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.

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School Designations: X   Title I X ATSI

Our SPP was last updated on September 25, 2023

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
Jaime Bowers	**Principal**
Rebecca Bruemmer, Amanda Pippin, Jennifer Manzini, Jandyra Pond, Ryan Icanberry, Yasmin Popko	**Other School Administrators**
Joy Davidson, Ann Dominguez, Victoria Dubuque, Melanie Fassbender, Rebecca Janes, Fallon Kimball, Victoria Koontz, Kaycee Lundy, Molly McHugh, Christine McQuivey, Katrina Moore, Demi Partyka, Lori Perreault, Mollie Simi, Izaak Wierman	**Teachers**
Rena Alastuey, Mayra Alejo	**Paraprofessionals**
Kimberly Gray, Rebecca Jones, Arthur Lyon	**Parents**
Jared Gray, Garridy Jones, Georgia Lyon	**Students**
Monica Downward (Tribal Youth Advocacy Specialist, Native American Culture & Education Program, Family-School Partnerships)	**Tribal Organization**
Mika Krause, TNTP Leadership Coach	**Specialized Instructional Support Personnel**

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/2023

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**
- Learners in the 6th Grade Cohort increased 3% in mathematics overall compared to the SY22 Cohort, from 7% to 10% measuring at or above grade level. - The SY23 6th Grade Cohort increased by 3% in mathematics by Special Program, from 7% to 10%. - O'Brien math learners sustained comparable measures of progress within the Special Education population when compared to similar schools within the WCSD. - The reported general culture among the math department is positive and strong for SY23. - There is strong collective efficacy and commitment to Department PLCs. - There is a common language and progress monitoring system that is supported through data triangulation, PLCs and MTSS structures of support.	- Learners in the SY23 cohort performed 4% lower than middle school peers within WCSD and 7% lower overall than the previous year's O'Brien cohort in mathematics, missing the SY23 SPP growth goal of improving by 5%. - Overall learner performance based on data triangulation (quarter final, assessment, and letter grade averages) numbers decreased by 7% last year compared to the SY22 cohort performance. - Math learners had more instructional variables in SY23 than in SY22 due to a new building, new technology, new programs, new pedagogies implemented, and new staff without highly qualified status. - Whole staff absences and a lack of substitutes at O'Brien mandated certified staff to use contracted preparation time for guest subbing in colleagues' classes on a daily basis, negatively impacting PLC and personal planning time in addition to morale. - O'Brien learner behaviors of disrespect, defiance, and disturbance of school activities frequently impeded teaching and learning; 48% of the student population had major discipline events one or more times throughout the year.
Problem Statement: In mathematics, 7% of students are performing at a level 3 or 4 in mathematics per SBAC data; 93% of our learners have severe to moderate achievement gaps. Learner performance within the SY23 cohort is 7% lower than previous year cohorts in mathematics per data triangulation averages (SY22 76%, SY23 69%). **Critical Root Causes of the Problem:**	

The SY23 cohort claims that 50% of our learners at O'Brien Middle School have moderate to high indicators on the early warning system, a 6% increase from the SY22 cohort, which means that half of our students struggle more than those WCSD students with low to no risk indicators. Site monitoring and analysis indicates that retention is a relative and significant struggle for the majority of students.   Students access grade level content but do not access enough instruction on mathematics at *their* performance level, particularly in number sense where the largest learning gaps exist.

With new access to having a school issued laptop, students had a learning curve regarding computer-based platforms that support targeted learning. While math was central to school goals, building student capacity with digital supports compromised rigor and student proficiency. O'Brien's intervention program switched from Dreambox to Progress Learning: Liftoff from SY22 to SY23. Students struggled with the Progress Learning platform. Program analysis indicated that the program was not customized for student needs and that too much time was spent on understanding the program versus engaging in learning. Additionally, the platform did not align well with SBAC assessment per data comparison of common assessments and SBAC results. SBAC data analysis also indicated that the district pacing guide did not target our site's most significant skill deficits, so the math department redesigned skill and concept scope and sequence midyear, which supported learner needs but didn't afford the time needed to accurately measure growth from SY22 to SY23.

Behaviors and attendance had a marked and correlated impact on student learning and teachers' abilities to facilitate rigorous, engaging instruction. There were 2,240 major discipline events in SY23, impacting 48% of O'Brien's students' access to learning. Absenteeism also had a marked and correlated impact on students' opportunities to engage in learning as 40% of all students were chronically absent and 13% were severely chronically absent from school. A significant population of students continue to struggle with positive and responsible learning behaviors that engage them in academia, resulting in missed educational and social opportunities.

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 2024

 Formative Measures:
 ● Quarterly summative assessment, final assessment, and grade performance comparison data
 ● Bi-weekly performance averages in iReady | **Aligned to Nevada's STIP Goal:**

 ☐ STIP Goal 1   ☐ STIP Goal 2

 X STIP Goal 3   ☐ STIP Goal 4

 ☐ STIP Goal 5   ☐ STIP Goal 6 |

Improvement Strategy: Transition to utilizing Intervention Software iReady within a teacher supported and monitored environment targeting number sense and differentiating remedial instruction at multiple levels. **Evidence Level: 3 Promising** **Action Steps:** ● Implementation will begin the second week of school in math classrooms, beginning with the initial diagnostic assessment to establish learning pathways for students. ● Data reports, monitoring, and analysis will occur monthly with administration and instructional leaders and will occur quarterly with the CI Team. ● Tutoring opportunities will be offered at lunch, after school, & Intervention Block on Fridays ● Keep learners with MTSS flag documentation monitored and updated. ● Use and analyze Quarter Final Data to measure growth and success. **Resources Needed:** ● Professional learning/training ● Tech support (IT, Administrators, Office Staff & Teacher Leaders) ● Instructional coaching (Company Trainers, Administration, & Teacher Leaders) ● Regular and varied data reports to analyze progress. ● Protected PLC time to honor the collaborative review, reflection, and action planning **Challenges to Tackle:** ● **Implementation Challenge 1:** Learning the copious functions of the i-Ready platform ● **Potential Solution 1:** Utilizing human resources in the building to train each other ● **Implementation Challenge 2:** Providing and protecting time for collaboration to review, analyze, reflect, and problem-solve challenges ● **Potential Solution 2:** Principal needs to problem solve with various leadership teams ways to modify required and site-designed professional responsibilities and activities to maximize targeted focus time for teacher team collaborations. **Funding:** ● General and Title I Budgets will be used to supplement classroom materials, and ESSER Funding will compensate teachers for extra-duty tutoring	**Lead:** *Who is responsible for implementing this strategy?* All math teachers will house i-Ready intervention time in their classrooms on Wednesdays.

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- **Challenge:** Learners in the EL program are underperforming compared to students at O'Brien not receiving EL services; 100% of learners performed below grade level standards for mathematics on SBAC. With the expansion of O'Brien's ELD services to include a Newcomer Program, EL teachers are challenged with higher numbers of non-English speakers than ever before, and balancing sheltered instructional needs with co-taught support is strained.
- **Support:** Creating more sheltered instruction classes to accommodate the surge in newcomers and sustaining co-taught environments in Science and Social Studies to support academic language development for all classes. Implementing iReady and using student data in addition to providing instructional materials to target individual needs.

Foster/Homeless:
- **Challenge:** Math learner data in this demographic reveals 97% of the population is below grade level, indicating a clear disparity when only 38 students qualify in this category.
- **Support:** All students at O'Brien have the same access to resource opportunities at no cost. We leverage our on-site Family Resource Center specifically for this population. We have also hired a School Social Worker to assist in mitigating challenges that accompany this sub-population. Additionally, we are collaborating with Family and Community in Schools through a grant from UNR, which will support additional resources for this sub-population.

Free and Reduced Lunch:
- **Challenge:** This population makes up 93% of O'Brien's total population, and 93% of these learners perform below grade level standards in mathematics on the SBAC. This is the most prevalent cohort of students.
- **Support:** All students at O'Brien have the same access to resource opportunities at no cost. We leverage our on-site Family Resource Center specifically for this population. We have also hired a School Social Worker to assist in mitigating challenges that accompany this sub-population. Additionally, we are collaborating with Family and Community in Schools through a grant from UNR, which will support additional resources for this population.

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

Racial/Ethnic Groups:
- **Challenge:** Performance indicators among non-white learners range from 1%-5% lower than white learners, with African American

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

learners demonstrating the higher gap and largest disparity with only 33/1005 (3%) students taking the SBAC.
- **Support:** O'Brien staff will need cultural responsiveness PD and *w*eekly PLC sessions targeting learning, behavior, and attendance-based supports for each child by name, and need. Continue with our small school personalization model so that all students are intimately known and strategically served.

Students with IEPs:
- **Challenge:** Our learners in this sub-population are performing similarly to their peers in comparable schools, 1% lower than the district average, and 2% lower than SY22 at O'Brien. We are currently 1.5 Resource teachers short, impacting case manager caseload and master scheduling with co-taught environments.
- **Support:** We have implemented an increased number of co-taught environments and are working with district Special Education Administrators on staffing, resources, and instructional strategies to stabilize the sub-population most at risk in SY24.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- Science Data Triangulation measures grew 5% from SY22. - Learners in the ELD sub-population grew 2% in ELA Data Triangulation measures compared to SY22. - O'Brien's sub-population of 6th graders grew 2% in ELA compared to performance measures in SY22 in SBAC scores. - Sixth graders also grew 3% in math performance standards compared to the SY22; special populations grew by 3% within this total in SBAC scores. - The sub-population of multiracial learners in 7th grade are at or above grade level in mathematics, a 5% increase from SY22 in SBAC scores - Students on an IEP grew 7% in 7th grade mathematics on SBAC scores when compared to SY22 in SBAC scores. - The sub-population of Pacific Islanders and Multiracial learners in 7th grade are 22.5% at or above grade level in ELA, 5.5% higher than in SY22 SBAC scores. - The sub-population of Multiracial learners in 8th grade are 31% at or above grade level in ELA, a 7% increase from SY22 in SBAC scores. - There is strong collective efficacy and commitment to PLCs.	- Overall data triangulation averages declined by 1% between the end of SY22 and SY23, from 76% to 75%. Overall averages between first and second semesters in SY23 declined by 4%, from 79% to 75%. - Overall data triangulation averages declined by 1% between the end of SY22 and SY23, from 76% to 75%. Overall averages between first and second semesters in SY23 declined by 4%, from 79% to 75%. - SBAC scores for both performance and for growth declined between the end of SY22 and SY23. - Learners in the ELD sub-population are 99% below grade level proficiency in ELA on the SBAC and 100% perform below grade level in mathematics on the SBAC assessment. - Making PLC time sacred while ensuring that class coverage occurs despite a district wide sub shortage is a struggle. - Whole staff absences and a lack of substitutes at O'Brien mandated certified staff to use contracted preparation time

● There is a common language and progress monitoring system that is supported through data triangulation, PLCs and MTSS structures of support.	for guest subbing in colleagues' classes on a daily basis, negatively impacting PLC and personal planning time in addition to morale.
	● O'Brien learner behaviors of disrespect, defiance, and disturbance of school activities frequently impeded teaching and learning; 48% of the student population had major discipline events one or more times throughout the year.
	● Regarding attendance, 40% of students were chronically absent and 13% were severely chronically absent from school.

Problem Statement: Department data triangulation measures decreased by 4% from 79% to 75% for whole school average. As teachers continue to focus on Tier 1 instruction, macro data (SBAC and Quarterly Assessments) continue to be lower than micro data (letter grades, and formative assessment data).

Critical Root Causes of the Problem:
- Collaboration feedback and microdata indicate that students struggle to retain essential concepts and skills.
- The ELA Department feedback suggests that students burned out on the Lexia Reading program and regressed from the beginning of the year to the end. Common grade-level data also indicates inconsistent assessment practices.
- The Math Department in collaboration with administration measured instructional practices against SBAC Data and Format and learned that the district recommended pacing framework did not address the most essential components of the SBAC exam in a prioritized manner; this occurred midway through the year and likely contributed to student retention of foundational skills. Math also experienced a shortage of sustainable highly qualified math instructors throughout the year.
- Social Studies department data indicates that PLC planning and execution were inconsistent, creating too many variables impacting outcomes and equitable grading practices.
- The science department had human resource issues impacting fair and consistent practices (long-term sub w/many changes in staff members serving students; the passing of a stable teacher; brand new teacher; teacher struggling w/classroom management).
- Electives experienced issues with staffing struggles and behavior management.

Adult Learning Culture

School Goal: Teachers will increase quarter final averages by 5% by June 2024 by targeting and teaching the skill of content retention and by emphasizing student metacognition centered around instructional clarity, engagement, formative assessments, and differentiated instruction with a target of content and skill mastery. **Formative Measures:** ● Walk-through data ● Data Triangulation Measures (Assessment, Quarterly Final, & Grade Data) ● SBAC performance data where applicable.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6
Improvement Strategy: PLC: 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 and calibrated student work examples to workshop in PLC environments with a focus on isolating and correlating 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 and walk-through observation data. **Evidence Level:** 2-3 Moderate to Promising 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 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. Administrative walk-through data will provide evidence of teachers employing focused practices around instructional clarity, engagement, formative assessment, and differentiation. **Action Steps:** ● Continue to provide sacred and prioritized PLC time. ● Teachers will pull Infinite campus data weekly and quarterly. ● Assessment data will be reviewed bi-weekly by administration and teacher leaders. ● Department and Interdisciplinary Team Leaders will tighten PLC practices: planning, analysis, monitoring, reflecting, and adjusting learning and behavioral targets as needed, keeping a	**Lead:** *Who is responsible for implementing this strategy?* Admin team, Instructional Leads, Department Leads, Teachers, Campus Monitor, Interventionist

running list of powerful practices along with data snap shots proving their efficacy.
- Admininstrators will conduct instructional focus walk-throughs weekly and need to keep teachers informed of data outcomes and best practices research.
- In addition to administrative walk-throughs, schoolwide leadership will develop peer observation targets that focus on one area at a time (look fors), pose at least one question (curious about...), and provide a positive claim.
- Quarter final and letter grade data will be reviewed and used for next steps after every quarter.

Resources Needed:
- Infinite campus data
- Walk-through data
- Protected PLC time to honor the collaborative review, reflection, and action planning
- Targeted professional learning that supports instructional focus for SY24

Challenges to Tackle:
- *Implementation Challenge:* Undesirable and disruptive student behaviors that impede teaching and learning. We have less paraprofessionals this year than last, compromising intervention consistency and pervasiveness.
- *Potential Solution:* We are using a TOSA as a dean of students to help with student behaviors and restorative practice implementation. We've also pipelined more resources for restorative practice-based strategy implementation (book clubs, staff circles, district training). We will also hire a paraprofessional with the new campus monitor allocation given to middle schools. If additional funding is given to at risk schools with the opportunity to hire an additional campus monitor, we will hire another paraprofessional to support restorative behavior reform.

Funding:
- Title 1 funding for PLC and planning time. TNTP funding for PD opportunities for teachers on site and PD outside of district for admin. ESSER grant funding for tutoring opportunities in all subjects.

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

English Learners
- **Challenge:** With the expansion of O'Brien's ELD services to include a Newcomer Program, EL teachers are challenged with higher numbers of non-English speakers than ever before, and balancing sheltered instructional needs with co-taught support is strained.

Many of these learners had major discipline issues that compounded with the language barriers, which impeded teaching and learning. ACCESS/WIDA data shows an overall decrease in performance growth in all areas of the assessment.
- **Support:** O'Brien will work to place peer tutors in beginner EL classes for more targeted support. Instructional staff will need professional development around EL strategies and the Ellevation program to support Tier 1 instruction for language learners.

Foster/Homeless:
- **Challenge:** Attendance is a major concern for this sub-population. Learners in this cohort show a 24% increase in Chronic Absenteeism and 13% increase in Severe Chronic Absenteeism compared to SY22, which indicates that they are not accessing instruction and learning compared to most other sub-populations. We lost our Truancy Officer and will have a temporary replacement. Major Discipline Event Data indicates that students in these cohorts carry the highest number of events when compared to other sub-populations and increased from SY22.
- **Support:** All students at O'Brien have the same access to resource opportunities at no cost. We leverage our on-site Family Resource Center specifically for this population. We have also hired a School Social Worker to assist in mitigating challenges that accompany this sub-population. Our counseling team will also provide small group support to target self-management, substance abuse, and violence. Additionally, we are collaborating with Family and Community in Schools through a grant from UNR, which will support additional resources for this sub-population.

Free and Reduced Lunch:
- **Challenge:** This population makes up 93% of O'Brien's total enrollment and is most impacted by attendance, behavior, and academic achievement gaps. This sub-population has 40% Chronic Absenteeism and 13% Severe Chronic Absenteeism. Fifty-nine percent of the major discipline events reside in this cohort. On the SY23 in SBAC, only 21% of students from this cohort are proficient in ELA, and only 7% are proficient in mathematics.
- **Support:** All students at O'Brien have the same access to resource opportunities at no cost. We leverage our on-site Family Resource Center specifically for this population. We have also hired a School Social Worker to assist in mitigating challenges that accompany this sub-population. Additionally, we are collaborating with Family and Community in Schools through a grant from UNR, which will support additional resources for this population. Lastly, we are targeting Tier 1 Instruction through our MTSS committee professional development; within this context, content departments are targeting Instructional Clarity, Engagement, Formative Assessment, and Differentiation in their practices and will use walk-through data to fuel PLC work.

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

Racial/Ethnic Groups:
- **Challenge:** All learners decreased in proficiency levels in math and ELA on SY23 SBAC measures, with African American and Asian learner data indicating the greatest deficits and the largest disparities. Chronic absenteeism is higher among African American and Pacific Islander students. Behavior data reflects the highest concern. African American students made up 3% (32/1169) of the total enrollment for SY23. Behavior data for this cohort indicates these learners made up 6% of all major discipline events and 7% percent of

all suspensions. American Indian learners make up 1% of O'Brien's population and 2% of the total major discipline events and suspensions.
- **Support:** O'Brien staff will need cultural responsiveness PD and *w*eekly PLC sessions targeting learning, behavior, and attendance-based supports for each child by name, and need. We will continue with our small school personalization model so that all students are intimately known and strategically served.

Students with IEPs:
- **Challenge:** Attendance data for O'Brien leaners with IEPs are chronically absent 46% of the time and severely chronically absent 17% of the time, an alarming measure, especially for students who need specialized instruction.   Major discipline events increased 9% with this cohort from SY22 and made up 28% of all major discipline events in SY23. O'Brien has a vacant 0.5 Special Education Resource position, and case managers are monitoring between 25-35 IEPs each.
- **Support:** We have implemented an increased number of co-taught environments and are working with district Special Education Administrators on staffing, resources, and instructional strategies to stabilize this sub-population for SY24.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- The Parent Climate Survey data indicates an 8% increase regarding Communication with School, an 18% increase regarding Physical Safety, a 5% increase regarding School Fit, and a 10% increase with perceiving O'Brien as a Supportive Place for families. - O'Brien held more community events on site and with student leaders than in the previous four years. - Parent Intervention meetings increased from past years. - Families receive weekly communication from the school. - O'Brien provided computer access to all students and families, to include hot spots for those who need internet access. - We added three additional bi-lingual Spanish speaking administrative staff members.	- Only 0.48% of families participated in the Parent Climate Survey for SY23. - A significant population of students continue to struggle with positive and responsible learning behaviors that engage them in academia, resulting in missed educational and social opportunities per Parent Climate Survey, behavior, attendance, and academic data from SY23. - Qualitative data suggests that families want to be more informed and more included in school expectations, decisions, and community building. - O'Brien could benefit from hosting more family engagement nights, in English & Spanish, that provide support in learning how to navigate the school system and O'Brien's systems. - Using Social Media platforms and events for family and community outreach would increase levels of knowledge.

Problem Statement: While the families who are involved exercise their voices to support school improvement, the number of families involved is historically low. Two family representatives on average attend quarterly Family Engagement meetings. Less than 5% of families participated

in the Parent Climate Survey in SY23. Feedback given indicates that families would like more communication and connection to O'Brien as a whole and with teachers and teams.

Critical Root Causes of the Problem: O'Brien has had historically poor family engagement. Construction of the new building and navigating the multitude of issues that comes with moving into a new and unfinished facility made planning and continuity with communication and support a challenge in SY22. Communication among the various staff was inconsistent, delayed, and infrequent. The Covid-19 pandemic and building of the New O'Brien impeded opportunities for quality family engagement.

Connectedness

School Goal: Families will increase participation in the Parent Climate Survey by 15% by spring of 2024, totaling a minimum of 20% participation for the 23-24 school year. **Formative Measures:** ● Quarterly family surveys ● Parent Climate Survey ● Family Engagement Leadership Team Meeting Feedback	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X STIP Goal 6

Improvement Strategy: PBIS: O'Brien staff will increase parent outreach and engagement by systematically providing consistent communication regarding student progress academically, behaviorally, and socially-emotionally.	**Lead:** *Who is responsible for implementing this strategy?*

Improvement Strategy: PBIS: O'Brien staff will increase parent outreach and engagement by systematically providing consistent communication regarding student progress academically, behaviorally, and socially-emotionally.

- Interdisciplinary teams will provide a monthly newsletter to families informing them of content topics, community themes, and general progress.
- All certified members will utilized the PBIS Rewards Parent feature of the app to communicate and connect over learners' social-emotional and behavioral status.
- Student Clubs will coordinate and host community events to bring families together to share in positive experiences.
- Administration will host Family Engagement Leadership Team meetings and survey families quarterly to collect families' feedback for improving family engagement systems.

Evidence Level: 2-3 Moderate to Promising

Action Steps:
O'Brien must bolster efforts to sustain connectedness to our families:
- Weekly school communication regarding essential and timely information (Connect Ed)
- Weekly Newsletter from Interdisciplinary Teams
- Teacher phone calls home
- Staff sending positive postcards
- Positive Referral rewards and parent phone calls
- PBIS Rewards Parent Application
- Provide opportunities at the school for parents to participate in feedback surveys.

Resources Needed:
- Consistent system for weekly Connect Ed communication for families
- Protected PLC time for teams to craft meaningful information for families
- Clear protocol for teachers to make phone calls home
- Ongoing supply of O'Brien post cards
- Consistent system for recognizing positive referrals
- PBIS Rewards parent feature implementation
- Opportunities at school events for parents to access surveys and provide feedback.

Challenges to Tackle:

Lead: *Who is responsible for implementing this strategy?*

All staff—certified, classified, and administrative.

- **Implementation Challenge:** Continuity and fidelity among staff to connect with families on a regular basis.
- **Potential Solution:** Include collective commitment surveys at the end of each month (embedded in the Friday News & Survey system).

Funding:
- Title I Budget to fund PBIS Rewards App
- SAF Budget to fund Staff and Student Incentives for engaging in expectation

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

English Learners
- **Challenge:** Many of our families have challenges and/or insecurities in their home environments and 36% of our student population have somewhat too significant language barriers. Approximately 26% of our families' primary language is Spanish and 12 members (16%) of our staff on site during the school day is bi-lingual in English and Spanish. Additionally, we many other students and families who are non-English and non-Spanish speaking.
- **Support:** O'Brien is bolstering efforts to provide opportunities for non-English speaking families to access school applications and learn policies and systems by hosting stations at family/community events with a bi-lingual speaker. We are also getting an Instant Language Assistant (ILA) device in the main office to assist with communication in all languages. We will continue to provide Connect Ed messages in Spanish and continue to ask staff to use Google Translate for any written communication sent home. Additionally, we will establish a list of families who do not utilize Connect Ed phone calls and/or email and populate a hard copy of communication to mail out.

Foster/Homeless:
- **Challenge:** No variation above and beyond what was communicated in previous goals.

- **Support:** Ensure contact information is up to date so guardians, families, and student influencers (coaches, pastors, etc.) are included in essential communication. Train staff to communicate through an equity lens.

Free and Reduced Lunch:
- **Challenge:** No variation above and beyond what was communicated in previous goals.
- **Support:** Ensure contact information is up to date so guardians, families, and student influencers (coaches, pastors, etc.) are included in essential communication.

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

Racial/Ethnic Groups:
- **Challenge:** No variation above and beyond what was communicated in previous goals.
- **Support:** Ensure that every family has a connection and access to communication output. Train staff to communicate through an equity lens.

Students with IEPs:
- **Challenge:** No variation above and beyond what was communicated in previous goals.
- **Support:** Have case managers to communicate updates regularly regarding student progress in academics, attendance, and behavior.

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
Prideland Day	8/7/23	● Approximately 800 families attended the event (more than ever before) ● Families enjoyed the simplicity of the event and shorter lines this year ● Families appreciated access to the Family Resource Center and other Vendors ● families joined the Family Engagement Leadership Team (FELT)
Open House	8/31/23	● Overall, families were pleased with the event and enjoyed engaging with their children's teachers and other staff. ● Miscommunication occurred due to differing times on the website vs. The Connect Ed message.

		● Because middle schools had to change their day of the week for planning events (from Wednesdays to Thursdays), some vendors had to cancel their participation. ● The Title I presentation was not ready before classroom tours began and did not bring families together in the cafeteria as intended. This compromised credibility with some families.
Family Engagement Team Meeting	8/28/23	●
Family Engagement Team Meeting	11/30/23	●
Family Engagement Team Meeting	2/29/24	●
Family Engagement Team Meeting	4/25/24	●