



Washoe County School District
Vaughn Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Vaughn Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Amanda Lobkowitz, Principal, for more information.

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School Designations: x Title I x CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	750	1.7%	2.7%	76.8%	3.6%	10.5%	0.9%	3.7%	13.3%	25.5%	100%
District	61,642	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.2%	14.3%	47.4%
State	481,345	0.9%	5.5%	43.4%	11.8%	30.0%	1.5%	7.0%	12.4%	13.4%	73.2%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2017-18	School	17.0	39.0	15.4	31.6	44.0	31.3	21.7	**	23.1
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2018-19	School	17.2	42.5	17.0	36.0	56.0	36.6	24.0	**	13.3



	District	40.8	45.0	35.4	49.3	48.0	50.5	36.4	10.7	36.2
2020	School	-	-	-	-	-	-	-	3	13
	District	-	-	-	-	-	-	-	10	32

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District	NA	NA	NA

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	346	336	315
District	359	345	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Amanda Lobkowicz	Principal(s) (required)
Erin Dawson, John Calonico, Ryan Smith	Other School Leader(s)/Administrator(s) (required)
Amy Sheets, Geraldine Romero, Karolene Cox, Laurie Brenning, Elizabeth McKinnon, Colleen Tjeltveit, Kyle Fibelstad, Jen Landis	Teacher(s) (required)



Blanca Plascencia-Reyna	Paraprofessional(s) <i>(required)</i>
Mary Garcia	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Rachel Drake	Counselor

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent meeting	5/28/2021	3	Parent & Family Engagement Plan revision
Title I parent meeting	9/21/2021 9:00am	2	
Title I parent meeting - Spanish	9/21/2021 8:00am	7	Parents requested new time of 9:15am
Parent Meeting – SPP, IB Grading	11/2/2021 8:15am	3	
Parent Meeting – Spanish – SPP, IB Grading	11/2/2021 9:15am	4	Parents wanted to add "improve student achievement in Science 8...CRT... " and not just have ELA and math



Parent Meeting – Spanish – SPP, IB Grading	11/15/2021	7	<p>*Parents wanted to ensure that the focus was on growth. ...big discussion about students coming into Vaughn below grade level. ...star ratings of feeder elementaries.</p> <p>*HUGE discussion about impact of vacant positions, lack of subs, and student behavior. all causing schedule changes and therefore disruptions.</p> <p>*Technology shortage ... a lot of our laptops are breaking down or are damaged. We tried to order some but devices were not available.</p> <p>*Parents liked the focus on IB ATL (SEL) skills.</p>
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	*SBAC		*Revised master schedule to include Math and Math Support, ELA and ELA support classes for ALL students
	*Instructional Rounds/Walkthrough data		*Instructional Rounds/Snapshot walkthrough data
	*EL Shadowing data		*IB courses include Design (Robotics, TV Productions, Algebra)
	*IB MYP assessment data (rubrics 1-8)	*Climate survey	
	*Needs Assessment survey data	*SEL Second Step data	*Extra-curricular Robotics competitions
	*ELPA/WIDA scores	*SEL lesson documents	*Revised course placement for EL students and coursework
	*EL Exit rates	*Student of Day recommendations based on IB Learner Profile attributes	*Revised course offerings for SpEd students to include co-taught and resource room for all SpEd other than self-contained
	*IEP data and placement data		*New curriculum for EL Academic Language Development courses from ELD department
	*Climate survey data		*Nepris College and Career Readiness
	*Common math assessments		
	*PLC data		
	*Common formative assessments		



			Program through Nevada Career Explorer (piloting program for district)
Problem Statement	<p>Students are not performing well on summative assessments including SBAC Math, SBAC ELA, CRT Science and WiDA Access.</p> <p>Students are performing below district achievement levels. Achievement decreased dramatically during COVID.</p>		
Critical Root Causes	<p>COVID disrupts instruction by excluding people.</p> <p>Low rigor (instruction).</p> <p>Some teachers teaching standards that students missed last year during COVID. Instruction is not aligned to grade level NVACS.</p> <p>Rigor and engagement are not consistently high. Teachers are not consistently providing opportunities for multiple students to SWRL SPEAK, WRITE, READ, LISTEN.</p> <p>Assignments and tasks are not written at IB Conceptual and Debatable higher DOK levels.</p> <p>Some PLC's are not functioning efficiently with weekly data</p> <p>Schedule changes caused by student behavioral disruptions</p> <p>Lack of sufficient working technology for students and teachers (orders not received in a timely fashion due to production delays)</p>		

Part B

Student Success	
<p>School Goal: School Goal: Vaughn students will demonstrate increased student achievement.</p> <p>MO #1: The percent of students demonstrating proficiency on SBAC in</p>	<p>Aligned to Nevada's STIP Goal: Goal 3</p> <p>All students experience continued academic growth.</p>



<p>ELA and in Math and in Science 8 will increase by 6% overall per subject</p> <p>MO#2: The number of EL students exiting the EL program will increase by 4. The percent of EL students growing by at least 2 levels on WIDA access will increase by 8%.</p>	
<p>Improvement Strategy:</p> <p>Evidence Level : <i>Level 3: promising</i> Increase instructional time in ELA and Math by modifying the master schedule.</p>	
<p>Intended Outcomes:</p> <p>Students will receive 5 additional hours of ELA or EL instruction per 2-week period.</p> <p>Students will receive 5 additional hours of Math instruction or support per 2-week period.</p> <p><i>Ex. Students working with the resource teacher will receive an extra hour of support on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures.</i></p>	
<p>Action Steps:</p> <ol style="list-style-type: none">1. Modify master schedule and bell schedule so all students have 2 math and 2 ELA classes2. Work with human resources to hire additional teachers using RALLY funds (lost Zoom revenue)3. Use Instructional/Data coach to assist teachers in working with SBAC, IB assessment, DreamBox and Lexia data4. Increase effectiveness of PLC by using agendas, logs to align more closely to Solution Tree's 4 questions1. Increase use of data collection, analysis and use to inform instruction	
<p>Resources Needed:</p> <ol style="list-style-type: none">1. Budget for teachers2. Live body to fill the positions hopefully with teaching credentials	



3. Plan and guidance for teachers for “support classes” for assessment, curriculum, expectations and planning

4. AP/DEAN: Rationale:

“All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment”.

Challenges to Tackle:

- 5. Finding a licensed teacher to hire
- 6. EL teacher is on FMLA – finding a qualified long-term sub
- 1. Limited classroom space results in teachers on carts and using multiple classrooms

Improvement Strategy: Increase alignment of instruction to grade level NVACS, increase rigor (IB Conceptual and Debatable levels), increase opportunities for students to SWRL

Evidence Level 3: *promising* Strategies are aligned to STIP.

Intended Outcomes: Improved Title I instruction through: Increased alignment of instruction to grade level NVACS, increased rigor, increased opportunities for students to SWRL, addition of SEL course



Action Steps:

7. Schedule dates. Train teachers. Paperwork to pay teachers extra duty pay for after contract hours debrief.
8. Select EL students to shadow based on WIDA Access overall scores of 3 or less
9. Create system and schedule for administrators to conduct Snapshot visits. Snapshot visits collect data on NVACS grade level alignment, IB alignment, rigor, opportunities to SWRL
10. Create system and schedule for sharing data with Leadership Team and full faculty
11. Develop curriculum for SEL class to include Second Step and IB Approaches to Learning

Resources Needed:

12. Title I 1003 (a) funding to pay teachers to collaborate and debrief after contract hours for EL Shadowing



€ Title I 1003(a) funding to pay for IB Data Instructional Coach to work with teachers on improving data by increasing alignment to NVAC standards, increasing opportunities for multiple students to SWRL, increased rigor, increased attention to PBIS 2 positive: 1 redirection feedback to students

Challenges to Tackle:

- 13. Lack of substitutes causes need to require teachers to cover classes rather than participate in school improvement activities
- 14. Increased student behavior concerns require an increased portion of administrative time
- 15. Time constraints....not enough Wednesday early release time to PLC and provide PD and share/discuss data

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: EL Support class with EL teacher, PD for all teachers using EL, QTEL strategies including sentence starters, graphic organizers

Foster/Homeless: Extra instructional time through addition of Math and ELA classes to master schedule for all students.

Free and Reduced Lunch: 100% FRL. Extra instructional time in Math and ELA

Migrant: N/A

Racial/Ethnic Minorities: Increase attention to analyzing data by subgroups.

Students with IEPs: PD for administration LEA 1.0 and LEA 2.0 in order to improve quality of IEP goals and IEP monitoring, PD for teachers to improve writing of IEP's, co-teaching strategies. Resource students with IEP now have a resource room and a co-taught class for both Math and ELA.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support



			Continuous Improvement
Data Reviewed	Instructional Rounds data	Classroom observation feedback	Classroom observation feedback
	EL Shadowing data	Instructional rounds data	Instructional rounds data analysis and sharing
	Classroom observation notes	EL Shadowing data	EL Shadowing data analysis and sharing
	PLC agendas and logs	Professional development records	IB workshop registration records
Problem Statement	<p>Tier I instruction is not consistently aligned to grade level NVACS and is not consistently rigorous and engaging.</p> <p>Some teachers are not consistently providing multiple opportunities for students to SWRL Speak Write Read and Listen.</p> <p>Some teachers are not consistently using PBIS ratio of 5 positive/praise : 1 redirection during class time.</p> <p>Some teachers are not consistently providing timely feedback to students when assessing student work.</p> <p>Some teachers are not consistently engaging students in metacognitive strategies that increase student awareness and responsibility for their own learning.</p> <p>Vaughn must tighten the focus on Tier I instruction in core content areas. This includes the need to increase alignment to grade level NVACS, consistently increase rigor, student engagement, and overall Tier I instruction.</p>		
Critical Root Causes	<p>Staff turnover has been high although has started to stabilize.</p> <p>Administration is caught up in managerial tasks and is not consistently spending enough time in classrooms either conducting observations or Snapshot Instructional Rounds.</p> <p>Due to 2 teachers on FMLA, 1 vacancy and a lack of subs, teachers are pulled to cover other classes during common prep periods instead of being allowed to work with colleagues in PLC or participating in Snapshot classroom visits or EL Shadowing.</p>		



Part B

Adult Learning Culture	
<p>School Goal: Vaughn will improve Tier I instruction to ensure that students receive instruction that is aligned to grade level NVACS, rigorous, provides opportunities for multiple students to SWRL, and supports PBIS and IB.</p> <p>MO#1: The percent of lessons observed during Instructional Rounds that are aligned to GRADE LEVEL NVACS will increase by 10% per quarter.</p> <p>MO#2: The percent of lessons observed during Instructional Rounds that provide opportunities for MULTIPLE students to SWRL will increase by 10% per quarter.</p> <p>MO#3: The percent of lessons observed that are student-centered and engaging (involve small groups, centers, partner work, students solving problems)...will increase by 10% per quarter.</p>	<p>STIP Connection: Goal 2:</p> <p>All students have access to effective educators.</p>
<p>Improvement Strategy: Improve Tier I instruction by monitoring NVACS alignment, rigor, IB, opportunities for multiple students to SWRL. Include teachers and administrators in monitoring. Provide professional development in areas that are being monitored.</p> <p>Evidence Level 3: promising</p>	
<p>Intended Outcomes: Students will receive more rigorous and engaging instruction that is aligned to grade level NVACS.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> *Title I School Improvement facilitator will work with Math PLC's to improve teacher effectiveness *Create schedule for Instructional Snapshot Observations to include administrators, teachers, IB Data Coach to monitor teacher effectiveness *Provide professional development and support to teachers in these areas to increase effectiveness 	



*Data Coach will observe, model, and accompany identified teachers to observe other classes

Resources Needed:

- 16. Title I School Improvement Coordinator to meet 2x per month with Math PLC's
- 17. Time
- 18. Microsoft form to collect data
- € Schedule agenda item on one Administrator Meeting agenda per month

Challenges to Tackle:

- 19. Teacher preference for status quo
- 20. Vacant teaching positions
- 21. Lack of substitutes prohibits teachers from participating regularly
- 22. Student behavior problems prohibit all administrators from participating at same time

Improvement Strategy: Increased monitoring of classroom instruction by both administrators and teachers

Evidence Level 3-Promising

Intended Outcomes: We expect that increased monitoring of classroom instruction will cause/result in an increase of instruction aligned to grade level NVACs, instructional rigor, increased opportunities for students to SWRL.

Action Steps:



23. Checklist of topics to observe/comment on during post observation conferences for administrators to include NVACS, IB, PBIS, rigor, SWRL

24. Monitor quantity of observations, alignment of observations between administrators, consistency of including on these school initiatives in observation feedback, analyze data over time

Resources Needed:

25. Monthly administrator collaboration to align/monitor/streamline feedback from classroom observation feedback, shadowing and instructional snapshot observations.

Challenges to Tackle:

26. Student behavior eruptions disrupt administrative collaboration meetings

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: EL Shadowing, collaborate to align observation feedback to include teachers' use of EL strategies including sentence starters, focus on vocabulary and other. *One school initiative is to increase opportunities for multiple students to SWRL. This is a focus of observation notes, snapshot observations, and post-observation conferences. SWRL are the areas assessed by the WIDA Access test for EL's.

Foster/Homeless:

Free and Reduced Lunch: 100% FRL. All strategies support this subgroup.

Migrant: N/A

Racial/Ethnic Minorities: Focus on SWRL for all students. Focus on equitable opportunities for all students to participate and respond to teacher questions.

Students with IEPs: Observe co-taught classes. Provide professional development on co-teaching strategies and models.

All: EL shadowing

SWRL strategies



Consider subgroup achievement levels and % of students meeting criteria for advanced coursework

PD for Sped Teachers and administration related to writing and monitoring IEP's with special attention to grade level goals

PD on EL strategies...sentence starters, sentence frames

IB Data coach monitor/model/teach strategies

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Survey data Behavioral data Sign-in sheets	Survey data Staff turnover data	Sign-in sheets for parent meetings Sign-in sheets for Family communication
Problem Statement	Parent engagement and involvement has been exceptionally low since COVID started. Staff are experiencing an increased level of stress although teacher turnover has greatly decreased.		
Critical Root Causes	COVID Working parents Recently added 6 th grade to Vaughn Middle School		



Part B

Connectedness	
<p>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 Hot Cocoa with Eagles parent meetings.</p>	<p>STIP Connection: Goal 6:</p> <p>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Increase parent engagement. Increase parents’ knowledge of Infinite Campus, grading, DreamBox, Lexia, Stiles and other programs used at Vaughn to assist parents in being able to monitor and discuss progress with students.</p>	
<p>Evidence Level 3: <i>promising</i></p>	
<p>Intended Outcomes: Families will feel more connected to Vaughn MS and will have a better understanding of how to monitor and assist their students.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> 27. 3 community/cultural events for our families sponsored by Redfield Foundation 28. 3 evening events including Math Night, IC Info Night 29. Monthly Cocoa with Eagles, parent information meetings held separately in English and in Spanish on 1st Tuesday of each month 30. Monthly parent newsletters 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> 31. Quarterly meetings between administration and Student Leadership Funding for coffee or cocoa with a snack to offer parents 	



- 32. Staff to plan and facilitate events
- 33. Redfield funding for community cultural events
- € translators

Challenges to Tackle:

- 34. Funding for food to encourage families to participate
- 35. Teachers and staff are tired, stressed and working during their preps due to a lack of subs with vacant positions and excluded teachers
- 36. Monitoring participation

Improvement Strategy: Increase cultural events in which families can participate, both at school and in the community.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

Intended Outcomes: Families will feel more connected to Vaughn and want to participate in future activities. Cultural events will increase students' appreciation of local cultural attractions.

Action Steps:

- 37. Collaborate with Redfield Community Outreach Coordinator to plan events, create reservations
- 38. Communicate with families about these opportunities
- 39. Plan art and music events to showcase student achievement.
- 40. Create programs to highlight performers.
- 41. Communicate with families about these events.

Resources Needed:



- 42. Redfield Community Outreach funding
- 43. Collaboration with Redfield Community Outreach Coordinator
- 44. Refreshments for parents after school musical and art events
- 45.

Challenges to Tackle:

- 46. COVID safety protocols – possible mask requirements for community events
- 47. Crowd size in small gym
- 48. Documenting how many attend

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: We will include music from multiple countries to celebrate students’ native cultures.

We have translators to assist families with information and on nights of events.

Foster/Homeless: Families can attend as a group at no charge.

Free and Reduced Lunch: Families can attend as a group at no charge.

Migrant: N/A

Racial/Ethnic Minorities: We will include music from multiple countries to celebrate students’ native cultures.

Students with IEPs: Families can attend as a group at no charge.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current	Purpose(s) for which funds are	Applicable Goal(s)
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	School Year	used	
General Fund	\$105,068	Staffing, supplies	Goals 1, 2 & 3
Operating Budget	\$62,943	Subs, supplies, textbooks	Goals 1 & 2
Title I	\$375,764	Staffing, supplies, extra duty pay	Goals 1, 2 & 3
Title I 1003(a)	\$117,651.04	IB Data Coach & Coordinator PD for staff related to IB MYP Extra duty pay for staff to participate in Instructional Snapshot Rounds and EL Shadowing	Goals 1 & 2
21 st Century Team Up	\$140,198	After school academic and recreational activities and tutoring for students. Staff and Supplies	Goal 1
Rally Grant	\$240,000	2 teachers, 10 extra clerical support hours per week	Goal 1
Redfield Community Outreach Grant	\$17,811	Field trips, transportation to field trips, tickets to community and cultural events	Goal 3

