Washoe County School District

E. Otis Vaughn Middle School

Classification: 1 Star School

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

2026-2027 School Improvement Plan

District Approval Date:
September 29, 2026

Generated by Plan4Learning.com
November 10, 2026 at 12:03 PM

Table of Contents

Comprehensive Needs Assessment 3

Student Success 4

Adult Learning Culture 7

Connectedness 10

Priority Problem Statements 13

Data Documentation for CNA 16

Student Success 17

Adult Learning Culture 17

Connectedness 17

Inquiry Areas 18

Inquiry Area 1 : Student Success 19

Inquiry Area 2 : Adult Learning Culture 23

Inquiry Area 3 : Connectedness 28

Schoolwide and Targeted Assistance Title I Element Summary 31

Schoolwide and Targeted Assistance Title I Elements 32

1.1 Comprehensive Needs Assessment 32

Community Outreach Activities 33

Comprehensive Needs Assessment

Student Success

Areas of Strength

Vaughn met the EL AGP target, with a rate of 26.2, higher than the District's rate of 25.3.

Vaughn's Math MGP of 47 approached the District's MGP of 49.

Vaughn's Math MGP for Hispanic students matched the District's MGP of 47. This is our largest subgroup.

Vaughn's Math MGP for English Learners was 46, above the District's Math MGP of 45.

Vaughn's ELA MGP for Hispanic students was 51, above the District's ELA MGP for Hispanic students of 48.

Vaughn's AGP for English Language Acquisition (ELPA) was 26.2, about the District's AGP of 25.3 for English Language.

Areas for Growth

18% of Vaughn students demonstrated proficiency on SBAC ELA.

10% of Vaughn students are "Catching Up" on SBAC ELA.

12% of Vaughn students demonstrated proficiency on SBAC Math.

59% of Vaughn students demonstrated AGP "Keeping Up" on SBAC Math.

4% of Vaughn students are "Catching UP on SBAC Math/AGP.

Five students demonstrated proficiency on the EL proficiency exam.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staffing - teacher assistants	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.

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.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	Over 50% of Vaughn students are minorities.	action steps for school apply here
Students with IEPs	Staffing continues to be a problem. Lack of qualified candidates to hire. Allocations are issued to schools at times when candidates are not available.	Request additional allocations during Spring, Summer and Fall.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Only 48% of Vaughn students met annual iReady typical growth targets in ELA (down from 49%) and only 37% (down from 51%) of Vaughn students met annual iReady typical growth targets in Math.	Problems, status and stress on teachers impacted instruction. All staff members were informed that they had to reapply for their jobs as Vaughn MS and Pine MS prepared to transition and merge into the new Vaughn MS. Months later, staff was informed that they did not need to reapply. An interim principal was placed at Vaughn while the principal focused on construction causing inconsistent implementation of ongoing action steps. 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.
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

According to the Staff Climate Survey, our "Expectations for Success" increased by 4% 5o 90%, indicating that we have high expectations for our students.

According to the Staff Climate Survey, "Safety" has improved at Vaughn. This increased by 4% to 81%, although the % of staff feeling safe at Vaughn is lower than the middle school rate of 91% or WCSD 91%.

Vaughn created a master schedule that included common prep periods for all subject areas, allowing for PLC and collaboration at multiple times each week.

Vaughn receives considerable support from an ELD Administrator (central office), and EL Facilitator.

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.

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. We have time built in. An area for growth is to improve the effectiveness of PLC time.

The EL Administrator/Director of MS and our EL Facilitator are leading improvement efforts to improve the quality of co-teaching in both EL and Special Education classrooms.

Vaughn MS moved into our new building. Our enrollment increased by about 300 students. We brought 9 teachers, 2 Deans and 2 Counselors from Pine to the new Vaughn. With 19 probabationary teachers, we will need to provide extensive and differentiated professional development, especially with IB.

Vaughn MS has 6 EL teachers and 11 Special Education teachers, with multiple teacher assistant positions. We are working to improve the quality and effectiveness of co-teaching in both areas.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	teacher transiency; effective co-teaching strategies; maintaining rigor of instruction with students new to country	continue to spend time training new teachers as they work to earn their EL credentials, provide professional development and monitor co-taught classes with walk-throughs

Student Group	Challenge	Solution
Foster/Homeless	Inconsistent and varying support for students from home	CIS and our new WCSD Family Resource Center to support students with hygiene products, clothing and academic suppies
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.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	teacher transiency, staff with widely different levels of experience due to new building/merger with Pine MS, 19 probationary A teachers and 15 teachers new to the building	provide differentiated professional learning opportunities for staff to ensure all teachers can progress
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	Critical Root Cause
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.	Due to a lack of substitutes and multiple vacant positions, teachers and administrators were unable to participate in regularly scheduled department common planning meetings.
2 ★	On the Staff Climate Survey, the "Work Stress" indicator rose by 13% to 60%, which is above other middle schools (56%).	Hiring practices prior to the merging of Vaughn and Pine Middle Schools. At first staff were told they had to reapply for their jobs, then the procedure changed that Vaughn teachers got first priority and Pine teachers got second priority, followed by open hiring. With the merging of two staffs, there is additional stress as teachers work to establish hierarchy among themselves, such as with selection of department chairs. In addition, there are added stress due to ongoing construction, and purchasing related to new building.

★ = Priority

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 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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	*teacher transiency *lack or 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	*Students living in shelters or Kids Kottage face inconsistent home environments and are not always able to participate in extra curricular activities. Those who do participate often face difficulties with transportation, pick-ups and uniforms.	*Provide uniforms and increased communication with shelter facilities and Kids Kottage to ensure consistent transportation to open doors of opportunity to participate in athletics and competitions
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.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	NA
Racial/Ethnic Minorities	Cultural differences between teachers, advisors sometimes prevent minority students from understanding the opportunities and /or the application process for the activities.	Intentional efforts to monitor data of Student Voice, Leadership, accelerated classes to ensure that minorities have equal opportunities to participate.
Students with IEPs	Students with IEPs have behavior goals which require them to miss out on Student Voice and other activities offered during Advisory	Focus on providing inclusive programming and opportunities so all can participate.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	During the 2025-2026 school year, 35.6% (up from 35%) of Vaughn students attended less than 90% of the days they were enrolled.	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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1	Only 48% of Vaughn students met annual iReady typical growth targets in ELA (down from 49%) and only 37% (down from 51%) of Vaughn students met annual iReady typical growth targets in Math.	Problems, status and stress on teachers impacted instruction. All staff members were informed that they had to reapply for their jobs as Vaughn MS and Pine MS prepared to transition and merge into the new Vaughn MS. Months later, staff was informed that they did not need to reapply. An interim principal was placed at Vaughn while the principal focused on construction causing inconsistent implementation of ongoing action steps. 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.
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.	Due to a lack of substitutes and multiple vacant positions, teachers and administrators were unable to participate in regularly scheduled department common planning meetings.
3	During the 2025-2026 school year, 35.6% (up from 35%) of Vaughn students attended less than 90% of the days they were enrolled.	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.
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.

5 ★	On the Staff Climate Survey, the "Work Stress" indicator rose by 13% to 60%, which is above other middle schools (56%).	Hiring practices prior to the merging of Vaughn and Pine Middle Schools. At first staff were told they had to reapply for their jobs, then the procedure changed that Vaughn teachers got first priority and Pine teachers got second priority, followed by open hiring. With the merging of two staffs, there is additional stress as teachers work to establish hierarchy among themselves, such as with selection of department chairs. In addition, there are added stress due to ongoing construction, and purchasing related to new building.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: The % of EL students demonstrating proficiency on the WIDA Access proficiency exam will increase by 10% by the next WIDA Access exam.
By the next SBAC exam, the % of EL students demonstrating proficiency on Math SBAC and ELA SBAC will increase by 3%.

Formative Measures: *iReady diagnostic assessments in Reading and Math
*iReady data on lessons passed and My Path minutes

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	EL students and all Vaughn students will complete iReady in Math Support and Literacy Support classes. Students will receive small group instruction during "Support classes." EL Facilitator will lead quarterly walkthroughs with all teaching staff to assess opportunity for EL students to engage with SWRL activities during class	Amanda Lobkowicz - Principal; Jared Cartinella - Asst. Principal	SY 26-27	

Position Responsible: Amanda Lobkowicz - Principal; Jared Cartinella - Asst. Principal

Resources Needed: iReady program; specialized master schedule to include Math Support and Literacy Support in addition to traditional Math and ELA classes. This schedule also allows time for teachers to participate in walktrhougs.

Evidence Level

Level 3: Promising:
i-Ready

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

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.

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

Improvement Strategy 1

iReady

Actions for Implementation

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

Position Responsible: Principal will design new master schedule. Teachers will conduct data chats.

Resources Needed: 1003a: IB Training

International Baccalaureate Training: Supplemental Staff professional learning conference registration for eligible Title School staff such as but not limited to,
International Baccalaureate Training,
Virtual - no travel
Dates- TBD
Number of Attendees: 17
ESSA Evidence-Based Level 3

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	Only 48% of Vaughn students met annual iReady typical growth targets in ELA (down from 49%) and only 37% (down from 51%) of Vaughn students met annual iReady typical growth targets in Math.	Problems, status and stress on teachers impacted instruction. All staff members were informed that they had to reapply for their jobs as Vaughn MS and Pine MS prepared to transition and merge into the new Vaughn MS. Months later, staff was informed that they did not need to reapply. An interim principal was placed at Vaughn while the principal focused on construction causing inconsistent implementation of ongoing action steps. 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.
100% of teachers will increase by at least one level. (Level 1: teacher posts and verbalizes once; Level 2: teacher posts and verbalizes multiple times during lesson; Level 3: metacognitive: students discuss and self-assess or peer assess their master of success criteria; OR Level 3: teacher assesses every success criteria during the lesson.)

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).

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

PLC

Actions for Implementation

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

Position Responsible: Principal Assistant Principal teachers

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November	February	May

Improvement Strategy 2

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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) 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.	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: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

2	On the Staff Climate Survey, the "Work Stress" indicator rose by 13% to 60%, which is above other middle schools (56%).	Hiring practices prior to the merging of Vaughn and Pine Middle Schools. At first staff were told they had to reapply for their jobs, then the procedure changed that Vaughn teachers got first priority and Pine teachers got second priority, followed by open hiring. With the merging of two staffs, there is additional stress as teachers work to establish hierarchy among themselves, such as with selection of department chairs. In addition, there are added stress due to ongoing construction, and purchasing related to new building.

SMART Goal 2

90% of posted Learning Intentions and Success Criteria will reflect DAILY learning targets and will be aligned to grade level NVACS by June 1, 2027.

Formative Measures: weekly walkthrough data including 1) are LI and SC in Vaughn's format; 2) are LI and SC something students can accomplish DAILY; 3) are the SC aligned to NVACS

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	*Weekly walkthrough using new e-tool provided by District to track walkthrough data *Regular and consistent feedback on alignment of LI & SC to NVACS and alignment to Vaughn's format *Professional learning opportunities to work on increasing alignment between NVACS and SC	Principal	SY 26-27	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	Due to a lack of substitutes and multiple vacant positions, teachers and administrators were unable to participate in regularly scheduled department common planning meetings.
2	On the Staff Climate Survey, the "Work Stress" indicator rose by 13% to 60%, which is above other middle schools (56%).	Hiring practices prior to the merging of Vaughn and Pine Middle Schools. At first staff were told they had to reapply for their jobs, then the procedure changed that Vaughn teachers got first priority and Pine teachers got second priority, followed by open hiring. With the merging of two staffs, there is additional stress as teachers work to establish hierarchy among themselves, such as with selection of department chairs. In addition, there are added stress due to ongoing construction, and purchasing related to new building.

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%.

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

Family Engagement/Parent-Teacher Home Visits

Actions for Implementation

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

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: Connectedness 1

Status Checks

November **February** **May**

Improvement Strategy 2

Improve culture and climate through more consistent implementation of PBIS.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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.	

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: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	During the 2025-2026 school year, 35.6% (up from 35%) of Vaughn students attended less than 90% of the days they were enrolled.	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 Element Summary

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
Back to School Day	8/7/2026	parent concerns with merging two middle schools (including transportation, gang activity, student behavior)
Open House and Title I Information meeting	9/3/2026	Title information shared; parents still inquisitive of new building and transportation, student behavior
Monthly Coffee with Principal	1st Wednesday of each month	
Newcomer Community Picnic	9/19/2026 and May 2027	
WCSD Gang Unit Presentation	November 2026	
Infinite Campus: How to Monitor Your Child's Attendance & Grades / Understanding Vaughn's IB Grading	October 2026	
Super Parents Supervise: Drug Trends	April 2026	
Angst: Raising Awareness Around Anxiety	January 2027	
Big Feelings & Tough Moments: How to Address Behaviors at Home	February 2027	