

Washoe County School District
Fred W. Traner Middle School
2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, TSI

Mission Statement

At Traner Middle School, our mission is to empower every student to realize their full potential by providing a safe and supportive environment, fostering strong partnerships with families and staff, and delivering a high-quality, inclusive curriculum. We are committed to cultivating lifelong learners who grow academically, socially, and emotionally, and who are prepared to become responsible, productive citizens in their communities.

Vision

Traner Middle School envisions a thriving learning community where students, families, and staff work collaboratively to support continuous growth and excellence. We strive to inspire every student to embrace challenges, nurture their unique strengths, and pursue lifelong learning—laying the foundation for future success as engaged, compassionate, and empowered individuals.

Demographics & Performance Information

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/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

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.

Student Success Areas for Growth

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 eight students with their ACCESS scores, a 400% increase from the previous school year.

IReady Data:

Reading

Beginning of the year:	End of the year:
67% 3+ levels below grade level	49% 3+ levels below grade level
12% 1 grade level below	18% 1 grade level below
7% Early on Grade Level	10% Early on Grade Level
4% Mid or Above Grade Level	12% Mid or Above Grade Level

Math

Beginning of the year:	End of the year:
56% 3+ levels below grade level	41% 3+ levels below grade level
23% 1 grade level below	24% 1 grade level below
6% Early on Grade Level	14% Early on Grade Level

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting the high number of EL students who are also well below grade level with Tier 1 instruction.	All EL students are placed in an EL class or EL support class to bolster their learning.
Foster/Homeless	This population struggles with attendance.	Work closely with CIS and School Social Worker to build supports and connections with the family.
Free and Reduced Lunch	100% of our school is FRL.	Maintaining high expectations, building relationships with families and students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Inequities in access, support, and inclusion that hinder academic achievement and student well-being.	Culturally responsive teaching practices, expand access to advanced coursework, and increase staff training on implicit bias and equity
Students with IEPs	Hiring teachers who are qualified to support students with IEPs.	Training our current SPED teachers on strategies to support their students in Resource classes and in co-taught classes.

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, while improved, is still high at about 66% of students not Chronically Absent.

Critical Root Cause: Nearly half of our 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 Areas of Strength

Teachers at Traner Middle School care deeply about the success of their students. We made significant progress towards our goals, last year, and that was largely due to their commitment to student learning.

Adult Learning Culture Areas for Growth

Teachers at Traner are continuing to build their capacity in the areas of increasing grade-level work, increasing supports for EL students, and building relationships with students to support our attendance.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	High number of EL students below grade level	All EL students are placed in an EL class or EL support Advisory
Foster/Homeless	Attendance	Working with our CIS coordinator and School Social Worker
Free and Reduced Lunch	100% of students are FRL	Building relationships, maintaining high expectations
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Buliding connections	Using Culturally responsive teaching practices
Students with IEPs	Hiring qualified SPED teachers	Building the capacity of our current SPED Department with resource and co-teaching support

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Staff are not all 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 Areas of Strength

During the 2024-2025 school year, 33.58% 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. Last year, we decreased our Chronic Absenteeism by 9%. This reduction signals positive progress in addressing student absenteeism and reflects efforts to build stronger connections between students, staff, and the school community.

Connectedness Areas for Growth

During the 2024-2025 school year, 33.58% of students at Traner Middle School were classified as chronically absent. Our goal is to decrease that number, again, by 10%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barriers	TA hired for EL supports
Foster/Homeless	Contacting Families with limited access to phones	Home Visits
Free and Reduced Lunch	100% of students are FRL	Building strong relationships, maintaining high expectations
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Cultural differences	Building strong relationships with families
Students with IEPs	Hiring qualified teachers	Training our current teachers in best practices for resource and co-teaching

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents believe there needs to be an improvement in student safety, curriculum rigor, and getting students to grade level.

Critical Root Cause: Parent perceptions do not always reflect reality - negative stories and social media representation can outweigh actual data from the school.

Priority Problem Statements

Problem Statement 1: Staff are not all aligned with high expectations, strong Tier 1 instruction, and supporting sub populations.

Critical Root Cause 1: 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 1 Areas: Adult Learning Culture

Problem Statement 2: 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, while improved, is still high at about 66% of students not Chronically Absent.

Critical Root Cause 2: Nearly half of our 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 2 Areas: Student Success

Problem Statement 3: Parents believe there needs to be an improvement in student safety, curriculum rigor, and getting students to grade level.

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

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- MyPath
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Master schedule
- Professional Development Agendas
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Home Visits
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades 6-8 will meet their typical growth target in reading on the third iReady Diagnostic. 35% of students who are two or more grade levels below, on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

One hundred percent of students in grades 6-8 will meet their typical growth target in math on the third iReady Diagnostic. 35% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Formative Measures: iReady, HMH curriculum assessments, SBAC practice tests, aligned SBAC homework for ELA and math

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	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.	Math and ELA teachers, Math coach, principal, assistant principal		No review	No review	No review
<p>Position Responsible: Math and ELA teachers, Math coach, principal, assistant principal</p> <p>Evidence Level Level 3: Promising: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>						

SMART Goal 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, while improved, is still high at about 66% of students not Chronically Absent. **Critical Root Cause:** Nearly half of our 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 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 the Science of Reading focuses of fluency, vocabulary, and comprehension.

Formative Measures: ELlevation usage, Advisory Wednesday EL test practice, meeting agendas, Mountain Meeting PD sessions

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: ELLevations				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	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.	Admin, EL Coach		No review	No review	No review
Position Responsible: Admin, EL Coach						
Evidence Level Level 2: Moderate: ELLevations						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Staff are not all 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.

Inquiry Area 3: Connectedness

SMART Goal 1: Traner Middle School will decrease our Chronic Absenteeism by 10%.

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.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS/PBIS				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	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.	Principal, Assistant Principal, FACE Liaison, IPA, Attendance Secretary, School Staff		No review	No review	No review
<p>Position Responsible: Principal, Assistant Principal, FACE Liaison, IPA, Attendance Secretary, School Staff</p> <p>Evidence Level Level 2: Moderate: MTSS/PBIS</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Parents believe there needs to be an improvement in student safety, curriculum rigor, and getting students to grade level. Critical Root Cause: Parent perceptions do not always reflect reality - negative stories and social media representation can outweigh actual data from the school.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see attached addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Viking Day	8/7/2025	
Back to School Night	9/4/2025	
Data Days	9/8/28, 9/26/25, 10/21/25, 11/19/25, 12/11/25	

Addendums

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

<i>School Name:</i>	Traner Middle School
<i>District:</i>	Washoe County
<i>Principal:</i>	Lucy Dugan
<i>Principal email:</i>	LMDugan@washoeschools.net
<i>EL Specialist:</i>	Luanne Pettengill
<i>EL Specialist email:</i>	lpettengill@washoeschools.net

Root Cause Analysis *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

<i>Student Success</i>	<ul style="list-style-type: none"> • In the 2023-2024 school year, none of our EL students reached Bridging or Reaching in Speaking and Writing on their ACCESS test. • 7% of 6th graders and 2% of 7th and 8th graders were Bridging in Reading on their ACCESS test. • Last year, about 36% of EL students at Traner were chronically or severely chronically absent. • Only two students reached the level to exit in 2024. • In 2024 1% of EL students reached proficiency on their reading and math SBAC.
<i>Adult Learning Culture</i>	<ul style="list-style-type: none"> • In the 2023-2024 school year, staff did not receive any professional development in EL strategies. • During the 2023-2024 school year, one of our EL teachers was a first-year teacher. • Academic language has not been a strong focus at Traner Middle School. • Because our students consistently test below grade level and teachers have been working to fill gaps and not always teaching at grade level.

School English Learner Academic Achievement Plan

<p><i>Connectedness</i></p>	<ul style="list-style-type: none"> • Traner Middle School has had a lack of focus on MTSS to attend to intervention and individual student needs. • Lack of a comprehensive understanding individual student academic needs, the social/emotional/behavioral needs, • Lack of focus on language strategies and supports to support EL students. • Attempts have been made to host consistent Parent University classes at Traner, but only 3-5 families attend those classes.
<p><i>English Learner Achievement Root Cause Analysis Summary</i></p>	<p>Traner Middle School has had a lack of effective implementation of strengthening Tier I core content area literacy and instructional strategies for all students, including ELs. Lack of understanding for implementing a new curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction.</p>
<p><i>English Learner Achievement Problem Statement</i></p>	<p>Traner Middle School has been declining in success of student performance scores over the last few years. Traner has a 1-star rating from NVDOE and received 1 out 10 points on the English Language Proficiency Indicator. There is a significant need to focus on Traner's students receiving EL support.</p>

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<i>SMARTIE Goal #1</i>	Using last year’s SBAC scores, Traner students, identified at EL, will increase proficiency in reading by 4 points (1% to 5%).
<i>Performance Objective</i>	Using SBAC growth scores, Traner students will increase reading EL subpopulation median growth percentile by 4 points (39 to 43).
<i>Strategies for APO/Goal</i>	<ul style="list-style-type: none"> • Increased practice in ELA with SBAC style questions. • Monthly professional development for teachers on SBAC and EL strategies. • Consistent observations and feedback from administration and EL coach to increase language strategies and practices. • Strengthen PLC meetings to include discussions/assessment analysis of EL student’s assignments.
<i>Action Steps for Strategies</i>	<ul style="list-style-type: none"> • Master Schedule with responsive scheduling that includes built in supports for each student identified as EL. • Monthly meetings with our EL coach for teachers on strategies to support Tier 1 instruction • Weekly observational feedback to teachers on effective implementation of professional learning. • ELLevation training for all staff to support Tier 1 instruction as 90% of our EL population has been identified as long-term. • Increase iReady usage for students by including it into Advisory and core math and ELA classes.
<i>Position Responsible</i>	<ul style="list-style-type: none"> • Administrators • Teachers • EL Coach
<i>SMARTIE Goal #2</i>	Using last year’s SBAC scores, Traner students, identified at EL, will increase proficiency in math by 2 points (1% to 3%).
<i>Performance Objective</i>	Using SBAC growth scores, Traner students will increase reading EL subpopulation median growth percentile by 2 points (43 to 45).
<i>Strategies for APO</i>	<ul style="list-style-type: none"> • Increased practice in ELA with SBAC style questions. • Monthly professional development for teachers on SBAC and EL strategies. • Consistent observations and feedback from administration and EL coach to increase language strategies and practices. • Strengthen PLC meetings to include discussions/assessment analysis of EL student’s assignments.
<i>Action Steps for Strategies</i>	<ul style="list-style-type: none"> • Master Schedule with responsive scheduling that includes built in supports for each student identified as EL. • Monthly meetings with our EL coach for teachers on strategies to support Tier 1 instruction • Weekly observational feedback to teachers on effective implementation of professional learning. • ELLevation training for all staff to support Tier 1 instruction.

School English Learner Academic Achievement Plan

Position Responsible

- Increase iReady usage for students by including it into Advisory and core math and ELA classes.

- Administrators
- Teachers
- EL Coach
- Math Coach

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.