

Washoe County School District
William Obrien Middle School
2024-2025 School Performance Plan

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 http://nevadareportcard.nv.gov/DI/nv/washoe/william_obrien_middle_school/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Students at O'Brien Middle School are behind in grade-level skills and achievement in ELA and mathematics. Many students also suffer from chronic absenteeism.

Student Success Strengths

Students across all grade level improved their i-Ready placement by 47% in ELA and 39% in mathematics.

Chronic Absenteeism, although still a concern, decreased by up to 10% across grade levels.

Diverse student body.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 49% of students met annual typical growth in ELA and 37% of students met their annual typical growth in mathematics in i-Ready. **Critical Root Cause:** This is a result of students not meeting their minutes because of lack of student and teacher engagement, lack of consistent expectations and accountability from school administration and attendance issues.

Adult Learning Culture

Adult Learning Culture Summary

Protected PLC time was compromised due to staff absences and frequent prep coverage. Per the WEA negotiated agreement, a teacher's prep time should focus on preparation and planning. Having interdisciplinary teams share a prep could not allow for this opportunity.

Adult Learning Culture Strengths

O'Brien has strong PLC practices, utilizing departments, interdisciplinary teams, and committees to address schoolwide needs and establish action plans in response. Teachers appreciate the collective efficacy that drives schoolwide practices.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers felt that there was not sufficient enough PLC time built into their schedule. In the 22-23 school year, 64% of teachers felt like there was enough time for PLCs. While this school year (23-24) only 40% of teachers felt that way. **Critical Root Cause:** Master Schedule structure was changed to interdisciplinary teams versus department preparation periods, thus hindering collaboration time amongst departments.

Connectedness

Connectedness Summary

O'Brien has historical data showing high numbers of chronic absenteeism. Although there was some improvement last year, the school still showed 33% absenteeism rates. The highest rates are connected to the subpopulations of African American, CIT, and IEP. Behavior and Performance Data are also highest for these groups.

Connectedness Strengths

O'Brien has a highly active Interventionist, who makes calls to students' families as needed (often daily) to promote and motivate student attendance. We also have a social worker, truancy officer (shared), and family re-engagement specialist (shared), who support getting students to school and connecting families with resources. We have an attendance team who meets weekly to review attendance data and create action plans. The team includes: Assistant Principal, Interventionist, School Social Worker, Truancy Officer, Family Re-Engagement Specialist, and Attendance Clerk.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 33% of our school population is chronically absent. 39 % of our IEP students are chronically absent. **Critical Root Cause:** Connections between students and adults in the building are not as strong as they could be. Students anxiety and apathy towards school contributes to absenteeism. state

Priority Problem Statements

Problem Statement 1: 49% of students met annual typical growth in ELA and 37% of students met their annual typical growth in mathematics in i-Ready.

Critical Root Cause 1: This is a result of students not meeting their minutes because of lack of student and teacher engagement, lack of consistent expectations and accountability from school administration and attendance issues.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers felt that there was not sufficient enough PLC time built into their schedule. In the 22-23 school year, 64% of teachers felt like there was enough time for PLCs. While this school year (23-24) only 40% of teachers felt that way.

Critical Root Cause 2: Master Schedule structure was changed to interdisciplinary teams versus department preparation periods, thus hindering collaboration time amongst departments.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 33% of our school population is chronically absent. 39 % of our IEP students are chronically absent.

Critical Root Cause 3: Connections between students and adults in the building are not as strong as they could be. Students anxiety and apathy towards school contributes to absenteeism. state

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

- 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
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
 - SBAC, iReady,
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals


Goal 1: Student Success





Aligns with District Priority

Annual Performance Objective 1: One hundred percent of students in grades 6-8 will meet their typical growth target in reading on the third iReady Diagnostic. 26% 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. 16% 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.

Evaluation Data Sources: iReady diagnostic, iReady reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady Establish a consistent process and calendar how and when teachers will convene to review lesson passage rates, usage minutes, and growth/performance movement by student group. Develop data points and criteria to use to prioritize students who need additional instruction and/or intervention, and the criteria to use to exit students from additional supports. Provide professional learning focused on the use of supporting iReady resources specifically Tools for Instruction and Tools for Scaffolding. Use the following reports: Student and Class Diagnostic Results, Grade Level Planning (Scaffolding), Grade Level Planning (Prerequisites), and Instructional Grouping to deliver coherent grade-level instruction and differentiated small group instruction. Use certificates/awards to acknowledge student achievement and growth. Establish the use of student data folders to develop goals and track growth towards goals. Formative Measures: PLC agenda, intervention schedule, professional learning agenda, growth data, increased percentage of students improving placement, 5 minute interviews with small random sample of students about effectiveness of incentive programs Position Responsible: Principal, Assistant Principals, Instructional Coach, Instructional Leads, and Team Leads. 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	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: 49% of students met annual typical growth in ELA and 37% of students met their annual typical growth in mathematics in i-Ready. Critical Root Cause: This is a result of students not meeting their minutes because of lack of student and teacher engagement, lack of consistent expectations and accountability from school administration and attendance issues.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the Teacher Clarity elements of Learning Targets & Success Criteria (lesson tasks, assignments, and activities are linked to the learning intentions as well as assessments of and for learning.).

Evaluation Data Sources: Walkthrough observation forms, PLC agendas

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Communities (PLCs) Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through the Teacher Clarity lens. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas. Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner. Utilize the Teacher Clarity Focus Walk Form to monitor the incorporation of Teacher Clarity in daily instruction. Formative Measures: PLC agendas, Teacher Clarity focus walk form, protocol and plan for teacher data analysis Position Responsible: Principal, Assistant Principals, Instructional Leads, Instructional Coach Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers felt that there was not sufficient enough PLC time built into their schedule. In the 22-23 school year, 64% of teachers felt like there was enough time for PLCs. While this school year (23-24) only 40% of teachers felt that way. Critical Root Cause: Master Schedule structure was changed to interdisciplinary teams versus department preparation periods, thus hindering collaboration time amongst departments.

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 5% when compared to the 23-24 percent identified as chronically absent. O'Brien will reduce chronic Absenteeism from 33% to 28% or more.

Evaluation Data Sources: Daily Attendance reports, IC attendance data, BIG attendance data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Use historical attendance data to identify students who are at risk of chronic absenteeism. Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the bi-weekly attendance reviews. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Establish process/protocol for teachers to communicate with attendance team regarding student absences. Establish protocols/process for communicating with families regarding student absences in a timely manner. Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols Position Responsible: Principal, Assistant Principals 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: Connectedness 1	Status Check		
	Jan	Apr	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: 33% of our school population is chronically absent. 39 % of our IEP students are chronically absent. Critical Root Cause: Connections between students and adults in the building are not as strong as they could be. Students anxiety and apathy towards school contributes to absenteeism. state