

Washoe County School District

E. Otis Vaughn Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI

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/e._otis_vaughn_middle_school/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Vaughn's 7th grade median SGP in Math was above the district median SGP for prior level 2, 3, and 4 students.

Vaughn's WIDA Access AGP increased for the 2nd consecutive year, from 8% to 16% to 19%.

Vaughn's WIDA Access AGP (19%) was above the AGP for similar WCSD middle schools (16%) and the WCSD AGP of 17%.

SBAC ELA: Vaughn's median SGP (46%) for prior level 1 students was above similar district school's SGP (42%) and district SGP (44%). This prior level 1 category includes over 50% of Vaughn ELs (264 of 494) students.

SBAC ELA for IEP: Vaughn's median SGP for all IEP students was above both the median SGP for similar district schools and the district median SGP.

SBAC Math for ELL: Vaughn's 129 EL students in prior level 1 demonstrated a median SGP of 47%, which was above the median SGP for similar district schools (44%) and the district's median SGP (44%).

Student Success Areas for Growth

20% of Vaughn students demonstrated proficiency (level 3 or 4) on SBAC in ELA.

9% of Vaughn students demonstrated proficiency (level 3 or 4) on SBAC in Math.

Vaughn's 7th grade median SGP in Math was above the district median SGP for prior level 2, 3, and 4 students.

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staffing - no applicants for EL position	Long-term substitute with ELA background
Foster/Homeless	CIT and foster budgets to support students are being cut.	Continue to work closely with CIS and other community partners. Seek donations.
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities		
Students with IEPs	Allocations are withdrawn every year. Student enrollment, including those with IEPs, increases. It takes months to get the additional allocation required for compliance. By March, no Special Education teachers are available for hire. LTS cannot write IEPs or provide high quality instruction.	Request additional allocations during Spring, Summer and Fall.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Only 49% of Vaughn students met annual iReady typical growth targets in ELA and only 51% (up from 44%) of Vaughn students met annual iReady typical growth targets in Math.

Critical Root Cause: Testing schedule appears to have impacted iReady Reading 8th grade. Students did not do as well on EOY diagnostic as anticipated. Possibly testing on Monday morning impacted this. Some teachers did not routinely engage with students while they worked on iReady (addressing caution and stop flags). Not all teachers engaged in regular data talks with individual students.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Vaughn created a master schedule that included common prep periods for all subject areas.

Vaughn receives considerable support from an ELD Administrator (central office).

Vaughn administrators engage in walkthroughs together every Thursday to align feedback and monitor implementation of SPP action steps.

All Vaughn teachers participate in monthly EL shadowing and monthly classroom walkthroughs the data collection tool that aligns to our SPP.

Multiple teachers participate annually in IB certified workshops.

Adult Learning Culture Areas for Growth

Vaughn's master schedule includes common prep periods so that teachers can collaborate several times each week. They collaborate for planning, data analysis during common preps and during half of each early-release Wednesday collaborative time.

Vaughn revised the master schedule to include an A-day, B-day and C-day. Students take 9 classes. Each day there are 6 classes. On two of the three days, teachers have two preps. One is for personal prep time and the other is for department collaboration. We have a rotation to include extra same grade-same subject planning time, and a schedule for all teachers to participate in EL Shadowing and classroom walkthroughs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	teacher transiency; no applicants for vacant position	continue to spend time training new teachers as they work to earn their EL credentials
Foster/Homeless	NA	NA
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	NA	NA

Student Group	Challenge	Solution
Students with IEPs	Allocations are withdrawn every year. Student enrollment, including those with IEPs, increases. It takes months to get the additional allocation required for compliance. By March, no Special Education teachers are available for hire. LTS cannot write IEPs or provide high quality instruction.	Request additional allocations from District in Spring, Summer and Fall.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Only 50% of teachers indicated on the staff climate survey that there were clear guidelines for PLCs and only 36% identified that they were confident making instructional decisions based on common student data.

Critical Root Cause: Due to a lack of substitutes and multiple vacant positions, teachers and administrators were unable to participate in regularly scheduled department common planning meetings.

Connectedness

Connectedness Areas of Strength

Vaughn created a student voice group in 2023-2024. They presented at the district event in May 2024 and May 2025. This year the Student Voice group will meet every day during Advisory. They will conduct quarterly surveys of all students via Advisory classes (on Friday "Communicator" Day.)

Vaughn worked with MTSS Department to revise our PBIS matrix that is aligned to the IB Learner Profile in June 2024. Vaughn MS and Pine MS will work together in June 2025 to create one aligned PBIS matrix in preparation for merging the two schools when the new building Vaughn opens in Fall 2026.

Vaughn added an Advisory period this year. Advisory period includes activities categorized by the IB Learner Profile. On Mondays (Balanced), students engage in Second Step. On Tuesdays (Reflective), students analyze their own data related to absenteeism, iReady, class grades, tardies, missing assignments and more. On Wednesdays (Principled), students will work on completing missing assignments or re-doing IB assessments to increase their achievement levels. On Thinker Thursdays, students work with SBAC, WIDA and Science test prep questions. On Friday (Communicator), students work on communication skills including Safe Voice, emails to advocate for themselves such as requesting missing assignments, responding to writing prompts to increase their writing endurance in preparation for WIDA and SBAC, and completing Student Voice surveys.

Vaughn has multiple new clubs and activities to provide increased opportunities for student engagement.

Connectedness Areas for Growth

Vaughn continues to have high chronic and severely chronic absenteeism rates.

Vaughn's Student Voice is in its third year. For the past two years, they presented at the district showcase event.

Student Voice meets every day during Advisory.

Vaughn worked with MTSS Department to revise our PBIS matrix that is aligned to the IB Learner Profile in June 2024. Vaughn MS and Pine MS will meet in June 2025 to create one common PBIS matrix that will be used in both schools for 2025-2026 in preparation for merging the two schools when the new building Vaughn opens in August 2026.

Vaughn added an Advisory period this year. Advisory period includes activities categorized by the IB Learner Profile. On Mondays (Balanced), students engage in Second Step. On Tuesdays (Reflective), students analyze their own data related to absenteeism, iReady, class grades, tardies, missing assignments and more. On Wednesdays (Caring), students are increasing an awareness of themselves and others. On Thinker Thursdays, students work with SBAC, WIDA and Science test prep questions. On Friday (Communicator), students work on communication skills including Safe Voice, and emails to advocate for themselves, such as requesting missing assignments.

Vaughn has multiple new clubs and activities to provide increased opportunities for student engagement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	*teacher transiency *lack of resources to reach/communicate with families who speak a home language of other than Spanish (ie...Pashto)	*continue to train new teachers. *training for additional people in use of "Talk" box and language box
Foster/Homeless	NA	NA
Free and Reduced Lunch	NA	NA
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	NA	NA
Students with IEPs	NA	NA

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, 35% of Vaughn students attended less than 90% of the days they were enrolled.

Critical Root Cause: Students and families cannot articulate why coming to school regularly is important. For example, middle school credits are not needed to go to high school. Families prioritize their immediate and individual needs and wants over regular school attendance.

Priority Problem Statements

Problem Statement 1: Only 49% of Vaughn students met annual iReady typical growth targets in ELA and only 51% (up from 44%) of Vaughn students met annual iReady typical growth targets in Math.

Critical Root Cause 1: Testing schedule appears to have impacted iReady Reading 8th grade. Students did not do as well on EOY diagnostic as anticipated. Possibly testing on Monday morning impacted this. Some teachers did not routinely engage with students while they worked on iReady (addressing caution and stop flags). Not all teachers engaged in regular data talks with individual students.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Only 50% of teachers indicated on the staff climate survey that there were clear guidelines for PLCs and only 36% identified that they were confident making instructional decisions based on common student data.

Critical Root Cause 2: Due to a lack of substitutes and multiple vacant positions, teachers and administrators were unable to participate in regularly scheduled department common planning meetings.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2024-2025 school year, 35% of Vaughn students attended less than 90% of the days they were enrolled.

Critical Root Cause 3: Students and families cannot articulate why coming to school regularly is important. For example, middle school credits are not needed to go to high school. Families prioritize their immediate and individual needs and wants over regular school attendance.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance
- Home Visits

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 100% of students will meet their TYPICAL growth target in reading on the final iReady diagnostic.

The percentage of students in grades 6-8 meeting or exceeding the iReady typical growth target in READING on the 25-26 final Diagnostic will increase from 49 to 56 % compared to the 24-25 final Diagnostic (from 49% to 70% over three years...7% per year).

[Last year: The percentage of students in grades 6-8 meeting or exceeding the iReady typical growth target in reading on the 24-25 final Diagnostic will increase from 50 to 57 % compared to the 23-24 final Diagnostic (from 50% to 73.3% over three years...13.6% per year).] **Dropped to 49%.

The percentage of students in grades 6-8 meeting or exceeding the iReady typical growth target in MATH on the 25-26 final Diagnostic will increase from 51% to 58% compared to the 24-25 final Diagnostic (from 51% to 72% over three years...7% increase per year).

[Last year: The percentage of students in grades 6-8 meeting or exceeding the iReady typical growth target in math on the 24-25 final Diagnostic will increase from 44% to 50% compared to the 23-24 final Diagnostic (from 44% to 64.5% over three years...13.6% increase per year).]***WE MADE 51% THIS YEAR**

90% of students will complete a minimum of 40 minutes per week (during 5-day weeks) on iReady My Path and iReady teacher assigned lessons.

Aligns with District Goal

Formative Measures: BOY and MOY iReady diagnostic assessment results.
Weekly iReady participation reports

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady (Level 2 Moderate)				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	1. Conduct weekly reviews of student usage reports with the goal of students completing at least 40 minutes per week on iReady lessons and My Path. 2. Students will complete data trackers, monitor and reflect their individual progress during Advisory. Progress to include participation minutes, lessons passed and growth seen on diagnostic assessments. 3. Teachers will complete data chats with students following each diagnostic assessment. 4. Teachers will work with small groups to provide iReady data-driven, differentiated instruction.	Principal will design new master schedule. Teachers will conduct data chats.	End of 25-26SY			
Position Responsible: Principal will design new master schedule. Teachers will conduct data chats.						
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: Only 49% of Vaughn students met annual iReady typical growth targets in ELA and only 51% (up from 44%) of Vaughn students met annual iReady typical growth targets in Math. Critical Root Cause: Testing schedule appears to have impacted iReady Reading 8th grade. Students did not do as well on EOY diagnostic as anticipated. Possibly testing on Monday morning impacted this. Some teachers did not routinely engage with students while they worked on iReady (addressing caution and stop flags). Not all teachers engaged in regular data talks with individual students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will post learning targets and success criteria.

Teachers will participate in quarterly professional learning opportunities related to improving the quality of posted learning targets and success criteria.

90% of posted LT and SC will improve to utilize the format for Learning Targets "We are learning...." and Success Criteria "I can" statements or IB rubric criteria.

90% of posted LT and SC will reflect DAILY learning targets and success criteria (compared to longer term unit plans).

Aligns with District Goal

Formative Measures: weekly walkthrough data including "List learning target, list success criteria, student responses to the question of what they are learning"

Quarterly professional learning agenda, sign-ins and power points

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Improve effectiveness of PLC with instruction that includes IB, EL/ELlevation strategies, special ed co-teaching strategies and teacher clarity. Implement structured weekly PLC meetings to create long term unit plans, daily lesson plans, common assessments or to analyze student data. Utilize PLC time unpack NVAC standards to create learning progressions and then learning targets with success criteria. Teachers will participate in quarterly classroom walkthrough visits and EL shadowing. Revise master schedule so that common preps include time for collaborative teacher planning as well as time for teachers to participate with EL Shadowing, conducting walkthrough observations (aligned to SPP), or peer observations. Revise professional development activities on early release Wednesdays to include learning opportunities for EL strategies, IB, teacher clarity and co-teaching strategies.	Principal Assistant Principal teachers	End of 25-26SY	No review	No review	No review
Position Responsible: Principal Assistant Principal teachers						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Professional learning opportunity for teachers to align Teacher Clarity (Learning Targets and Success Criteria) with IB Standards and Practices. Professional learning opportunity for teachers to align Teacher Clarity (Learning Targets and Success Criteria) with NEPF teacher evaluation rubric.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	One hour professional learning events held on Wednesday early release days. Weekly walkthrough visits with a focus on learning target, success criteria and at least one success criteria related language (speaking, reading, writing, listening)	Principal Lobkowicz	Monthly			
Position Responsible: Principal Resources Needed: -powerpoint and collaboration with EL Director for middle school -revised TC walkthrough tool -TC books were purchased last year through Collaborative Schools Dept. 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: Only 50% of teachers indicated on the staff climate survey that there were clear guidelines for PLCs and only 36% identified that they were confident making instructional decisions based on common student data. Critical Root Cause: Due to a lack of substitutes and multiple vacant positions, teachers and administrators were unable to participate in regularly scheduled department common planning meetings.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in 25-26 school year will decrease by 10%, from 35% to 25%.

Aligns with District Goal

Formative Measures: Family engagement sign-in sheets and surveys

Parent Teacher Home Visit logs and payroll records

Student Voice sign-ins, projects and district presentation

Biweekly attendance meetings with administration, counselors, social worker. Once per month District attendance staff will participate.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement/Parent-Teacher Home Visits				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	Conduct parent teacher home visits. Celebrate achievements related to improved attendance. Increase opportunities for students to become involved in the school community (athletics, activities, clubs). Revise master schedule to include an Advisory period so that students check in with the same teacher every morning. Revise MTSS process to provide better alignment between MTSS Attendance, MTSS behavior, and MTSS for academics. Quarterly celebrations for students with good attendance and good behavior. Create Student Voice group in addition to our Student Leadership group. PBIS Revise PBIS matrix to align with IB learner profile Open Eagle Bucks store for students to buy rewards Quarterly celebrations for students demonstrating improved or good attendance and behavior	Family engagement sign-in sheets and surveys Parent Teacher Home Visit logs and payroll records Student Voice sign-ins, projects and district presentation	End of 25-26SY			
Position Responsible: Family engagement sign-in sheets and surveys Parent Teacher Home Visit logs and payroll records Student Voice sign-ins, projects and district presentation						
Evidence Level Level 1: Strong: Parent/Teacher Home Visits Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 2 Details				Status Checks										
Improvement Strategy 2: Improve culture and climate through more consistent implementation of PBIS. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Vaughn will improve Tier 1 fidelity to 85% on the TFI 3.0 (Tier 1 only) and reduce OSS by 25% for all students, with a 30% reduction for disproportionately impacted groups.</td><td>Principal</td><td>twice per year.</td></tr></table> Position Responsible: Principal Resources Needed: support from MTSS Office to revise PBIS matrix in alignment with Pine MS (merging schools for 2026-2027) Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Vaughn will improve Tier 1 fidelity to 85% on the TFI 3.0 (Tier 1 only) and reduce OSS by 25% for all students, with a 30% reduction for disproportionately impacted groups.	Principal	twice per year.	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Vaughn will improve Tier 1 fidelity to 85% on the TFI 3.0 (Tier 1 only) and reduce OSS by 25% for all students, with a 30% reduction for disproportionately impacted groups.	Principal	twice per year.							
				Nov	Feb	May								
No Review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: During the 2024-2025 school year, 35% of Vaughn students attended less than 90% of the days they were enrolled. Critical Root Cause: Students and families cannot articulate why coming to school regularly is important. For example, middle school credits are not needed to go to high school. Families prioritize their immediate and individual needs and wants over regular school attendance.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Future Eagle Night	5/1/2025	successful event - well attended - for incoming 6th grade students and families
Special Education Transitions - Ice Cream Social	4/30/2025	Event for incoming 6th grade students with IEPs and their families. Individual meeting times and locations are necessary. Group social with ice cream and building tours was appreciated by families. Staffing shortages (special education) impacted success of event. Not enough teachers present to meet individually with parents.
Back to School Schedule Day	Friday, August 8, 2025	8-10am 6th grade; 10-12pm - 7th grade; 12-2pm - 8th grade Schedule pick-up, building tours, open house, buy PE clothes, practice with lockers, visit classrooms on your schedule. Community partners/vendors set-up in hallway (Boys & Girls Club, Black Wall Street, Community Health Alliance...)
Open House	Thursday, August 28, 2025	successful event - well attended - parents liked open forum - started planning for next year when we are in new building with increased feeder schools
Title I Informational Meeting	September 25, 2025	Parents received information and were more interested in safety and requesting meetings with WCSD PD Gang Unit and City of Reno Traffic & Safety personnel
Parent Information Night: IB grading (near progress reports), Infinite Campus (how to monitor your child's attendance and grades); School of Choice information (prior to application period)	September 25, 2025	
SOS parent information; review of IB grading (near report cards)	October 23, 2025	Delayed due to staffing changes
Parent information night: Wooster counselors introductions (IB and academic); testing SBAC & WIDA information and information on practice sites.	January 20, 2026	
EL Data Night (student led conferences)	October , 2025	Delayed due to staffing changes
Future Eagle Night for incoming 2026-2027	Thursday, April 30, 2026	This event will welcome students and families from both the Pine MS and Vaughn MS communities as we prepare to merge communities with the opening of new Vaughn MS in August 2026.
Quarterly parent meetings with principals (Interim and New Building) - hopefully joint parent meetings with Pine families as we work to merge the communities prior to the new building.		This is cancelled due to a change in HR policy regarding leadership at Vaughn.

Activity	Date	Lesson Learned