

Washoe County School District

O'Brien Middle School

School Performance Plan: A Roadmap to Success

O'Brien Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Baker, Melynda

School Website: <https://www.washoeschools.net/obrien>

Email: melynda.baker@washoeschools.net

Phone: (775) 677-5420

School Designations: ☐ Title I ☐ CSI ☐ TSI ☒ TSI/ATSI

Our SPP was last updated on September 22, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Baker, Melynda	Principal(s) <i>(required)</i>
Dan Lediard, Jaime Bowers, Ryan Icanberry, Jen Manzini, Mike Bowers	Other School Administrator(s) <i>(required)</i>
Melanie Fassbender, Joy Davidson, Katrina Moore, Rebecca Janes, Christine McQuivey, Mollie Simi, Demi Partyka, Ann, Dominguez, Molly McHugh, Kaycee Lundy, Victoria Koontz, Fallon Kimball, Isaak Wierman, Mollie Simi, Ben McDonald	Teacher(s) <i>(required)</i>
Rena Alastuey, Lolita Judy	Paraprofessional(s) <i>(required)</i>
Kim Gray, Rebecca Jones	Parent(s) <i>(required)</i>
Zoe Gray, Garridy Jones	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

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/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Students receiving special education and English language services at O'Brien Middle School out performed like peers district wide in ELA. Black and multiracial learners at O'Brien grew 27% and 8% in ELA last year based on MGP averages. Black learners at O'Brien grew 14% in math based on MGP averages. Learners performed 5% higher in ELA last year than the 2021 school year (SY21) cohort, successfully achieving the ELA specific SPP goal for SY22. Learners performed 5% higher in social studies last year than the SY21 cohort, successfully achieving the social studies specific SPP goal for SY22. Learners performed 7% higher in science last year than the SY21 cohort, surpassing the science specific SPP goal for SY22. Learners receiving services in special education performed 3% higher last year than the SY21 cohort. 	<ul style="list-style-type: none"> Learners in the SY21 cohort performed 18% lower than middle school peers within WCSD and 8% lower than the previous years O'Brien cohort in ELA Learners in the SY21 cohort performed 18% lower than middle school peers within WCSD and 1% lower than the previous years O'Brien cohort in mathematics. Learners performed 16% lower in mathematics last year than the SY21 cohort, missing the SY22 SPP growth goal by 21%. Learners performed 2% lower in mathematics last year than the SY21 cohort, missing the SY22 SPP growth goal by 7%. Overall learner performance based on data triangulation (quarter final, assessment, and letter grade averages) numbers decreased by 1% last year compared to the SY21 cohort performance.
<p>Problem Statement: <i>Though learners at O'Brien MS have grown academically with both formative and summative assessments and letter grade percentages, in the large majority of core subject areas, only around 10% of students are performing at a level 3 or 4 in mathematics per SBAC data and learner performance within the SY21 cohort is 16% lower than previous year cohorts in mathematics per data triangulation averages.</i></p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> 44% of our learners at O'Brien Middle School have moderate to high indicators on the early warning system which means that they may struggle more than 69% of WCSD students with low to no risk indicators. <i>Retention is a relative and significant struggle for the majority of students. In terms of mathematics, students access grade level content</i> 	



that is rigorous, but they do not access enough instruction on mathematics at their performance level, particularly in number sense where the largest learning gaps exist.

- Learners had reduced access to computer based learning practice as learners rotated back into school after experiencing online learning and larger more consistent access to computer based learning. When learners have increased access to computer based learning practice, they are more likely to excel or test more accurately in computer based assessment scenarios.
- Behaviors post pandemic had a marked and correlated impact on student learning as staff, student and family focus had to shift to re-learn how to engage in academia, how to build academic and behavioral stamina and how to respond to learning gaps triggered by missed learning opportunities during the pandemic.

Student Success

School Goal: *All students within all sub populations will grow by at least 5% in math summative assessments (quarter finals) by June of 2023.*

Formative Measures:

- Quarterly formative, summative assessments and letter grade performance.
- Weekly performance averages in Lift Off (Formerly Education Galaxy).
- Aims web assessments for Tier 3 specified students.

Aligned to Nevada's STIP

Goal:

- ☐ STIP Goal 1 ☐ STIP Goal 2
☒ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5



Improvement Strategy: *Implement Lift Off as a Tier 3 math support within Tier 1 classroom environments with highly qualified math teachers once a week and in a Tier 1 or Tier 2 intervention setting once a week.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-Strong

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Re-design the intervention focus to specifically focus on math and lift off on Fridays during intervention.*
- *Reassign students for 2nd, 3rd, and 4th quarter with math as the specific focus and filter.*
- *Though this is a Tier 2 and sometimes a Tier 3 intervention, include students who have already traversed the MTSS process who have IEPs.*
- *Identify specific students needing support and prioritize those students who are at the cusp of growing (i.e. Those students on our yellow light list)*
- *Update MTSS tab so that intervention progress is well monitored.*
- *Use both aims web as well as quarter final data to measure growth and success.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time in the bell schedule and the master schedule for intervention periods outside of Advisory class and math classes
- Highly qualified math teachers
- Paid PLC time for teams to be able to monitor progress and implement further interventions and scaffolds.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: *Hiring highly qualified math teachers year to year. *Securing substitutes for teacher absences. *Maintaining space and availability for students to matriculate back into elective classes when growth is seen and gaps are closed.*
- *Potential Solution: *Collaboration with HR, continued partnerships with student internship programs, building strong relationships with substitutes and with aspiring teachers and teacher assistants.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General budget and Title budget teacher and staff allocations, general budget funding for the Lift

Lead: *Who is responsible for implementing this strategy?*
All teachers for intervention access to Lift Off each Friday and math teachers for once a week math class implemented of Lift Off sessions.



Off program.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Though our students receiving EL services are outperforming like peers district wide in mathematics, they are underperforming compared to students at O'Brien not receiving EL services.
- *Support:* Implementing increased co-teaching environments for EL supports, We've hired a 3rd EL teacher so we are offering increased sheltered and co-taught environments.

Foster/Homeless:

- *Challenge:* We do not have a variation in performance within this area.
- *Support:* Our students in foster settings are receiving case management based supports and CIT services so that there are no access and opportunity barriers from a resource standpoint. We also leverage our on site Family Resource center specifically for this population.

Free and Reduced Lunch:

- *Challenge:* Our students receiving free or reduced lunch are only underperforming by 3% in math compared to students who do



not qualify for free or reduced lunch.

- *Support:* Our students receiving free or reduced lunch have the same access to resource opportunities at no cost than our students who do not receive free or reduced lunch. We also leverage our on site Family Resource center specifically for this population. We are also engaging in a process to secure Grant funding via the Communities in schools grant to pipeline additional supports for this sub-population.

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Performance indicators among non white and white learners are within around 5% of an achievement gap, while Black and mixed ethnicity learners have grown more than any other sub population in math.
- *Support:* Weekly PLC sessions targeting learning, behavior, and attendance based supports for each child by name, and need. Small school personalization model so that all students are intimately known and strategically served.

Students with IEPs:

- *Challenge:* Though our learners receiving support via IEPs are outperforming similar peers district wide, they are underperforming compared to learners not receiving supports via an IEPs here at O'Brien.
- *Support:* We have implemented an increased number of co-taught environments and have also master scheduled in a way that allows co-teachers to plan and prep with general education teachers.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • There is strong collective efficacy and commitment to PLCs • There is a common language and progress monitoring system that is supported through data triangulation, PLCs and MTSS structures of support. • The reported general culture among staff is positive and strong. • Evaluation data shows that the majority of teachers at O'Brien perform at either effective or highly effective levels. 	<ul style="list-style-type: none"> • Overall data triangulation averages declined by 1% between the end of SY21 and SY22. • SBAC scores for both performance and for growth declined between the end of SY21 and SY22. • Making PLC time sacred while ensuring that class coverage occurs despite a city wide sub shortage is a struggle.



Problem Statement: *As teachers continue to focus on Tier 1 instruction macro data (quarter finals and summative assessments scores) continue to be lower than micro data (letter grades, and formative assessment data). Insert after School Data Dive.*

Critical Root Causes of the Problem:

- *Students underperform on summative assessments because they are not retaining content concepts over time. Teachers battle remediating and reteaching with the need to teach all of the needed concepts leading up to quarter pacing demands. Additionally, as a result of pandemic learning structures, a large majority of students have skill gaps that widened the last year and a half. Update after Root Cause Analysis.*

Adult Learning Culture

School Goal: *Teachers will increase quarter final averages by 5% by June 2023 by targeting and teaching the skill of content retention and by emphasizing student metacognition centered on blooms taxonomy skills taught along with content mastery. Update after School Data Dive.*

Formative Measures:

- Letter grade averages, quarter final averages, assessment averages
- Survey feedback
- PLC anecdotal feedback

Aligned to Nevada's STIP

Goal:

- ☐ STIP Goal 1 ☒ STIP Goal 2
- ☐ STIP Goal 3 ☐ STIP Goal 4
- ☐ STIP Goal 5



Improvement Strategy: Teachers will identify those teacher actions that have the largest impact on student objective mastery day to day and week to week. They will use their data triangulation numbers as well as student work examples to workshop in PLC environments with a focus on isolating and correlated those teacher actions that bring about increased objective mastery. They will implement those practices that have the highest student outcome growth week to week, testing them for efficacy using formative assessment data.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2-Moderate. PLC - Engagement in data centered, meaningful professional learning communities with a focus on instructional strategies will improve data. Evidence of improvement will be gathered through the formative assessment component of data triangulation. Quarterly success will be measured by quarter final data, with a goal of achieving a 5% increase each quarter last year to this year and the previous quarter to present.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Continue to provide sacred and prioritized PLC time.
- Teachers will pull Infinite campus data weekly and quarterly
- Team and Instructional leads will maintain a running list of powerful practices along with the data snap shots proving their efficacy
- Weekly assessment data
- Quarter final and letter grade data Update during SPP Roadmap Development.

Resources Needed: What resources do you need to implement this improvement strategy?

- Uninterrupted, dependable PLC time
- Infinite campus data Update during SPP Roadmap Development.

Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?

- *Implementation Challenge:* Sub availability that allows for teachers to utilize prep periods for PLCs and for planning, Undesirable and disruptive student behaviors increased post pandemic.
- *Potential Solution:* Leveraging paraprofessionals to assist with class coverage and continuing to build strong collaborative relationships with subs. We hired an additional dean of students to help with student behaviors and restorative practice implementation. We've also pipelined more resources for restorative practice based strategy implementation.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

Lead: Who is responsible for implementing this strategy?
Admin team, Instructional Leads, Department Leads, teachers



- Title 1 funding for PLC and planning time. General budget funding for PD opportunities with solution tree and with subject specific PD outside of district. Funding for additional support staff for intervention and for behavior supports.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* None that have not been previously referenced in Goal 1.
- *Support:* Visual aides and supports incorporated in each lesson. Reinforcement of blooms taxonomy vocabulary and meaning in sheltered instruction settings.

Foster/Homeless:

- *Challenge:* None that have not been previously referenced in Goal 1.
- *Support:* Trauma informed practice instructional strategies targeted around creating time and space for mindfulness so that students are empowered to “be present” in the learning environment.

Free and Reduced Lunch:

- *Challenge:* None that have not been previously referenced in Goal 1.
- *Support:* Continued provision for class and learning supplies needed.

Migrant:



- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* None that have not been previously referenced in Goal 1.

Support: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:

- *Challenge:* None that have not already been referenced in Goal 1.
- *Support:* Common formative assessments implementation in special education AND general education environments so that progress monitoring and PLC reflection can be linked to those teacher actions that have the largest impact on student outcome improvements in sheltered and unsheltered environments.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Both staff, student, and family climate survey data report growth in the area of SEL skill sets manifesting in learners. • Staff climate survey data continues to be above 85% in staff collaboration and above 90% in staff to student relationships, social emotional learning, professional development, and expectations of success. 	<ul style="list-style-type: none"> • Staff climate survey shows that parent involvement is below 20% • Family climate survey shows that perceptions of school safety are at 39% • Student climate survey data shows that perceptions of school safety are at 68%
<p>Problem Statement: Students and family perceptions of school safety are below 70%, and staff perceptions of school safety decreased by 4%. Generally, perceptions of student behaviors and their impact on the feeling of safety on campus decreased compared to previous years.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • *There was a negative media event that occurred at the beginning of the year about one incident of violence that was untruthfully reported. This event had a pervasive and negative impact on family and student perceptions and morale about the school. *Additionally, there was a social media fight page targeting O'Brien and both true and planned/show/play based fights were posted on this social media page. Though there were not many actual occurrences of physical violence on campus, this social media initiative created the perception that fights were occurring daily. *Families began to access these social media pages and then began to post negative comments on the North Valleys Community page. *We were overcrowded by around 200 student last year so our physical space was crunched and crowded. *Coming off the pandemic, learners were less normed to the behaviors and behavior supports that prompt 	



them to engage in academia well and appropriately. Students also lacked academic stamina due to loss instructional time and practice.

Connectedness

School Goal: Perceptions of school safety will increase by at least 5% in family, student, and staff climate survey data by June of 2023.

Formative Measures:

- *Weekly staff surveys *Quarterly family surveys *Quarterly student surveys

Aligned to Nevada's STIP Goal:

- ☐ STIP Goal 1 ☐ STIP Goal 2
☐ STIP Goal 3 ☐ STIP Goal 4
☒ STIP Goal 6

Improvement Strategy: Implementation of increased restorative and trauma informed practices. Implementation of the small school personalization model.

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Provide staff with additional SEL and RP training*
- *Implement restorative practice classes for students to be used in place of suspensions and detentions*
- *Implement common circle topics and sessions that students experience in Advisory*
- *Enlist student leadership to campaign for PRIDE Matrix reinforcement*
- *Use PBIS currency consistently and at increased rates so that positive behaviors are more heavily reinforced*
- *Enlist student voice in discerning the types of incentives that they are excited to receive*
- *Implement small school personalization model where team teachers, counselor, dean, and interventionists work with 1/3 of the school each, creating more access to personalized student needs and interventions*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Allocations to support teaming, support staff, highly qualified staff, access to restorative practice PD content.

Lead: *Who is responsible for implementing this strategy?*
All staff members



Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Perceptions are an intangible and are hard to impact. For example, the perceptions that existed last year were prompted by TV and social media events outside of school.
- *Potential Solution:* Perceptions are powerful. The more strategic we become about communication, reporting facts and victories, the more perspectives shift. Targeting family engagement and creating more consistency and clarity with connected messages will help positively impact perceptions. Focus on facts, practices, and implementation on campus and stay close to current survey data and qualitative, quantitative data.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- WC-1 funded our new building which has enabled us have the space to not be overcrowded and which has also allowed us to implement the personalization structure.
- We pull allocation funding from both the general budget, the Title 1 budget, as well as the ESSER budget.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* No variation above and beyond what was previously communicated at this time.
- *Support:* Ensure that information is translated in a variety of languages so that all families are included. Establish a list of families who do not utilize connected, phone calls, or emailing and populate a hard copy mail out.

Foster/Homeless:

- *Challenge:* No variation above and beyond what was previously communicated at this time.
- *Support:* Ensure contact information is up to date so that guardians, families, and student influencers (coaches, pastors etc.) are looped into messages.

Free and Reduced Lunch:

- *Challenge:* No variation above and beyond what was previously communicated at this time.
- *Support:* Establish a list of families who do not utilize connected, phone calls, or emailing and populate a hard copy mail out.

**Migrant:**

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* No variation above and beyond what was previously communicated at this time.
- *Support:* Ensure that every family has a connection and access to communication output.

Students with IEPs:

- *Challenge:* No variation above and beyond what was previously communicated at this time.
- *Support:* Potentially have case managers run their own info blasts containing updates regarding how students are progressing towards IEP goals.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Ribbon Cutting Event	8/1/2022	<ul style="list-style-type: none">• Families and students feel valued by the fact that the community has gifted us with a new building.• Families and students are excited for the personalization work that will happen within small school ecosystems.
Prideland Day	8/11/2022	<ul style="list-style-type: none">*700 families attended Prideland day*Families and students are invested in a new beginning in the new building*Staff is aligned under a new mission and a new vision.
Open House	8/30/2022	<ul style="list-style-type: none">*Staff had a lot to share and celebrate with visiting families as connections have been stronger than what was experienced in previous years.*Families engaged at the highest rates than we have experienced.



		*There are 30 families who have joined the Family Engagement Leadership Team. This means that family involvement has already increased by 80%
Family Engagement Team Meeting	10/26/20 22	Add lessons learned after each outreach event.
Family Engagement Team Meeting	1/25/202 2	Add lessons learned after each outreach event.
Family Engagement Team Meeting	4/26/202 2	Add lessons learned after each outreach event.



School: O'Brien MS

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

ACCESS Exit Rate

(3-Year Comparative ACCESS reports provided by Dept. of ELD)

Problem Statement:

Many students identified as English Learners having an ACCESS Composite Score of 4.0 or higher on trajectory to exit are historically not exiting and are in danger of becoming LTELs.

Critical Root Causes:

Need for appropriate placement in Academic Language Development courses for Long- Term ELs.

Goal:

80% of students having a Level 4 or higher Composite Score on ACCESS will exit EL services.

Improvement Strategy:

ELD Exit Plan for ELs on trajectory to exit.

Action Steps:

- Deep data dive to identify skills focus for each student
- Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/domain that matches needed language skill for exiting.
- Goal session with each student
- Language focus on artifacts when in PLC to check on targeted student progress

