Washoe County School District

William Obrien Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI

Mission Statement

MISSION

O'Brien Middle School’s mission is to develop critical thinkers who are prepared
academically, socially, and emotionally for the future.

Vision

VISION

O'Brien's vision is to build confidence, inspire lifelong curiosity,
and develop responsible, engaged members of society.

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/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Students across all grade levels improved their i-Ready placement. Proficiency in Reading increased 7% overall, going from 17% to 24% proficiency, and Math proficiency increased 14%, going from 7% to 21%.
- ACCESS/WIDA scores improved by nine points overall, going from 325 in 23-24 to 234 points in 24-25. There was also a 2% increase in students exiting the program, going from 1% to 3% exiting.
- O'Brien's population is diverse, containing 37 different languages spoken on campus.

Student Success Areas for Growth

- 76% of Students at O'Brien Middle School are below grade level in ELA on the SBAC, and 91% of students are below grade level in math on the SBAC.
- 91% of students are performing below grade level in math in iReady, and 84% of students are performing below grade level in reading.
- Chronic Absenteeism increased by 2% for the 24-25 schoolyear.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Insufficient adult support to access grade level curriculum.	A classroom aide position was purchased with Title I funding.
Foster/Homeless	Absenteeism and Suspensions.	Utilization of staffing meetings to include School Social Worker, Counseling, School Psychologist, Interventionist, and Administration to identify and target needed supports.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Peer discrimination on campus.	Student Voice will create an inclusion and respect campaign. A Black Student Organization was created midway last year, and is working to host events and messaging about respect for all and honoring prominent African American people.
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 15% of Students in Grades 6-8 who are 3 or more grade levels below standard made stretch growth on the End of the Year iReady Reading Diagnostic. 21% of Students in Grades 6-8 who are 3 or more grade levels below standard made stretch growth on the End of the Year iReady Math Diagnostic. While growth is occurring, it is not sufficient enough to made a significant impact on whole school improvement.
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 attendance issues.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- In the 24-25 schoolyear, the SPP goal of incorporating Learning Intentions and Success Criteria into routine daily practices was met with fidelity; 80% of classrooms consistently met this expectation by the third quarter.
- O'Brien has effective 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. Administrators and Teacher Leaders are guiding work focused on best instructional practices, with an emphasis on student-centered learning and formative assessments.
- The Teacher Clarity Committee and MTSS Academic Committee have developed action plans to target greatest instructional needs to support teachers and whole school improvement.

Adult Learning Culture Areas for Growth

- 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.
- Learning new math curriculum and facilitating it with fidelity department-wide.
- Tightening common planning practices to produce clear, pragmatic learning progressions for units of instruction.
- Using data regularly to drive instruction and Tier 1 practices.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Collaboration/PLC time was hindered on a weekly basis, compromising time for teachers to plan and analyze progress regularly.
Critical Root Cause: Teachers had to cover classes so often that it compromised the time they had to co-plan together. With a new substitute platform, data is not available to calculate this measure.

Connectedness

Connectedness Areas of Strength

O'Brien behavior incidents, corrective actions, and suspensions are showing a downward trend.

- Major discipline events decreased by 6% in the 24-25 schoolyear.
- Out of school suspensions went down from 667 to 497.

Connectedness Areas for Growth

- O'Brien could benefit from stronger Tier 1 systems for behavior management. Most referrals come from classroom situations, so training and empowering teachers to manage their behaviors on the Tier 1 levels should reduce overall behavior patterns and provide interventions that prevent potential suspensions.
- 55% of students with a suspension were also chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	This subpopulation increased in suspension rates.	Develop wrap around supports using staffing meetings and Restorative Practices. We've also embedded Community in Schools on our campus for additional support.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While suspensions are trending downward overall, rates for subpopulation of CIT are disproportionate. They make up only 4% of the total population, yet have some of the highest needs.
Critical Root Cause: The CIT subpopulation is one of our most vulnerable groups of children, coming from a variety of instabilities, which often manifest in the language of behavior. Lack of self-management skills and trusting relationships lead to a disconnect with school.

Priority Problem Statements

Problem Statement 1: 15% of Students in Grades 6-8 who are 3 or more grade levels below standard made stretch growth on the End of the Year iReady Reading Diagnostic. 21% of Students in Grades 6-8 who are 3 or more grade levels below standard made stretch growth on the End of the Year iReady Math Diagnostic. While growth is occurring, it is not sufficient enough to made a significant impact on whole school improvement.

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 attendance issues.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Collaboration/PLC time was hindered on a weekly basis, compromising time for teachers to plan and analyze progress regularly.

Critical Root Cause 2: Teachers had to cover classes so often that it compromised the time they had to co-plan together. With a new substitute platform, data is not available to calculate this measure.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While suspensions are trending downward overall, rates for subpopulation of CIT are disproportionate. They make up only 4% of the total population, yet have some of the highest needs.

Critical Root Cause 3: The CIT subpopulation is one of our most vulnerable groups of children, coming from a variety of instabilities, which often manifest in the language of behavior. Lack of self-management skills and trusting relationships lead to a disconnect with school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MyPath
- Other
    - iReady Diagnostic Tests

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Behavior
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Revised/Approved: July 17, 2025

Inquiry Area 1: Student Success

SMART Goal 1: 20% of students Grades 6-8 who are three or more grade levels below on the Beginning of the Year Reading iReady Diagnostic will meet their stretch growth target on the End of the Year Diagnostic, showing an increase of 5% from the previous year.

24% of students Grades 6-8 who are three or more grade levels below on the Beginning of the Year Math iReady Diagnostic will meet their stretch growth target on the End of the Year Diagnostic, showing an increase of 5% from the previous year.

Aligns with District Goal

Formative Measures: iReady diagnostic, iReady reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	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.	Principal, Assistant Principals, Instructional Coach, Instructional Leads, and Team Leads.	SY 25-26

Position Responsible: Principal, Assistant Principals, Instructional Coach, Instructional Leads, and Team Leads.

Evidence Level
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 15% of Students in Grades 6-8 who are 3 or more grade levels below standard made stretch growth on the End of the Year iReady Reading Diagnostic. 21% of Students in Grades 6-8 who are 3 or more grade levels below standard made stretch growth on the End of the Year iReady Math Diagnostic. While growth is occurring, it is not sufficient enough to made a significant impact on whole school improvement. **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 attendance issues.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the Teacher Clarity element of Formative Assessment (lesson tasks, assignments, assessment checks, and activities are linked to the Learning Intentions and Success Criteria.).

Aligns with District Goal

Formative Measures: Walkthrough observation forms, PLC agendas, Formal Observations

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Communities (PLCs)	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	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.	Principal, Assistant Principals, Instructional Leads, Instructional Coach	SY 25-26

Position Responsible: Principal, Assistant Principals, Instructional Leads, Instructional Coach

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Collaboration/PLC time was hindered on a weekly basis, compromising time for teachers to plan and analyze progress regularly. **Critical Root Cause**: Teachers had to cover classes so often that it compromised the time they had to co-plan together. With a new substitute platform, data is not available to calculate this measure.

Inquiry Area 3: Connectedness

SMART Goal 1: Out of school suspension rates will decrease 10% by the end of the school year.

Aligns with District Goal

Formative Measures: Monthly IC & BIG Behavior Data

Staff participation in monthly professional learning.

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Nov	Feb	May
	No review	No review	No review

Improvement Strategy 1: Conduct equity audits using disaggregated discipline data.

Provide staff PD on implicit bias and culturally responsive practices.

Use AIR MTSS equity indicators, Discipline Disproportionality Problem-Solving Guide or Culturally Responsive TFI to inform action planning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Whole Staff Professional Learning	Principal Bowers & Admin Team	August 6, 2025
2	Develop a Behavior Systems Team consisting of an Administrator/Coordinator, Staff, Family Representative, and Student Representative(s).	Dean Fralick	August 2025
3	Monthly Behavior Team PLC	Dean Fralick	August 2025-June 2026

Position Responsible: Principal and Dean
Resources Needed: AIR MTSS (Equity Lens)

Discipline Disproportionality Problem-Solving Guide

Culturally Responsive TFI

PBIS SAS (Equity Items)

IC Data

BIG Data

Culturally Responsive Training

Implicit Bias Training

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: While suspensions are trending downward overall, rates for subpopulation of CIT are disproportionate. They make up only 4% of the total population, yet have some of the highest needs. **Critical Root Cause**: The CIT subpopulation is one of our most vulnerable groups of children, coming from a variety of instabilities, which often manifest in the language of behavior. Lack of self-management skills and trusting relationships lead to a disconnect with school.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title I Elements, please see Addendum

School Continuous Improvement (CI) Team

Team Role	Name	Position
CI Team Lead	Jaime Bowers	Principal
CI Assistant Team Lead	Amanda Pippin	Assistant Principal
CI Assistant Team Lead	Jandyra Pond	Assistant Principal
Resources Manager	Yenuet Lopez	Administrative Assistant
Chronic Absenteeism Interventionist	Rena Alastuey	Prevention & Intervention Assistant
ELA Instructional Lead	Kaitlin Howard	Teacher
Math Co-Instructional Lead	Stacy Quiriconi	Math Instructional Coach
Math Instructional Lead	Emmanuel Gutierrez	Teacher
Social Studies Instructional Lead	Fallon Kimball	Teacher
Science Instructional Lead	Danielle Nicholls	Teacher
Electives Instructional Lead	Nohely Trujillo	Teacher
Multi-Language Learner Instructional Lead	Cheryl Berry	Teacher
Special Education Instructional Lead	Victoria Dubuque	Teacher
Family Perspective	Mayra Alejo	Parent

Community Outreach Activities

Activity	Date	Lesson Learned
Prideland Prep Night for Incoming 6th Graders	05/08/2025	Parents appreciated the length of time and meeting admin and counselors. They also appreciated the informational sessions that helped them prepare for the upcoming year.
Prideland Day: Back to School Orientation	08/04/2025	Families that participated had positive feedback. We need to work on getting more 8th grade families to participate.
iReady Student Reports mailed to every student's family.	10/9/25	We do not like the family reports, so we're going to use a different report for the Middle of the Year Diagnostic.
iReady Data Night	10/17/25	Small turnout, but families that participated appreciated learning how to navigate the platform and interpret their children's progress. We need to formulate a plan that gets more families to come.