Washoe County School District

E. Otis Vaughn Middle School

School Performance Plan: A Roadmap to Success

E. Otis Vaughn Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☐Title I ✔CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on October 16, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Amanda Lobkowicz	**Principal(s)** *(required)*
Mary Culpepper	**Assistant Principal**
Karolene Cox, Amanda Applewhite, Laurie Brenning	**Teacher(s)** *(required)*
Leticia Navarro, Nancy Rangel	**Paraprofessional(s)** *(required)*
Ashley Pickett	**Parent(s)** *(required)*
Click here to enter text.	**Student(s)** *(required for secondary schools)*
Click here to enter text.	**Tribes/Tribal Orgs** *(if present in community)*
Jennifer Mitterer	**Specialized Instructional Support Personnel** *(if appropriate)*
Reid Johnson	IB Coordinator / Data Coach

School Demographics and Performance Information

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/2022/nspf/v

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• Math 7 (Cox) • ELA 8 • IB Design provides technology instruction (robotics, coding) • Spanish 6-8 program including Spanish Literacy (Heritage)	• Math • Special Education most

Problem Statement: High teacher turnover, vacant positions, multiple long-term substitutes. This affects Tier I instruction in areas of NVAC alignment, rigor, IB alignment, and opportunities for students to consistently engage to Speak, Write, Read and Listen.

Critical Root Causes of the Problem:
• Staff turnover resulting in ongoing vacant positions, long-term substitutes and training of new staff.

Student Success	
School Goal: Vaughn will demonstrate increased achievement for all students in Math by 3% on the SBAC. Vaughn will demonstrate increased achievement for special education resource students in Math by 3% and in ELA by 3%. **Formative Measures:** • Math Common Math Assessment data (district CMA) • MAP data (dependent on WCSD purchase) • Aimsweb data • IC gradebooks and classroom grades	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Increase use of ELLevations strategies through increased professional learning and administrative monitoring with feedback on use of ELLevation strategies in the classroom. **Evidence Level: Level 3 promising. Increase instructional time in ELA and Math by modifying master schedule.** Action Steps: *What steps do you need to take to implement this improvement strategy?* • Continue with master schedule that provides both resource and co-taught Math and ELA classes for all resource special ed students. • Provide quarterly professional learning for teachers specifically related to Special Education strategies and monitoring. • Create in school suspension program to reduce out-of-school suspensions while also reducing disruptive student behaviors in classrooms. • Provide quarterly Ellevation professional learning for teachers on strategies that benefit Special Education students as well as EL students. • Increase frequency of "Snapshot" classroom walkthrough visits. Increase data analysis and sharing of data with all teachers. Include teachers on teams conducting "Snapshot" classroom walkthroughs. • Increase frequency of observations of math classes and special education classes with feedback to include information on grade level NVACS alignment, rigor, IB, and opportunities for multiple students to simultaneously SWRL (Speak, Write, Read, Listen). • Increase monitoring of conditions of the building with regular submission of workorders to improve working conditions at Vaughn. • Increased monitoring, feedback and follow up on school initiatives and SPP. Resources Needed: *What resources do you need to implement this improvement strategy?* • Snapshot classroom walkthrough tool • Time to conduct walkthroughs, analyze data, share • Highly qualified staff in all positions including teachers, custodians, office and classroom aides and other support staff. • Aimsweb • MAP • WCSD Common math assessments	**Lead:** *Who is responsible for implementing this strategy?* **Administration Counselors**

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Time, staffing shortages, disruptive student behavior
- *Potential Solution:* District provided 9 TOSAs to teach at Vaughn for the 22-23 school year. ESSER provided 2nd Dean which will reduce disruptive classroom behavior.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- ESSER funded 2nd Dean
- Title I funded 2nd AP
- ESSER funded 2 additional teachers – Math, ELA
- ESSER funded In school suspension supervisor
- General budget including salaries for teachers and teacher TOSAs from central office

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Staffing. Last year 1 EL teacher was a probationary, 2nd year teacher. The other was a long-term substitute.
- *Support:* Hire licensed staff to fill both EL positions. One 1st year teacher licensed in ELA. 2nd EL teacher is a TOSA from EL Department.

Foster/Homeless:
- *Challenge:* Related attendance problems, inconsistent attendance, missed instruction
- *Support:* Math Support class provides time for small group remediation and extra help

Free and Reduced Lunch:
- *Challenge:* 100% FRL. All students receive support.
- *Support:* Extra Math and ELA time for all students.

Migrant:
- *Challenge:* NA

- *Support:* NA

Racial/Ethnic Groups:
- *Challenge:* Finding highly qualified bilingual staff to support students and families
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:
- *Challenge:* High staff turnover due to problematic building causes a continual flow of new teachers requiring increased training, support and monitoring.
- *Support:* Improved Tier I and Tier II instruction through increased Snapshot classroom walkthroughs and administrative observations and continued professional learning opportunities focused on Special Education related strategies.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- IB professional development - IB Coordinator/Data Coach - Walkthrough data indicates an increase in rigorous instruction	- High staff turnover results in consistent stream of new teachers and/or long term substitutes. This results in professional learning remaining at entry level for beginners. Constantly starting over. - Need for increased monitoring of and follow up on topics and strategies provided during professional learning.
Problem Statement: Vaughn continues to struggle with high staff turnover resulting in vacant positions and/or multiple long-term substitutes and entry level staff. This results in PD remaining at entry and beginning levels. Vaughn needs to focus on increasing monitoring of and follow up on topics provided during professional learning time. Due to a lack of substitute teachers, teachers are required to cover classes during their prep periods. They cannot consistently engage in collaboration with colleagues.	
Critical Root Causes of the Problem: - High teacher turnover exacerbated by district staffing shortages. - Lack of substitutes results in teachers being required to cover classes during their prep periods causing them to miss common prep time, not be able to participate in classroom walkthroughs or collaborate with colleagues.	

- Sometimes disruptive student behavior at Vaughn
- Less than helpful working conditions caused by an older building needing ongoing repairs and modernization
- Requirement for teachers to frequently cover classes during their prep due to a lack of substitutes.

Adult Learning Culture

| School Goal: **Vaughn will improve Tier I instruction to ensure that students receive rigorous instruction that is aligned to grade level NVACS. Vaughn will increase opportunities for all students to SWRL with instruction that aligns with IB and PBIS.**

Formative Measures:
• Bi-monthly summary and analysis of Snapshot classroom walkthroughs
• ELL Shadowing with debrief session following each monthly event
• Weekly PLC meetings by department with IB Coordinator/Data Coach
• TOSA ELD Coach collaborating and training IB Coordinator | **Aligned to Nevada's STIP Goal:**
☐ STIP Goal 1   ✔ STIP Goal 2
☐ STIP Goal 3   ☐ STIP Goal 4
☐ STIP Goal 5 |
| **Improvement Strategy:**
Increase effectiveness of PLC

Evidence Level: 2-3

Action Steps: *What steps do you need to take to implement this improvement strategy?*
• Provide rigorous, relevant professional learning on staff development days and early release Wednesdays.
• Monitor and follow-up on utilization and implementation of learned strategies to make sure what is learned is consistently put into practice.
• Increase teacher participation in Snapshot classroom walkthroughs and EL Shadowing so that teachers can visit each other's classrooms and learn from each other.

Resources Needed: *What resources do you need to implement this improvement strategy?*
EL TOSAs assigned to teach at Vaughn will provide monthly professional learning opportunities. TOSA will provide training, mentoring and collaboration with Vaughn's IB Coordinator / Data Coach. | **Lead:** *Who is responsible for implementing this strategy?*
Principal, administration, IB Coordinator/Data Coach |

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Lack of subs disrupts planned collaboration time and planned classroom observations for IB Coach and TOSA.
- *Potential Solution:* Continue efforts to hire full time teachers and substitutes. IT

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Title I 1003(a) funds IB Coordinator/Data Coach
- General budget funds teachers including TOSAs on assignment from central office
- Title I 1003(a) funds IB professional learning workshops
- Title I 1003(a) funds extra duty pay for teachers to participate in EL Shadowing and Snapshot Instructional Rounds

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Staffing
- *Support:* TOSAs from ELD central office providing instruction to students, our teachers and our IB Coordinator/Coach

Foster/Homeless:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:
- *Challenge:* Update during SPP Roadmap Development t.
- *Support:* Update during SPP Roadmap Development.

Migrant:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Increased field trip opportunities for students to supplement academic learning • Increased parents and adults volunteering in the building • Increased opportunities for student voice in Leadership class with a newly appointed advisor	• Increased opportunities for student voice • Increased opportunities for student involvement in extra-curriculum activities • Increased social media to share the positives happenings • Increased opportunities for parent and family engagement
Problem Statement: COVID stopped parent engagement activities and student spirit activities. Events have started again however attendance and participation remain low. Our gym is under construction leaving few options for large student activities.	
Critical Root Causes of the Problem: • Staffing shortages, new and inexperienced staff, COVID concerns; Time constraints	

Connectedness

School Goal: **Vaughn's goal is to have at least 15 families participate in each family engagement event offered. Vaughn will conduct 3 community/cultural events, 3 evening events for parents, and monthly Parent Meetings held in English and in Spanish. Vaughn's goal is to have at least one student spirit activity per quarter. Vaughn's goal is to open the PBIS student reward store twice per month.**	Aligned to Nevada's STIP Goal:
Formative Measures: • Attendance from each family event. • Attendance at student spirit activities (those with poor attendance or behavior may not attend). • Records and logs from PBIS store.	☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 6

| **Improvement Strategy:** Increase PBIS implementation

 Evidence Level: 2-3

 Action Steps: *What steps do you need to take to implement this improvement strategy?*
 • Appoint new Leadership advisor
 • Conduct positive reinforcement (PBIS rewards) during all lunch periods.
 • Plan monthly parent meetings
 • Leadership will plan quarterly student spirit activities
 • AP will coordinate 3 parent evening events working with FACE

 Resources Needed: *What resources do you need to implement this improvement strategy?*
 • Update during SPP Roadmap Development.

 Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
 • *Implementation Challenge:* Staffing shortages. Time constraints. Possible COVID resurgences.
 • *Potential Solution:* Find and hire qualified, bilingual staff to engage parents. ESSER funded 2nd Dean will provide additional time for PBIS rewards activities and increased student recognition.

 Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
 • Capital Projects is providing the new gym floor.
 • PBIS student store is self-funding. Students buying with cash create a profit that can be used to fund the rewards. | **Lead:** *Who is responsible for implementing this strategy?* **Administration. Deans lead PBIS. Principal leads staffing assignments. All administrators engage in facilitating parent meetings.** |

- ESSER funded 2nd Dean
- Redfield Foundation funded field trips with support from Redfield Coordinator.
- ESSER funded In-school suspension supervisor

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* All parent events must be conducted in English and Spanish, requiring translation.
- *Support:* Update during SPP Roadmap Development.

Foster/Homeless:
- *Challenge:* Funding. Not able to pay to participate in extra events.
- *Support:* CIS, CIT funds.

Free and Reduced Lunch:
- *Challenge:* Funding for PBIS rewards. Families not able to support school fundraisers or make donations.
- *Support:* Communities in Schools helps with items for celebratory events.

Migrant:
- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Meeting	9/6/2022	• Title I information presented
Parent Meeting	10/11/2022	*WCSD Police Gang Unit – planned but had to postpone due to staffing *SBAC, NSPF data presented
Staff Meeting	10/19/2022	*NSPF, CSI summary, SPP review with staff. *Teachers indicated that staffing concerns (reasons to transfer) are related to lack of substitutes and having to frequently cover during their prep periods.

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:
EL Performance on Standardized Testing
(BIG Reports)

Problem Statement:
Students identified as English Learners are not scoring in the proficient range (3 or above) on the SBAC exams in ELA and Math.

Critical Root Causes:
Staff are not consistently focusing on language objectives and there are not consistently sufficient opportunities for students to practice SWRL speaking, writing, reading, and being held accountable for listening.

Goal:
Vaughn will demonstrate increased achievement for EL students in both Math and ELA by 3%. Vaughn will demonstrate increased achievement for EL students on WIDA ACCESS by 3% (0.18 points).

Improvement Strategy:
Implementation of language acquisition strategies though increased professional learning and administrative monitoring with feedback on use of ELLevation strategies in the classroom.

Action Steps:
Increase co-teaching cycles with EL building facilitator (2 per week other than during testing)
Include ELD staff on EL Shadowing and Snapshot walkthrough visits
Create learning walks focused on monitoring ELLevation and ELD strategies
Provide quarterly Ellevation professional learning for teachers on strategies that benefit Special Education students as well as EL students.
Increase frequency of "Snapshot" classroom walkthrough visits. Increase data analysis and sharing of data with all teachers. Include teachers on teams conducting "Snapshot" classroom walkthroughs.
Increase frequency of observations of math classes and special education classes with feedback to include information on grade level NVACS alignment, rigor, IB, and opportunities for multiple students to simultaneously SWRL (Speak, Write, Read, Listen).
Increased monitoring, feedback and follow up on school initiatives and SPP.