Washoe County School District

Fred W. Traner Middle School

Classification: 2 Star School

Title I, ATSI

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

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.

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 six students with their ACCESS scores.

IReady Data:

Reading

Beginning of the year:	End of the year:
56% 3+ levels below grade level	46% 3+ levels below grade level
17% 1 grade level below	19% 1 grade level below
9% Early on Grade Level	11% Early on Grade Level
4% Mid or Above Grade Level	13% Mid or Above Grade Level

Math

Beginning of the year:	End of the year:
49% 3+ levels below grade level	37% 3+ levels below grade level
27% 1 grade level below	19% 1 grade level below
8% Early on Grade Level	16% Early on Grade Level
2% Mid or Above Grade Level	16% Mid or Above Grade Level

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.

Student Group	Challenge	Solution
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 quailified 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	Critical Root Cause
1 ★	:Discipline and suspension rates, while declining, are still above national averages. Chronic absenteeism at Traner, while improved, is still high at about 33.5% of students are Chronically Absent.	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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

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.

In Traner's Staff Climate Survey results for the 2025-2026 school year, Traner, again, had strong and positive results. Staff feel safe (94% responded favorably and increased by 12 points from the year before), Staff Collaboration was at 95% (down 2 points from last year, but still well above the district average), Student Behaviors improved 15 points to 66% favorable.

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.

On Traner's Staff Climate Survey, staff indicated that Parent Involvement is still our lowest area and biggest need for growth. Staff said it was at 34% which is an increase of 4 points, but still well below the district average. Staff indicated that work stress was at 66% which is still higher than the district averaged, but still one of our lowest areas and highest areas for growth.

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 class with EL co-teacher. Science, Social Studies, and Elective teachers meet monthly with EL coach for professional learning to support EL students in their classrooms.
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	Building 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	Critical Root Cause
1 ★	Staff are not all aligned with high expectations, strong Tier 1 instruction, and supporting sub populations.	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.

★ = Priority

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.

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%.

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Staff are not all aligned with high expectations, strong Tier 1 instruction, and supporting sub populations.	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.
2 ★	:Discipline and suspension rates, while declining, are still above national averages. Chronic absenteeism at Traner, while improved, is still high at about 33.5% of students are Chronically Absent.	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.
3 ★	Parents believe there needs to be an improvement in student safety, curriculum rigor, and getting students to grade level.	Parent perceptions do not always reflect reality - negative stories and social media representation can outweigh actual data from the school.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Grades**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Class size averages by grade and subject**
- [x] **Communications data**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By February 2027, students will increase English language proficiency in reading by demonstrating growth in reading comprehension, vocabulary development, and analysis of grade-level texts. 100% of EL students will advance at least one proficiency level on the ACCESS test.
By the end of the school year 2026-27, 80% of 8th grade EL students at McMaster Middle School will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: iReady scores, New EL Curriculum, Data meetings with students and families,

Improvement Strategy 1

ELLevations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Learning Walks around ELLevation Strategies. Coaching support around strategies.	Principal, Assistant Principal, ELF, Teachers	SY 2026-2027	
2	Co-teaching: Staff professional learning around co-planning and co-teaching for content and language development. Coaching cycles with co-teaching teams through ELF and co-teaching partners	ELF, Teachers	SY 2026-2027	

Position Responsible: Principal, Assistant Principal, ELF, Teachers

Resources Needed: PD time set aside for learning walks and reflection on the learning walks.

Evidence Level

Level 2: Moderate:
ELLevations

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

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

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY 26-27	

Position Responsible: Math and ELA teachers, Math coach, principal, assistant principal

Resources Needed: 1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	:Discipline and suspension rates, while declining, are still above national averages. Chronic absenteeism at Traner, while improved, is still high at about 33.5% of students are Chronically Absent.	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 vocabulary instruction, reading instruction, and writing instruction.

Formative Measures: ELLevation usage, EL test practice, meeting agendas, co-teaching with EL teachers, Mountain Meeting PD sessions

Improvement Strategy 1

ELLevations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY 26-27	

Position Responsible: Admin, EL Coach

Evidence Level

Level 2: Moderate:
ELLevations

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

Improvement Strategy 1

MTSS/PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY 26-27	

Position Responsible: Principal, Assistant Principal, FACE Liaison, IPA, Attendance Secretary, School Staff

Evidence Level

Level 2: Moderate:
MTSS/PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Parents believe there needs to be an improvement in student safety, curriculum rigor, and getting students to grade level.	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 Element Summary

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: Welcome families back to school	8/6/2026	
Family Data Days	8/26, 9/10, 9/21, 10/20, 11/5	
How To Seminars	8/24, 9/17, 10/13, 11/13, 12/2, 1/11, 4/9, 5/10	