

## **Traner Middle School** **SPP Progress Monitoring Update**

School Performance Plan Implementation: Traner staff continues to work hard to improve our core instruction, available interventions, and overall climate and culture. Our Winter MAP data did not show any increase in students proficient in Reading or Math. Our projection on the percentage of students who might pass the SBAC continue to be less than 20% of our total population.

### **Professional Development**

Traner Leadership team continues to meet weekly to build our capacity to lead PLC groups and implement school-wide improvements. We changed our PLC structure so that content teams meet weekly. We have had one staff PD's this quarter on building community in the classroom.	We were recently identified as a Corrective Action School due to our lack of improvement in WIDA scores from students learning a second language. We are working to find a way to implement more professional development around strategies that help students with speaking, listening, reading and writing.	Moving all PLC meetings to early release Wednesdays has opened up time during common preps to provide professional development to content level groups that is more tailored and in smaller groups.
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### **Family Engagement**

We had another well attended family event in December that included performances by our music groups and art displayed from our students. There were more families in attendance than could fit in our stands.	We are looking for more ways to reengage families in the school day as well as evening events. We want them to feel part of our team to support students academically and behaviorally – but are encountering families who are having difficulty with that role.	We have two more family events coming up based on parent input. We will also continue to encourage and support teachers in visiting more familys' homes and inviting more parents into the school.
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## Curriculum, Instruction, Assessment

<p>We have had our second coaching session with a Solution Tree Mentor principal and continue to implement key ideas in our weekly PLC meetings. We have also had two more 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 adjusted the master schedule to reduce work load for teachers so they could focus on engagement strategies.</p>	<p>Teacher absenteeism has improved, but we had three teachers resign and have not been able to fill those positions. Student behaviors continue to interfere with the implementation of key instructional strategies. Our two instructional coaches have had personal events that have limited any instructional coaching on their part. Hiring and retaining high quality teachers is one of our most pronounced barriers.</p>	<p>We worked with leadership and PLC teams to improve the master schedule. We have one more coaching visits with our Solution Tree Coach 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. MTSS continues to meet to provide support for students who do not respond to tier one academics or behavior structures.</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 continuing our work 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 Spring benchmark based on this initial data? We are having students set individualize targets for the Spring benchmark based on the Winter data. Our goal is to increase proficiency by 20% on the Spring benchmark.