Washoe County School District

William Obrien Middle School

Classification: 1 Star School

Title I, ATSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Students across all grade levels improved their i-Ready placement. Proficiency in Reading increased 6% overall, going from 23% to 29% proficiency, and Math proficiency increased 6%, going from 6% to 12%.
- ACCESS/WIDA scores improved by 37 points overall, going from 334 in 24-25 to 371 points in 25-26. All domains increased, and the areas of challenge made significant gains: Reading--48 points, Literacy--34 points, and Comprehension--40 pts.
- O'Brien's population is diverse, containing 37 different languages spoken on campus.
- Chronic Absenteeism decreased by 2.91% for the 25-26 schoolyear.

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.
- 88% of students are performing below grade level in math in iReady, and 71% of students are performing below grade level in reading.
- Chronic Absenteeism remains a challenge with only a 2.91% improvement.

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, and an additional Teacher's Aide from the district EL department was allocated to our school.
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.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students. Even though all 1,175 students are eligible for free breakfast and lunch, the kitchen only serves approximately 200 breakfasts and 600 lunches.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. We are also changing our food service system to make lunch lines more efficient in hopes more students will eat because they'll still get time to go outside. Providing students with nutrition, fresh air, and movement will support healthier brains and a focus on learning.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Chronic Absenteeism and lack of connectedness to school.	Student Voice will have it's own Advisory class and will collaborate with district specialists to create an inclusion and respect campaign. Attendance Team will also analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for these students.
Students with IEPs	Staffing. O'Brien had two global educators come 2nd quarter and had to hire three critical needs teachers to instruct. The school received a 7th Resource Teacher allocation after Enrollment Count Day and could not fill the position.	Hiring began in March, and all but two Resource positions have been filled. Ample training will be needed for the 26-27 SPED cohort.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	13% 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. 9% 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.	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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

- In the 25-26 schoolyear, 100% of teachers were posting Learning Intentions and Success Criteria, and approximately 75% utilized them in class in some capacity.
- 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.
- The 25-26 Staff Climate Survey showed favorable increases in nearly all areas, most notably are Home School Communication (6% increase), Safety (8% increase), and Student Behaviors (16% increase).

Areas for Growth

- In the 25-26 schoolyear, the SPP goal of incorporating intentional formative assessments into routine daily practices was not met with fidelity, resulting in approximately 50% of teachers utilizing formative assessments visibly and in alignment with the Learning Intentions and Success Criteria.
- 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.
- The 25-26 Staff Climate Survey showed unfavorable results in I-ready (2% decrease), Quality of WCSD (3% decrease), and Work Stress (9% decrease).

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Schoolwide language strategies being utilized with fidelity.	English Language Facilitator will provide professional learning with departments to build teacher capacity with implementing strategies that support students' access to grade level curriculum.
Foster/Homeless	Chronic Absenteeism.	Utilization of staffing meetings to include School Social Worker, Counseling, School Psychologist, Interventionist, and Administration to identify and target needed supports.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students. Even though all student receive free breakfast and lunch; however, approximately 50% access this resource, which could be contributing to students being less regulated, tired, and engaged in learning.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. Our Intervention Staff will provide supplemental food to students known to struggle with basic needs. Implementing a new lunch system will also help make the lines for food more efficient, which should encourage more students to eat. Students who are nourished and experience movement on their lunch break will be more likely to engage with instruction.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Inappropriate, race-based language used by students.	Student Voice will have it's own Advisory class and will collaborate with district specialists to create an inclusion and respect campaign.
Students with IEPs	NStaffing. O'Brien had two global educators come 2nd quarter and had to hire three critical needs teachers to instruct. The school received a 7th Resource Teacher allocation after Enrollment Count Day and could not fill the position.	Hiring began in March, and all but two Resource positions have been filled. Ample training will be needed for the 26-27 SPED cohort.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	While teachers have adapted to writing and posting Learning Intentions and Success Critieria, most have not utilized these as learning tools, which is impeding the teacher-student interactive communication around learning and achievement.	Teachers are overwhelmed with the numerous expectations and mandates, which has created a mindset that Teacher Clarity is about compliance more than engaging learners. They also did not receive enough targeted professional learning around formative assessments and how to use them in alignment with their LISC.

★ = Priority

Connectedness

Areas of Strength

Students and their families are reporting that the school is a safe place, where respect is growing and kids are connecting with instruction, extra-curriculars, and staff.

- Absenteeism decreased by 2.91%.
- We more than doubled the amount of Family Engagement Events, going from 3 events to 7 events that include multicultural awareness (2 events), math, iReady, attendance, Student Led Conferences, and 6th Grade Transition to middle school.
- The Parent Climate Survey showed favorable outcomes in the areas of Physical Safety (4% increase), Relationships/ Respect (7% increase), and School Fit (4% increase).
- Student Climate Survey Results showed favorable outcomes in 16/17 categories, with significant improvement in the areas of Safety and Student Engagement.

Areas for Growth

- The Parent Climate Survey indicates a 10% decrease in the area of Communication with School, with a significant decrease (18%) when asked to rank the question, "I am satisfied with the opportunities for me to be involved in my child's school."
- The Parent Climate Survey indicates an 8% decrease in the area of Supportive Place, with significant decreases for the following questions:
    - Most school staff make me feel welcome at my child's school (11%).
    - My child's school seeks parent/guardian input about how to make the school better (13%)
    - The principal makes decisions that in the best interest of my child (11%).
- The Student Climate Survey indicates a 1% decrease in the area of Victimization (fighting, physical aggression, verbal aggression).

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels. Thirty-six percent of these students miss more than 10% of school.	Admin will collaborate with EL Team, students, and families to determine root causes behind attendance. Then, admin and team will work to remove barriers to success to improve attendance.

Student Group	Challenge	Solution
Foster/Homeless	• Students in the CIT sub-population showed 33.3% Severe Chronic Absenteeism and 45.83% Chronic Absenteeism. • Students in the Foster sub-population showed 14.29% in Severe Chronic Absenteeism and 14.29% in the Chronic Absenteeism categories.	The school will partner with Communities in Schools, Family Re-engagement, Truancy, and the school's interventionist to analyze data, determine root causes, and develop interventions that target these subgroups.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students. Students who have nutrition are more likely to be regulated and more productive at school.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students. With the new lunch line system, students will be more motivated to eat and fed quicker.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• There were only 5 American Indian Students, yet this sub-population showed 14.29% Severe Chronic Absenteeism and 42.86% Chronic Absenteeism. • Hispanic students made up 56% of the total population and had 5.3% Severe Chronic Absenteeism and 21.5% Chronic Absenteeism. • There were 44 African American students who had 13.95% Severe Chronic Absenteeism and 27.91% Chronic Absenteeism. • The Multiracial sub-population makes up 6% of enrollment and showed 7.46% Severe Chronic Absenteeism and 31.34% Chronic Absenteeism. • Pacific Islander students make up 5% of enrollment, yet this sub-population showed the greatest challenges with 19.23% Severe Chronic Absenteeism and 34.62% Chronic Absenteeism.	The Attendance team in collaboration with the Tribal Youth Advocacy Specialist, Communities in School Liaison, Parent-Teacher Home Visit Program, and Family Engagement Committee will continue to analyze relevant data, determine root causes, and action plan interventions to improve school attendance.
Students with IEPs	Students on IEPs made up 16% of the student body and had 8.42% Severe Chronic Absenteeism and 23.16% Chronic Absenteeism.	The Attendance team in collaboration with the the Special Education Department will continue to analyze relevant data, determine root causes, and action plan interventions to improve school attendance.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students in the sub-population categories of American Indian, African American, and Pacific Islander are missing substantial instruction due to absenteeism when compared to Caucasian students (9.06% Severe Chronic Absenteeism, 24.28% Chronic Absenteeism). Students in the CIT sub-population demonstrate the highest absenteeism rates of all student groups.	Transiency rates have a significant impact on student attendance. The rate for the 24-25 school year was 19.86%, which is significant, and last year's rate surpassed that at 23.6%. The sub-population of American Indian showed a transiency rate of 43%; African American students had a 31% transiency rate, and Pacific Islander students had a 20% transiency rate. Students who were CIT had a 70% transiency rate, and students in Foster Care reached a 115% transiency rate.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	13% 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. 9% 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.	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.
2 ★	While teachers have adapted to writing and posting Learning Intentions and Success Critieria, most have not utilized these as learning tools, which is impeding the teacher-student interactive communication around learning and achievement.	Teachers are overwhelmed with the numerous expectations and mandates, which has created a mindset that Teacher Clarity is about compliance more than engaging learners. They also did not receive enough targeted professional learning around formative assessments and how to use them in alignment with their LISC.
3 ★	Students in the sub-population categories of American Indian, African American, and Pacific Islander are missing substantial instruction due to absenteeism when compared to Caucasian students (9.06% Severe Chronic Absenteeism, 24.28% Chronic Absenteeism). Students in the CIT sub-population demonstrate the highest absenteeism rates of all student groups.	Transiency rates have a significant impact on student attendance. The rate for the 24-25 school year was 19.86%, which is significant, and last year's rate surpassed that at 23.6%. The sub-population of American Indian showed a transiency rate of 43%; African American students had a 31% transiency rate, and Pacific Islander students had a 20% transiency rate. Students who were CIT had a 70% transiency rate, and students in Foster Care reached a 115% transiency rate.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Course Offerings**
- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Curriculum Based Measures**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Smarter Balanced (SBAC)**
- [x] **STEM/STEAM**
- [x] **Student Climate Survey, Student Voice**
- [x] **Transition Data**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Class size averages by grade and subject**
- [x] **Evaluation(s) of professional development implementation and impact**

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

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

- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 5% of EL students at O'Brien Middle School will successfully exit English language services with a 4.5 or better as measured by the state's yearly ELPA, ACCESS.

Formative Measures: MS i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks MS Vista common assessments

Improvement Strategy 1

PLC's: Learning Walks around ELLevation Strategies

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Coaching support around strategies	Jessica Stepaniak	August 2026-May 2027	

Position Responsible: Administrator

Resources Needed: English Language Facilitator, Targeted Professional Learning

Evidence Level

Level 2: Moderate:
ELLevations

Level 3: Promising:
PLC's

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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

SMART Goal 2

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.

Formative Measures: iReady diagnostic, iReady data analysis, Teacher led data chats and monitoring

Improvement Strategy 1

iReady

Actions for Implementation

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

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

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

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	13% 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. 9% 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.	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.).

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

Improvement Strategy 1

Professional Learning Communities (PLCs)

Actions for Implementation

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

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

Resources Needed: Teacher Clarity Playbooks, Walkthrough Form, Feedback Form, Professional Learning Materials

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	While teachers have adapted to writing and posting Learning Intentions and Success Critieria, most have not utilized these as learning tools, which is impeding the teacher-student interactive communication around learning and achievement.	Teachers are overwhelmed with the numerous expectations and mandates, which has created a mindset that Teacher Clarity is about compliance more than engaging learners. They also did not receive enough targeted professional learning around formative assessments and how to use them in alignment with their LISC.

Inquiry Area 3

Connectedness

SMART Goal 1

O'Brien will decrease chronic absenteeism by 5% or more by the end of the school year.

Formative Measures: Weekly attendance data pulls, monthly deep analysis of attendance trends, home visits, intervention support

Improvement Strategy 1

MTSS: Early Intervention before school begins and in the first month of school.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Intervention Team conducts home visits and phone conferences for students with historically persistent chronic absenteeism.	Rena Alastuey (Interventionist)	July 7 - September 8	

Position Responsible: Hunter Fralick, Attendance Administrator

Resources Needed: Basic needs: food, clothes, and backpacks

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

Improvement Strategy 2

PLC: Routine Attendance Team Collaborations

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Team will meet bi-weekly as a whole team to review data, monitor progress, and determine next actions.	Hunter Fralick	August 17-May 24	

Position Responsible: Attendance Administrator

Resources Needed: Basic Need Support: Food, Clothing, and Community Supports

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

Improvement Strategy 3

Grade Level Staffing Meetings

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administrators will collaborate with counselor and students' Interdisciplinary Teams to review issues, barriers, and needs to design targeted intervention for individual students.	Hunter Fralick	August 24, 2026-May 24, 2027	

Position Responsible: Attendance Administrator

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

Improvement Strategy 4

PBIS: Bolster Tier 1 Positive Recognition for Students Attending School

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students showing positive attendance will be rewarded for their choices: field trips, t-shirts, PBIS currency, food, passes to Fly High, and award certificates.	Hunter Fralick	September 18, 2026-May 28, 2027	

Position Responsible: Attendance Administrator

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students in the sub-population categories of American Indian, African American, and Pacific Islander are missing substantial instruction due to absenteeism when compared to Caucasian students (9.06% Severe Chronic Absenteeism, 24.28% Chronic Absenteeism). Students in the CIT sub-population demonstrate the highest absenteeism rates of all student groups.	Transiency rates have a significant impact on student attendance. The rate for the 24-25 school year was 19.86%, which is significant, and last year's rate surpassed that at 23.6%. The sub-population of American Indian showed a transiency rate of 43%; African American students had a 31% transiency rate, and Pacific Islander students had a 20% transiency rate. Students who were CIT had a 70% transiency rate, and students in Foster Care reached a 115% transiency rate.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title I Elements, please see Addendum

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Jaime	Bowers	Principal	CI Team Lead
Amanda	Pippin	Assistant Principal	CI Assistant Team Lead
Jandyra	Pond	Assistant Principal	CI Assistant Team Lead
Hunter	Fralick	Dean of Students	CI Assistant Lead: Absenteeism
Kristie	Smith	Dean of Students	CI Assistant Lead: Restorative Practices
Tiffani	Higgins	Administrative Assistant	Resources Manager
Rena	Alastuey	Prevention & Intervention Assistant	Chronic Absenteeism Interventionist
Kaitlin	Howard	Teacher	ELA Instructional Lead
Stacy	Quiriconi	Math Instructional Coach	Math Co-Instructional Lead
Emmanuel	Gutierrez	Teacher	Math Instructional Lead
Fallon	Kimball	Teacher	Social Studies Instructional Lead
Danielle	Nicholls	Teacher	Science Instructional Lead
Melanie	Fassbender	Teacher	Electives Instructional Lead
Michelle	Riley	Teacher	English Language Learner Instructional Lead
Victoria	Dubuque	Teacher	Special Education Instructional Lead
Mayra	Alejo	Parent	Family Perspective

Community Outreach Activities

Activity	Date	Lesson Learned
Prideland Day	August 3, 2026	Event had successes, but we'd like to get more families on campus prior to school starting.
Family Night/Open House	August 27, 2026	
Day of the Dead	November 2, 2026	
Family Math Night	February 4, 2027	
Prideland Prep Night	April 29, 2027	