Washoe County School District

E. Otis Vaughn Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, TSI

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/2024/nspf/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Adult Learning Culture 6
Connectedness 8
Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 11
Inquiry Areas 12
Inquiry Area 1: Student Success 12
Inquiry Area 2: Adult Learning Culture 14
Inquiry Area 3: Connectedness 16
Schoolwide and Targeted Assistance Title I Elements 20
1.1: Comprehensive Needs Assessment 20
Community Outreach Activities 21
Addendums 22

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.

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 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		
Migrant/Title1-C Eligible	N/A	
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		
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		

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 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 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		
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		
Students with IEPs		

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

- Student Climate Survey, Student Voice

Adult Learning Culture

- Staff surveys and/or other feedback

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.

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

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: iReady (Level 2 Moderate)

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.	

Status Check		
Nov	Feb	May
No review	No review	No review

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).

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

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: PLC

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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	

Position Responsible: Principal Assistant Principal teachers

Evidence Level
Level 2: Moderate: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

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

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%.

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.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Family Engagement/Parent-Teacher Home Visits

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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	

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

Status Checks

Status Check

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.

Inquiry Area 3: Connectedness

SMART Goal 2: 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.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement consistent schoolwide behavior expectations and teaching routines

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Revise PBIS matrix in June 2025, making it similar to Pine MS's matrix in preparation for school merger.	PBIS Committee and administration	June 2025
2	PBIS committee prepares lessons to be shared during Advisory period, every day for first two weeks.	PBIS Committee	
3	Complete TFI 3.0 at least two times per year.	Principal, Assistant Principal over Discipline	September 2025, March 2026
4	Monthly review of behavior statistics from BIG. Monthly: share data overview during Admin meetings. Quarterly: share data overview with entire staff	Assistant Principal over Discipline	monthly, quarterly

Position Responsible: Assistant Principal over Discipline

Resources Needed: BIG data

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

Improvement Strategy 2 Details

Improvement Strategy 2: Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom.

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

Improvement Strategy 3 Details	Status Checks

Improvement Strategy 3: Conduct monthly data reviews to monitor discipline disproportionality.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly data reviews during administration meetings and then data overview shared with staff monthly.	Principal; Assistant Principal over discipline	monthly

Position Responsible: Assistant Principal over discipline

Resources Needed: BIG data

Status Check		
Nov	Feb	May
No review	No review	No review

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	
Title I Informational Meeting	September 25, 2025	
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	
Parent information night: Wooster counselors introductions (IB and academic); testing SBAC & WIDA information and information on practice sites.	January 20, 2025	
EL Data Night (student led conferences)	October , 2025	
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.		

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	E. Otis Vaughn Middle School
District:	Washoe County School District
Principal:	Amanda Lobkowicz
Principal email:	Amanda.lobkowicz@washoeschools.net
EL Specialist:	Quinn Sims
EL Specialist email:	Quinn.sims@washoeschools.net

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	Vaughn has 126 long-term and 54 short-term EL students (180 total). The quantity of short-term Els has increased over the past two years. 20% of Vaughn students demonstrated proficiency (level 3 or 4) on SBAC in ELA. Only 1.4% of EL students demonstrated proficiency on SBAC in ELA. 9% of Vaughn students demonstrated proficiency (level 3 or 4) on SBAC in Math. Only 02% of El students demonstrated proficiency on SBAC in Math. Vaughn's SBAC Math MGP was 40%. Vaughn's current EL students' MGP was 49% (above the District's current EL students' MGP of 43%). Vaughn's SBAC ELA MGP was 47% (above the District's ELA MGP of 45%). Vaughn's current EL students' MGP was 41%, the same as the District's current EL students' MGP of 41%. Vaughn's Science CRT proficiency rate for EL students was 9% compared to the District's rate of <5%.

Vaughn's WIDA Access AGP increased for the 2nd consecutive year, from 8% to 16% to 19%. This data trend (increase) is not transferring to SBAC.

Vaughn's WIDA Access AGP (19%) was above the AGP for similar WCSD middle schools (16%) and the WCSD AGP of 17%. This data trend is not transferring over to SBAC.

Vaughn needs to increase the amount of ELD courses offered to meet the needs of the increased quantity of short-term EL students. This has decreased the amount of co-teaching available to support content area teachers.

Vaughn expects all students to engage in at least 40 minutes of iReady My Path minutes per week. Some teachers did not routinely engage with students while they worked on iReady.

Adult Learning Culture	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. Weekly classroom walkthroughs reveal a continuing need for administration to monitor and teachers to intentionally plan to increase rigor and the use of academic language. Vaughn's master schedule includes rotating classes that provide extra same grade-same subject planning time and a schedule for all teachers to participate in EL shadowing and classroom walkthroughs focused on LTEL students and their opportunities to engage in rigorous, grade-level SWRLing (speaking, writing, reading, listening). Following a week of shadowing, all teachers engage in a "debrief" aligned with professional learning to reinforce noted deficiencies. Staffing shortages caused by increased EL enrollment and higher enrollment than projected caused late hires. This and staffing changes made consistency and progress difficult, especially in EL Department. 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 meetings.
Connectedness	Vaughn continues to have high chronic and severely chronic absenteeism. 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, students have time with teachers for question, extra help or to catch up. On Thinker Thursdays, students work with SBAC, WIDA and Science test prep questions. On Friday (communicator), students work on communication skills. They receive information on Safe Voice, writing emails to teachers about missing assignments, and also engage in practice writing prompts similar to WIDA Access Tier B/C practice prompts.

	Vaughn holds multiple family engagement events each quarter. In August, we have Eagle Back to School Days where families pick up schedules, buy PE clothes, visit classroom, practice with lockers, attend informational sessions on IB assessment and/or the student handbook. In spring, we hold a large event for incoming 6th grade students and their families. We include informational tables with numerous community-partners. We hold evening family engagement events on topics including Gang Awareness, SOS for Parents, Social Media Awareness and Tips. We partner with Parent University for some events and translation services. During the 2023-2024 school year, 41% of Vaughn students attended school less than 90% of the days they were enrolled. Critical Root Cause: Students and families cannot articulate why coming to school regularly is important.
English learner Achievement Root Cause Analysis Summary	Chronic absenteeism remains unacceptably high. Staffing shortages, staffing changes and a lack of substitutes causes inconsistencies in EL instruction, support, supervision and relationship building with students. Transiency of students between schools, staffing changes, and increased allocations after count day due to increased enrollment result in schedule changes for staff and students. This inconsistency and constant change results in a tendency to reduce rather than increase rigor.
English Learner Achievement Problem Statement	EL students are not achieving at the level of their peers at Vaughn MS due to staffing shortages and changes, inconsistent rigor, and inconsistent focus on language acquisition strategies.

ELA and Math goals, Objectives, Strategies, and Action Steps for English learners

A SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable performance target based on school data.

For compliance with NRS 388.408, goals must be *academic achievement goals, not language proficiency goals*. Please write at least two goals, one addressing mathematics, and one addressing ELA (which could be reading-focused).

Here is a sentence stem you can use: [By when] [our school] will [what] for [who/whom] by [how much]. Below are two examples of SMARTIE goals

By When?	What?	Who/Whom?	How Much?
By the Spring MAP assessment	[our school] will increase average reading RIT scores	for English learners	by 3 points.
By the end of semester 2	[our school] will increase accuracy on ACT practice questions	for ninth and tenth grade English learners	by 15 percent.

Annual Performance Objectives (APOs)
For each goal, enter one or more one-year performance objectives that will support progress toward the long-term goal using the SMARTIE format.

Improvement Strategies
Identify evidence-based improvement strategies that address your problem statements and root causes and move you toward your APO/goal. Consider the following:

Action Steps
List the steps you need to take to implement each improvement strategy.

Position Responsible
Name the person(s), and their role, who will be responsible for managing this improvement strategy.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By spring SBAC assessment, EL students at Vaughn MS will increase proficiency on SBAC Math from 0% to 3 %.
Performance Objective	By EOY iReady diagnostic, 100% of EL students at Vaughn will meet their TYPICAL growth target in Math.
Strategies for APO/Goal	*Improve effectiveness of PLC by providing professional learning that includes IB, EL/Ellevation, co-teaching and teacher clarity strategies. *Use walk-through and assessment data to guide professional learning focused on rigor and academic language. *Conduct staff debrief following EL Shadowing to build capacity around language acquisition. *Implement structured weekly PLC meetings to create long term unit plans, daily lesson plans, common assessments, or to analyze data that includes language opportunities for EL students to SWRL. *Teachers will participate in quarterly classroom walkthrough visits and EL Shadowing with follow-up staff debrief and professional learning to build capacity around language acquisition. *Utilize PLC time to unpack NVAC standards to create language projection and then learning targets with success criteria that include academic language criteria. *Weekly review of iReady data *Data chats with individual teachers following each diagnostic
Action Steps for Strategies	*Create calendar that indicates when teachers will participate in EL Shadowing, walk-throughs and debrief. *Administrators will attend and/or monitor PLC meetings. *Teachers will participate in quarterly professional learning related to learning targets, success criteria, success criteria with academic language criteria. *Weekly administrative walk-through visits with team debrief and feedback to teachers. *Weekly review of iReady data *Conduct data chats with individual teachers following each diagnostic *Administrators create test prep questions for Advisory. Teachers ensure students complete test prep questions in Advisory.
Position Responsible	Principal creates calendar and posts it for staff. All staff participated in walk-throughs, Shadowing and debriefs. EL Facilitator provides quarterly PD and facilitates debrief. Principal monitors iReady data and conducts data chats with teachers. Teachers conduct data chats with each student. Administrators create test prep questions for Advisory. Teachers ensure students complete test prep questions in Advisory.

NEVADA Department of Education

School English Learner Academic Achievement Plan

SMARTIE Goal #2	By spring SBAC assessment, EL students at Vaughn MS will increase proficiency on SBAC ELA (Reading) from 1.4% to 4%.
Performance Objective	By EOY iReady diagnostic, 100% of EL students at Vaughn will meet their TYPICAL growth target in ELA (reading).
Strategies for APO	*Improve effectiveness of PLC by providing professional learning that includes IB, EL/Ellevation, co-teaching and teacher clarity strategies. *Use walk-through and assessment data to guide professional learning focused on rigor and academic language. *Conduct staff debrief following EL Shadowing to build capacity around language acquisition. *Implement structured weekly PLC meetings to create long term unit plans, daily lesson plans, common assessments, or to analyze data that includes language opportunities for EL students to SWRL. *Teachers will participate in quarterly classroom walkthrough visits and EL Shadowing with follow-up staff debrief and professional learning to build capacity around language acquisition. *Utilize PLC time to unpack NVAC standards to create language projection and then learning targets with success criteria that include academic language criteria.
Action Steps for Strategies	*Create calendar of "common, double prep" that indicates when teachers will participate in EL Shadowing and/or walk-throughs and debrief. *Administrators attend and/or PLC meetings. *EL Facilitator provides quarterly EL professional learning related to increasing rigor, use of academic vocabulary, and o *Weekly administrative walk-through visits with team debrief and feedback to teachers. *Weekly review of iReady data *Conduct data chats with individual teachers following each diagnostic *Administrators create test prep questions for Advisory. *Teachers ensure students complete test prep questions in Advisory.
Position Responsible	Principal creates calendar and posts it for staff. All staff participated in walk-throughs, Shadowing and debriefs. EL Facilitator provides quarterly PD and facilitates debrief. Principal monitors iReady data and conducts data chats with teachers. Teachers conduct data chats with each student. Administrators create test prep questions for Advisory. Teachers ensure students complete test prep questions in Advisory.