



Vaughn Elementary School

2025-2026

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

3rd ELA 2025		Total	Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score
State			36054		1053	 Percent: 29% 35% 21% 15% Count: 10.5K 12.5K 7.6K 5.4K	36%	1052
District			1610		1062	 Percent: 13% 30% 27% 31% Count: 205 476 428 501	58%	1061
School			124		1060 ± 1	 Percent: 12% 38% 26% 24% Count: 15 47 32 30	50%	1059 ± 1

3rd Grade Science 2025		Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			36070		1056	 Percent: 28% 34% 24% 15% Count: 9.9K 12.3K 8.6K 5.3K	38%
District			1610		1066	 Percent: 14% 24% 30% 31% Count: 221 394 488 507	62%
School			124		1062 ± 1	 Percent: 20% 25% 30% 25% Count: 25 31 37 31	55%

3rd Grade Math 2025		Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			36072		1054 ⓘ	 Percent 27% 33% 26% 13% ⓘ Count 9.8K 12K 9.5K 4.8K	40%
District			1610		1065 ⓘ	 Percent 11% 23% 32% 33% ⓘ Count 185 376 513 536	65%
School			124		1065 ± 1 ⓘ	 Percent 10% 27% 27% 35% ⓘ Count 13 34 34 43	62%

4th Grade ELA 2025		Total	Student Count	Test Completion Rate	Average ELA Scale Score	ELA Performance Distribution	Percent Proficient	Average Reading Scale Score
State			35184		1054 ⓘ	 Percent 26% 35% 26% 13% ⓘ Count 9.1K 12.3K 9.1K 4.6K	39%	1054 ⓘ
District			1424		1062 ⓘ	 Percent 10% 29% 35% 27% ⓘ Count 148 406 492 378	61%	1062 ⓘ
School			116		1060 ± 1 ⓘ	 Percent 8% 41% 34% 18% ⓘ Count 9 47 39 21	52%	1059 ± 1 ⓘ

Roster	Teacher	Total	Total				
4th Grade Science 2025			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			35198		1056	 Percent 25% 35% 25% 14% Count 8.9K 12.4K 8.9K 5K	39%
District			1424		1065	 Percent 11% 27% 31% 31% Count 158 389 441 436	62%
School			116		1062 ± 1	 Percent 13% 38% 22% 27% Count 15 44 26 31	49%

		Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
4th Grade Math 2025							
State			35201		1055	 Percent 24% 33% 28% 15% Count 8.5K 11.5K 9.7K 5.4K	43%
District			1424		1068	 Percent 8% 21% 31% 40% Count 113 302 445 564	71%
School			116		1066 ± 1	 Percent 7% 31% 28% 34% Count 8 36 32 40	62%

COMPREHENSIVE NEEDS ASSESSMENT:

Vaughn Elementary is a Model STEM School as designated by the Arkansas Department of Elementary and Secondary Education. We will continue to focus on providing meaningful, standards-based STEM learning experiences that are integrated across all content areas and settings to engage students in authentic problem solving and critical thinking.

The Vaughn Elementary leadership team analyzed student performance data from the 2025 ATLAS state assessments for all students and subpopulations. In addition, we reviewed stakeholder feedback from the parent and family engagement survey to identify strengths and opportunities for growth.

Our analysis revealed positive growth in math and ELA proficiency across both 3rd and 4th grades, with particularly strong gains in 4th grade math and 3rd grade ELA. However, we also identified continued needs in science proficiency, advanced performance in ELA, and targeted supports for English Learners and students receiving Special Education services.

We have identified Tier 1 instruction in reading, math, and science as areas for continued growth, with an emphasis on pushing more students toward advanced performance and reducing the percentage of students scoring in Level 1. We will continue using a collaborative planning approach that includes grade-level teachers, academic coaches, ESL teachers, and Special Education staff. Collaborative teams will meet weekly to identify essential standards, plan instructional strategies, and develop and analyze common formative assessments to guide instructional decision-making.

<u>STRENGTH AREAS</u>	<u>GROWTH AREAS</u>
• The percentage of students who scored proficient in ELA, and Math increased for both 3rd and 4th grades when comparing scores from the spring of 2024 to scores from the spring of 2025. • 4th Grade Math - +20% gain • 3rd Grade Math - +8% gain • 3rd Grade ELA - +11% gain • 4th Grade ELA - 3% gain • 3rd Grade Science - +6% gain • 62% of students in both grades 3 and 4 were proficient in math, outperforming the state averages and approaching the district averages.	• The percentage of students who scored proficient in 4th grade ELA only increased 3% from 2024 to 2025. Fewer students are scoring in the advanced range when compared to district averages. (18% vs. district's 27%) • 20% of students scored at level 1 in 3rd grade Science. • 4th grade Science saw a 3% drop in proficiency from 2024-2025. Higher percentage of students (13%) in Level 1 compared to district (11%). • Overall Science proficiency is lower than math and ELA and level 1 rates remain high. • A lower percentage of English Learners demonstrated proficiency than students who are not English Learners. • A lower percentage of students who receive Special Education support demonstrated proficiency than students who do not receive Special Education services.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2024](#)

- **Academic Excellence:** Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.
- **Refined Communication System:** Execute a universal plan of school, district and executive communication to address parents & community.
- **Safe & Collaborative Culture:** Build staff capacity to function as a member of the PLC.
- **By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District's on-grade level ELA improvement target. The 2024 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.**

MISSION & VISION:

Vaughn Elementary School Mission: Every learner...Every day!

Vision: We are the foundation that connects every learner to their future.

Vaughn Elementary Goals:

- **By the end of the 2025-2026 school year, Vaughn will increase the percentage of students testing at ATLAS levels 3 or 4 in all grades in Summative English Language Arts (ELA), thereby achieving the District's on-grade level ELA improvement target. The 2024 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.**
- **By the end of the 2025-2026 school year, Vaughn will increase the percentage of students testing in ATLAS levels 3 or 4 in all grades in Math to 65%.**
- **By the end of the 2025-2026 school year, Vaughn will increase the percentage of students testing in ATLAS levels 3 or 4 in Science to 58% in 3rd grade and 53% in 4th grade.**

Response to Intervention	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By the end of the 2025-2026 school year, 100% of students in grades K-4 will be assessed using screeners and/or common formative assessments. Data will be analyzed to identify students in need of tiered intervention support. Identified students will receive targeted interventions, on grade level support, or enrichment through a tiered system of instructional supports (RTI), leading to an increase in growth in Literacy and Math as measured by end-of-year benchmark assessments.	Kendra Schacht, Principal Debbie Pschierer, Assistant Principal Nicci Winters, Literacy Coach Brandie Loomis, Math Coach Stephanie Stanphill, Interventionist Angela Tweedy, Interventionist	• Administer screeners and/or common formative assessments. • Use data from assessments to identify students who need additional support. • Grade level teams meet after each assessment period to analyze data and determine which students require Tier 2 and Tier 3 interventions. • Develop targeted intervention plans for identified students focusing on essential standards in Literacy and Math. • Monitor the progress of students receiving interventions bi-weekly. • Adjust intervention strategies based on progress monitoring data to ensure effectiveness.	• District master plans for literacy and math • Master schedule design to support RTI process. • Continued teacher PD as it relates to literacy and math instruction. • Interventionists • Instructional assistants • Assessment Scores • State Screeners for K-3 • EdPlan to document and monitor interventions and progress monitoring data	• Success will be measured by using student data (screeners, district assessments, common formative assessments) to track the progress of students through the intervention process. • Students will need less support as they master the necessary skills to demonstrate grade-level proficiency. • Sign in sheets from staff meetings, PLC meeting, and district training • Observations of staff implementing intervention plans • Student intervention plans and progress monitoring data • Lists of students identified for Tier 2 and Tier 3 interventions based on screening results

Refined Communication	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Provide a two-way school-home communication linked to learning.			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
VES will communicate in a variety of different ways to include • Face to face discussions • Weekly communication folders • Telephone conversations • Social media • Monthly school newsletters • Weekly classroom newsletters	Kendra Schacht, Principal Debbie Pschierer, Assistant Principal Marisa Snow, Counselor Carol Halbmaier, Library Media Specialist Classroom Teachers	• Digital school newsletter emailed to all families monthly. Include information about upcoming events, curriculum, and celebrations. • Classroom newsletters will be shared weekly. These include activities and information specific to individual grades or classes. Class newsletters will highlight what students are learning that week. •	• Google site • Email distribution Center • Social media platforms • Digital platform for teacher newsletter creation and sharing • Weekly folders	• Parent survey results to measure the level of satisfaction with communication from school • Sign-in sheets documenting attendance for parent curriculum nights
Teachers will provide weekly updates on student progress through TeacherEase.	Grade level team leads	• Teachers will update TeacherEase weekly to communicate student progress towards mastery of standards, beginning Sept. 3, 2024 • School and classroom newsletter will include instructions for accessing TeacherEase each quarter. (September, November, February, April)	• TeacherEase • Monthly school newsletter • Classroom newsletters	• Parent survey results to measure the level of satisfaction with communication from school

100% of parents will participate in parent/teacher conferences twice a year.	Kendra Schacht, Principal Debbie Pschierer, Assistant Principal Classroom Teachers	Parent-teacher conferences will be held in October and March. During the conference, the teacher will share documented progress through report cards, MAP scores, common assessments, and screener results.	TeacherEase	- Sign-in sheets documenting 100% participation in parent-teacher conferences - Parent survey results to measure the level of satisfaction with communication from school
Safe & Collaborative Culture	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs).			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By the end of the 2025-2026 school year, all instructional teams will meet two times each week to plan units of instruction and review student learning data. This collaborative practice will lead to 65% of students meeting growth goals in literacy and math as evidenced by spring ATLAS assessments.	Brandie Loomis, Math coach Nicci Winters, Literacy Coach Grade level team leads Special Education	- Provide professional development on effective PLC practices, data analysis and instructional planning. - Each grade-level team will meet one time each week with the math coach and one time each week with the literacy coach to plan for Tier 1 instruction as well as small group instruction. - Grade-level SMART goals based on the essential standards within units of study for math and literacy.	- Continued teacher PD as it relates to literacy and math instruction. - PD focused on developing a PLC culture - Common formative assessments - Tool for tracking student progress	- PLC agendas will reflect commitment to the deep work of instructional planning and reflection on student data. - Staff meeting agendas and sign-in sheets - MAP assessment scores

By the end of the 2025-2026 school year, all grade-level teams will increase their collaborative ratings on the Mattos 1-5-10 rating.	Kendra Schacht, Principal Debbie Pschierer, Assistant Principal Team Leads	- Teams will evaluate the effectiveness of their PLC using the 1-5-10 rubric at the end of each quarter. - Teams identify strengths and areas for opportunity to identify a goal and actions to work towards more effective collaboration. - The leadership team will utilize Learning By Doing and articles to support the development of our PLC culture.	- Master schedule that provides time for collaboration 1-5-10 Rubric - PD focused on the 3 big ideas: A focus on learning, a collaborative culture and collective responsibility, and a results orientation.	- PLC agendas and minutes 1-5-10 ratings - Observation notes and feedback
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Rigorous and aligned instructional program	Units of instruction include standards-based objectives and criteria for mastery.			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
By the end of the 2025–2026 school year, 100% of students at Vaughn Elementary will engage in at least one standards-based, interdisciplinary STEAM learning experience per semester that connects directly to grade-level science standards and emphasizes critical	Kendra Schacht, Principal Brandie Loomis, Math/Science Coach Miss Rivera, Global Connections/S TEAM Lead	- Identify priority science standards at each grade level to anchor STEAM projects. - Collaboratively plan at least one STEAM learning experience per semester per grade level. - Provide professional learning and planning support for teachers during PLCs and staff meetings focused on STEM instructional design.	- Arkansas K-4 Science Standards - Time for planning during PLCs - District science curriculum maps	- Lesson plans and PLC agendas reflecting STEM integration tied to science standards - Student work samples and presentations from STEAM experiences - STEM night participation and documentation - Increased engagement and understanding in science as shown in formative assessments and classroom

thinking, collaboration, creativity, and communication.	Grade-Level Team Leads	• Implement cross-curricular STEAM projects that include hands-on investigations, real-world problem solving, and student collaboration. • Showcase student work through schoolwide events (e.g., STEM Night, classroom presentations, digital portfolios). • Collect teacher reflections and student feedback each semester to guide improvement.		observations
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Literacy Plan - [Bentonville Schools Literacy Plan 2025-2026](#)

Vaughn Elementary teachers and staff provide learning experiences using district provided curriculum and resources. Teachers and staff use state, district, and curriculum-based assessments to identify learners who need additional support in Tier II or Tier III. The literacy coach supports teachers during weekly planning meetings. The literacy coach also provides assistance with data analysis, developing clarity of learning expectations, and utilizing highly effective instructional strategies. Teams meet regularly to discuss student data, review intervention plans, and evaluate the effectiveness of the interventions throughout the year.

Master Literacy Plan - [Literacy Rtl Information](#)

Vaughn Elementary follows the district and state timelines for assessments. Students who are identified as needing additional support in Tier II or Tier III receive targeted instruction during the grade-level designated intervention/enrichment time. Grade level teachers and support staff progress monitor and track data to measure student progress and determine if the intervention is effective.

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:

Academic coaches support teachers in planning literacy, math, and science instruction that is standards-focused and responsive to students' needs. Instructional assistants are scheduled into our small group block for each grade-level. They work with students in small groups to support instruction in essential standards as well as foundational skills for math and literacy. Title I funds are used to provide the salary of 1.0 FTE to support literacy intervention.

Additional Request for the district to consider: (what additional requests the school is asking of the district)

None at this time

***District - Additional Support/Considerations: (what the district decides to provide)**

Insert link to meeting agenda/minutes example: [VES Leadership Team Agenda](#)