Washoe County School District

Fred W. Traner Middle School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I
TSI

Value Statement

Nevada Report Card

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/fred_w._traner_middle_school/2023

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Students demonstrated growth across all grade levels, last year. Traner started the school year with nearly all students well below grade level and was able to move many students close to or at grade level. In 8th grade, SBAC scores went up in both Math and ELA. Traner exited two students with their ACCESS scores and this year we have over 70 students who are 1.5 points from exiting.

IReady Data:

6th grade Reading

Beginning of the year: End of the year:

70% 3+ levels below grade level 65% 3+ levels below grade level

11% 1 grade level below   15% 1 grade level below

2% Early on Grade Level   3% Early on Grade Level

7th grade Reading

Beginning of the year: End of the year:

78% 3+ levels below grade level 66% 3+ levels below grade level

3% Early on Grade Level   7% Early on Grade Level

3% Mid/Above Grade Level 6% Mid/Above Grade Level

8th grade Reading

Beginning of the year: End of the year:

75% 3+ levels below grade level 60% 3+ levels below grade level

13% 1 grade level below   16% 1 grade level below

5% Early on Grade Level   10% Early on Grade Level

2% Mid/Above Grade Level   7% Mid/Above Grade Level

6th grade Math

Beginning of the year: End of the year:

56% 3+ levels below grade level   53% 3+ levels below grade level

22% 1 grade level below   23% 1 grade level below

4% Early on Grade Level   6% Early on Grade Level

0% Mid/Above Grade Level   1% Mid/Above Grade Level

7th grade Math

Beginning of the year: End of the year:

4% Early on Grade Level   8% Early on Grade Level

0% Mid/Above Grade Level   2% Mid/Above Grade Level

8th grade Math

Beginning of the year: End of the year:

65% 3+ levels below grade level   63% 3+ levels below grade level

22% 1 grade level below   17% 1 grade level below

3% Early on Grade Level   8% Early on Grade Level

0% Mid/Above Grade Level   4% Mid/Above Grade Level

Student Success Strengths

Traner students exemplify remarkable resilience, hard work, and determination in their educational journey. Despite facing various socio-economic challenges, these students consistently demonstrate an impressive ability to persevere and maintain a strong work ethic. Their commitment to learning is evident in their efforts to overcome obstacles, seek out opportunities for growth, and engage fully in their education. Whether it's navigating complex assignments, participating actively in class, or seeking additional support, Traner students show dedication to achieving their goals.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): :Proficiency in both Math and ELA continues to be among the lowest in the state. Discipline and suspension rates, while declining, are still above national averages. Chronic absenteeism at Traner is the highest in the district. **Critical Root Cause:** 95% of students have been consistently below grade level. High absenteeism impacts student proficiency. It is challenging to provide students with timely interventions to support grade level work due to scheduling, allocations, and the percentage of students struggling to meet grade level benchmarks.

Adult Learning Culture

Adult Learning Culture Summary

All departments meet for PLC time at least twice a month. All teachers are collecting and discussing student data as a result.

MTSS team is meeting regularly and identifying students who need additional supports and finding ways to provide those supports.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In the past, it has been difficult to fully staff our school. This year, we are fully staffed, but we are not all getting aligned with high expectations, strong Tier 1 instruction, and supporting sub populations.   **Critical Root Cause:** As a Title 1 school, we have high populations of EL, CIT, students on IEPs, etc. This presents a challenge for our teachers to meet the needs and demands of each, individual learner.

Connectedness

Connectedness Summary

During the 2023-2024 school year, 42.5% of students at Traner Middle School were classified as chronically absent. As of the current 2024-2025 school year, that figure has improved, with 30.8% of students now identified as chronically absent. This reduction marks a positive shift in student attendance and engagement.

Connectedness Strengths

During the 2023-2024 school year, 42.5% of students at Traner Middle School were identified as chronically absent—a significant indicator of disengagement and potential underlying challenges such as academic struggles, family stress, or safety concerns.

Currently, in the 2024-2025 school year, the percentage of chronically absent students has improved, dropping to 30.8%. This reduction signals positive progress in addressing student absenteeism and reflects efforts to build stronger connections between students, staff, and the school community.

Key Interventions & Efforts The decrease in chronic absenteeism suggests that focused initiatives are beginning to take effect. These include:

- Personalized 1:1 student meetings and weekly parent phone calls: Staff members have been engaging with students and parents individually to explore their interests, uncover potential barriers to attendance, and offer support where needed.
- Resource Identification: Both in-school and out-of-school resources have been made accessible to students, with an emphasis on removing obstacles such as family challenges, academic frustrations, and safety concerns.
- Data-driven Insights: Utilizing tools like the BIG Data Dashboard (Absenteeism and Transiency, Chronic Absenteeism by Severity, and Consecutive Absence Counts) and Infinite Campus (Day Count, Period Count, and Consecutive Absences), staff can more effectively track attendance patterns and intervene proactively.

Looking Ahead While the 11.7% improvement is promising, there is still work to be done. Continued focus on building stronger relationships and supporting students both academically and emotionally will be key to further reducing chronic absenteeism. By fostering a connected and supportive school environment, Traner Middle School aims to create a community where students feel motivated and supported to attend regularly, leading to improved academic outcomes and overall well-being.

Traner's commitment to addressing attendance challenges underscores its dedication to student success, reinforcing the belief that every student deserves the opportunity to thrive.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents believe there needs to be an improvement in student safety, curriculum rigor and home/school communication. Families have stated that they do not feel engaged at Traner. **Critical Root Cause:** Parent perceptions do not always reflect reality - negative stories and social media representation can outweigh actual data from the school. Families have not always felt welcome to come to school.

Priority Problem Statements

Problem Statement 1: :Proficiency in both Math and ELA continues to be among the lowest in the state. Discipline and suspension rates, while declining, are still above national averages. Chronic absenteeism at Traner is the highest in the district.

Critical Root Cause 1: 95% of students have been consistently below grade level. High absenteeism impacts student proficiency. It is challenging to provide students with timely interventions to support grade level work due to scheduling, allocations, and the percentage of students struggling to meet grade level benchmarks.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In the past, it has been difficult to fully staff our school. This year, we are fully staffed, but we are not all getting aligned with high expectations, strong Tier 1 instruction, and supporting sub populations.

Critical Root Cause 2: As a Title 1 school, we have high populations of EL, CIT, students on IEPs, etc. This presents a challenge for our teachers to meet the needs and demands of each, individual learner.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Parents believe there needs to be an improvement in student safety, curriculum rigor and home/school communication. Families have stated that they do not feel engaged at Traner.

Critical Root Cause 3: Parent perceptions do not always reflect reality - negative stories and social media representation can outweigh actual data from the school. Families have not always felt welcome to come to school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: Improve SBAC performance for students by increasing the percentage of students meeting or exceeding grade-level standards in English Language Arts (ELA) and Math by 30% by the end of the 2024-2025 academic year. Implement a comprehensive improvement plan that includes targeted reading interventions, enhanced classroom instruction with a focus on reading, writing, listening and speaking. Assess progress through quarterly benchmarking assessments, monthly data analysis meetings, and analyze SBAC results from the 2023-2024 academic years. Leverage available resources such as professional development for teachers, coaching from our Math coach, and dedicated intervention time to support the plan's implementation and ensure that it is feasible and sustainable.

Evaluation Data Sources: Observation data, SBAC data, ACCESS data, PD agendas, Common formative assessments, iReady data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
Implement a comprehensive improvement plan that includes targeted reading interventions, enhanced classroom instruction with a focus on reading, writing, listening and speaking. Assess progress through quarterly benchmarking assessments, monthly data analysis meetings, and analyze SBAC results from the 2023-2024 academic years. Leverage available resources such as professional development for teachers, coaching from our Math coach, and dedicated intervention time to support the plan's implementation and ensure that it is feasible and sustainable. Our Math Coach will be hosting interventions for students close to reaching a 3 on their Math SBAC test with targeted interventions based on their iReady and SBAC scores. Teachers will assign iReady lessons for students to complete that will support filling in the gaps in their current knowledge. The Math and ELA department will meet monthly to discuss progress, data, and targets for the following month. Students who are 3 or more grade levels below, based on iReady data, will have 4-6 week after school tutoring.	**Jan**	**Apr**	**June**
Formative Measures: iReady, HMH curriculum assessments, SBAC practice tests, aligned SBAC homework for ELA and math			
Position Responsible: Math and ELA teachers, Math coach, principal, assistant principal			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising			
Problem Statements/Critical Root Causes: Student Success 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: :Proficiency in both Math and ELA continues to be among the lowest in the state. Discipline and suspension rates, while declining, are still above national averages. Chronic absenteeism at Traner is the highest in the district.   **Critical Root Cause**: 95% of students have been consistently below grade level. High absenteeism impacts student proficiency. It is challenging to provide students with timely interventions to support grade level work due to scheduling, allocations, and the percentage of students struggling to meet grade level benchmarks.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By the end of the academic year, all (100%) teachers will demonstrate a heightened understanding and implementation of effective strategies to support English Learners (ELs) in their classrooms, with a focus on tailored instructional practices and culturally responsive teaching.

Evaluation Data Sources: Observation data, PLC agendas, common formative assessments, usage of ELLevation, ACCESS scores

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: ELLevations	**Status Check**		
	Jan	**Apr**	**June**
Teachers will complete a training on ELLevation and begin using those strategies within their classrooms on a weekly basis. Our EL coach will facilitate regular collaborative planning sessions for teachers to share insights, strategies, and resources related to EL instruction. Admin will implement a system for classroom observations with specific feedback on EL instructional practices, followed by reflective discussions to address areas for growth. Monthly assessments will be analyzed with an EL lens to support and tailor instruction for those students. **Formative Measures:** ELLevation usage, Advisory Wednesday EL test practice, meeting agendas, Mountain Meeting PD sessions **Position Responsible:** Admin, EL Coach **Student Groups This Strategy Targets:** FRL, EL, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Adult Learning Culture 1			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: In the past, it has been difficult to fully staff our school. This year, we are fully staffed, but we are not all getting aligned with high expectations, strong Tier 1 instruction, and supporting sub populations.   **Critical Root Cause**: As a Title 1 school, we have high populations of EL, CIT, students on IEPs, etc. This presents a challenge for our teachers to meet the needs and demands of each, individual learner.

Goal 3: Connectedness
 Aligns with District Priority

Annual Performance Objective 1: Traner Middle School will decrease our Chronic Absenteeism by 20%.

 Evaluation Data Sources: School calendar, Master schedule, Attendance notes and meetings, FACE Liaison contact log and binder, Exit tickets and surveys from events, teacher/family communication logs, behavior data, attendance data, climate survey data, Parent University attendance, Home Visit Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS/PBIS	**Status Check**		
We will implement a multifaceted attendance improvement plan that includes daily, weekly, and monthly attendance tracking. We will utilize existing school resources to create a dedicated attendance team responsible for outreach, support, and monitoring. Staff will receive professional development on effective attendance strategies. Traner Middle School will host monthly family engagement events, including "Family Meetings," Data Days, and Parent University classes. These events aim to strengthen family involvement and foster collaboration between home and school, ultimately boosting student achievement and social development. The school's goal is to have 100% of families contacted for a positive message about their student.	**Jan**	**Apr**	**June**
Formative Measures: BIG data (Absenteeism and Transiency Dashboard, Chronic Absenteeism by Severity, Consecutive Absent Counts), Infinite Campus (Day Count, Period Count, Consecutive Absence). Cohort roster of students needing connection from perspective of staff, 1:1 meeting with students to explore interests and to identify any known barriers to attendance (family stressor, academic frustration, safety concern), identify within school resources and/or out of school resources which may build connections and/ or remove barriers.			
Position Responsible: Principal, Assistant Principal, FACE Liaison, IPA, Attendance Secretary, School Staff			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate			
Problem Statements/Critical Root Causes: Connectedness 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Parents believe there needs to be an improvement in student safety, curriculum rigor and home/school communication. Families have stated that they do not feel engaged at Traner.   **Critical Root Cause**: Parent perceptions do not always reflect reality - negative stories and social media representation can outweigh actual data from the school. Families have not always felt welcome to come to school.

Schoolwide and Targeted Assistance Title I Elements

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

Recruiting teachers to a Title I school can be greatly enhanced by leveraging practicum students and supporting teacher internships. By providing these emerging educators with hands-on experience in a Title I setting, schools can offer a compelling view of the impactful and rewarding work they do, while also creating a pipeline of well-prepared, passionate future teachers. Practicum students and interns gain valuable exposure to the unique challenges and opportunities of Title I environments, allowing them to develop essential skills and a deep understanding of the community they serve. In turn, this experience fosters a sense of commitment and readiness to take on the complexities of teaching at Traner. By actively mentoring these individuals and providing robust support throughout their internships, we can build strong relationships, ensuring that these future educators are not only equipped but also enthusiastic about returning as full-time staff members, thus addressing staffing needs and enhancing the quality of education provided to their students.