentoring support for new teachers. Danielson walkthrough form to provide feedback.

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Have monthly meetings with department leads to support them through the work of TNTP and Solution Tree. Make sure they have the skill set to lead authentic PLCs.
- Provide feedback to teachers via walkthrough forms based on Danielson Model.
- Provide time for RPDP to work with teachers with 3 or less years experience and their mentors.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- TNTP support/coaching
- Solution Tree resources
- Time to do walkthrough observations.
- RPDP support/coaching
- CIS, EL, SE, Intervention Prevention Assistant, Student Voice Advocate, Counseling

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Update during SPP Roadmap Development.
- *Potential Solution:* Update during SPP Roadmap Development.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Lead: *Who is responsible for implementing this strategy?*

Administration, Teachers, Counselors, CIS liaison, Student Voice Advocate, Intervention Prevention Assistant



- Title, ESSR, RALLY, General

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Need additional language learner supports that not all teachers are familiar with.
- *Support:* Have EL teachers provide tips and strategies for working with EL students.

Foster/Homeless:

- *Challenge:* Require additional resources to trauma and food/housing insecurities.
- *Support:* Have counselors, CIS liaison and Student Voice Advocate identify students and provide families with resources.

Free and Reduced Lunch:

- *Challenge:* Students may require additional resources and supports for socio-economic concerns.
- *Support:* Have counselors, CIS liaison and Student Voice Advocate identify students and provide families with resources.

Migrant:

- *Challenge:* NA
- *Support:* NA



Racial/Ethnic Groups:

- *Challenge:* Students respond better to equitable teaching practices.
- *Support:* Work with Equity and Diversity department to provide teachers with training on equitable teaching practices.

Students with IEPs:

- *Challenge:* Students require individualized instruction and supports.
- *Support:* Have special education teachers work with students and general education teachers to provide individualized instruction and supports.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • We had almost 80% of our families attend our back to school event, Viking Day. • We had two family/community events last year that had approximately 200 participants – Dia De Los Muertos and a Winter student work exhibition. • Our 8th grade celebration was attended by over 80% of families. 	<ul style="list-style-type: none"> • Increase monthly communications to families on upcoming events. • Provide more parent classes and family meetings to address concerns with relevant topics. • Climate survey reported 35 point drop in parent perceptions of how hard their students work at school. • Climate survey also report a significant drop in parent perceptions of student safety at school.
<p>Problem Statement: Parents feel students are not working very hard at school and aren't as safe as they should be.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Perceptions do not always reflect reality – negative stories and social media representation can outweigh actual data from the school. School is not providing enough 'good news.' 	

Connectedness



School Goal: Increase overall favorable responses on the family climate survey to reflect satisfaction with safety, quality of education, learner behaviors and family efficacy by communicating more consistently, getting more feedback from families and hosting relevant classes and events.

Formative Measures:

- Parent climate survey results, attendance at classes and events.

Aligned to Nevada's STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: Monthly news letters that include celebrations and notifications. Monthly parent meetings based on surveys using Parent University resources from the district. Annual events highlighting student achievements and work.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Write and publish monthly news letters.
- Hold monthly meetings.
- Poll parents to determine relevant classes.
- Hold classes.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Connect Ed to send parent newsletters.
- Family and Community liaison to set up monthly meetings and talk to parents about their concerns.
- Parent University professionals to help set up and run parent classes.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Translating documents, getting families to attend events and read newsletters.
- *Potential Solution:* Have bilingual clerk and Family and Community liaison to help translate and promote newsletters and events.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I for Family and Community Liaison

Lead: *Who is responsible for implementing this strategy?*

Admin, FACE, CIS liaison, Teachers



- General Budget for Connect Ed communication resource & Parent University resources.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Sending communication out in home language.
- *Support:* FACE or bilingual clerk can assist.

Foster/Homeless:

- *Challenge:* Transportation, accurate addresses or phone numbers.
- *Support:* CIS and registrar can support.

Free and Reduced Lunch:

- *Challenge:* Transportation or food insecurities.
- *Support:* Have food at evening events

Migrant:

- *Challenge:* NA
- *Support:* NA



Racial/Ethnic Groups:

- *Challenge:* May not feel included in certain events.
- *Support:* Use department of Equity and Diversity to run ideas by to ensure all feel welcome.

Students with IEPs:

- *Challenge:* May have difficulty accessing content at events.
- *Support:* Use case managers/special education teachers to reach out to families to ensure accessibility to content.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Viking Day	8/24/2022	<ul style="list-style-type: none"> • Families are invested in students’ school success. Excellent attendance and positive feedback about direction and expectations for the new year.
Morning Mug – Family/School Meeting	9/15/2022	<ul style="list-style-type: none"> • We need to advertise more widely. Attendance was around 12 families. Introductions with administration was well-received.
Parent University Class	10/10/2022	<ul style="list-style-type: none"> • Focus was on how to access school and community libraries and what is offered. Positive reactions, but low attendance. Seek more parent input on topics covered.
Morning Mug – Family/School Meeting	10/20/2022	<ul style="list-style-type: none"> • Focus was on accessing and using Infinite Campus. Positive feedback. Increased attendance. Better due to seeking parent input and communication.
Dia De La Muertaas – Family Evening Event	10/27/2022	<ul style="list-style-type: none"> • Culturally responsive to the majority of our student populations, well attended.



Parent University Class	11/7/2022	Focus was on internet safety and screen time. Great attendance and feedback. Input & communication both helped.
Band Concert for Families	12/14/2022	Attendance is typically high as parents like to see student performance
Morning Mug	Continuing monthly	Use climate data to determine upcoming topics.
Parent University Class	2/13/2023	High School 101 for Freshman Families
Student data exhibition family night	Spring	Allow parents to see student projects and learning outcomes.
8 th Grade Celebration	6/1/2023	Celebrate student growth and achievement and next chapters. Highly requested by parents.

School: Traner MS

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

ACCESS Individual Scores for Growth (3-Year Comparative ACCESS reports provided by Dept. of ELD)

Problem Statement:

Students identified as English Learners are not making adequate growth on ACCESS as identified by NDE AGP growth expectations.

Critical Root Causes:

Need for appropriate student placement in ELD courses.



Goal:

60% of ELs who have a Level 1 or 2 Composite Score on ACCESS will grow by 1 overall proficiency point

60% of ELs who have a Level 3 or 4 Composite Score on ACCESS will grow by .5 overall proficiency point

Improvement Strategy:

Implementation of language acquisition strategies through ELlevation (or GLAD).

Action Steps:

- WIDA Overview PL on Language Acquisition
- Training on ELlevation Platform from Dept. of ELD or GLAD refresher for previously trained staff and GLAD 5-day for new staff
- Addition of language strategies from ELlevation or GLAD to PLC note taker
- Learning Walks around ELlevation Strategies (or GLAD)
- Coaching support around strategies
- Whole staff professional learning around co-planning and co-teaching for content and language development.
- Coaching cycles with co-teaching teams through ELD SF or Department of ELD PF