

Washoe County School District

E. Otis Vaughn Middle School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
TSI
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/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

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 Strengths

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%).

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Only 50% of Vaughn students met annual iReady typical growth targets in ELA and only 44% of Vaughn students met annual iReady typical growth targets in Math.

Critical Root Cause: WCSD students are expected to engage in MyPath minutes without teachers having the freedom to utilize personalized lessons for student growth. Some teachers did not routinely engage with students while they worked on iReady.

Adult Learning Culture

Adult Learning Culture Summary

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 professional learning time schedule for early release Wednesdays to include half profession learning sessions and half teacher planning 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 Strengths

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.

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 meetings.

Connectedness

Connectedness Summary

Vaughn continues to have high chronic and severely chronic absenteeism rates.

Vaughn's Student Voice is in its second year. Last year they presented at the district showcase event.

Vaughn created a student voice group in 2023-2024. They presented at the district event in May 2024. This year the Student Voice group will meet every other week during Advisory.

Vaughn worked with MTSS Department to revise our PBIS matrix that is aligned to the IB Learner Profile.

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 Strengths

Vaughn created a student voice group in 2023-2024. They presented at the district event in May 2024. This year the Student Voice group will meet every other week during Advisory.

Vaughn worked with MTSS Department to revise our PBIS matrix that is aligned to the IB Learner Profile.

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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 41% 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.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Vaughn created a Student Voice group during spring 2024. Vaughn holds monthly grade level meetings, department meetings, department chair (IL) meetings and full faculty meetings to engage stakeholders. Vaughn invites parents to PAC meetings each month. Vaughn increased the number of family engagement events, including a large and successful event for future 6th grade families. At each event we collect feedback through surveys. We use the feedback to plan the next events. Vaughn communicates weekly with families via the Eagle Edition newsletter, Connect Ed messages and our website.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Our families provided valuable feedback. We are holding events with a welcoming, true open house format. For example, during Open House, we did not use a bell schedule or provide timelines. Families engaged more informally and authentically with teachers and staff. The same structure was used during a spring 2024 event for future 6th grade families.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Families shared via surveys that they liked the "open" format of our events and that our staff was very welcoming. We need to continue to survey our parents so that we can plan events around their interests and needs.

Stakeholder Engagement Strengths

Our spring family engagement event for our incoming 6th grade families was a huge success with large participation rates. Multiple community partners participated in our event by staffing informational tables in the hall. Parent University and district Family Engagement staff assisted with planning and conducting the event.

The number of parents completing volunteer applications has increased significantly.

Planning continues with the Family and Community Engagement Department for additional events.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: During the 2023-2024 school year, participation at family engagement events was inconsistent and sometimes low.

Critical Root Cause: Families work multiple jobs and scheduling is difficult. Communication went out too early or too late. Some previous family engagement events did not interest families. Family engagement events provided information directed AT families rather than providing opportunities for two-way communication and collaboration.

Priority Problem Statements

Problem Statement 1: Only 50% of Vaughn students met annual iReady typical growth targets in ELA and only 44% of Vaughn students met annual iReady typical growth targets in Math.

Critical Root Cause 1: WCSD students are expected to engage in MyPath minutes without teachers having the freedom to utilize personalized lessons for student growth. Some teachers did not routinely engage with students while they worked on iReady.

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 meetings.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2023-2024 school year, 41% 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:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Actions and strategies

Accountability Data

- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- State certified and high quality staff data

- School leadership data
- School department and/or faculty meeting discussions and data
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Revised/Approved: September 4, 2024

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 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).

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).

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.

Aligns with District Priority


Annual Performance Objective 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 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).

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).

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.

Evaluation Data Sources: iReady diagnostic growth reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady (Level 2 Moderate) 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. Formative Measures: BOY and MOY iReady diagnostic assessment results. Weekly iReady participation reports Position Responsible: Principal will design new master schedule. Teachers will conduct data chats. Student Groups This Strategy Targets: FRL, EL, Students with Disabilities - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Only 50% of Vaughn students met annual iReady typical growth targets in ELA and only 44% of Vaughn students met annual iReady typical growth targets in Math. Critical Root Cause: WCSSD students are expected to engage in MyPath minutes without teachers having the freedom to utilize personalized lessons for student growth. Some teachers did not routinely engage with students while they worked on iReady.

Goal 2: Classroom walk-throughs will indicate at least 100% of teachers consistently implement the components of Teacher Clarity that include posting DAILY learning intentions and success criteria.

Aligns with District Priority

Annual Performance Objective 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.


75% posted success criteria will improve to utilize the format of "I can " statements or rubric criteria and to reflect DAILY learning targets and success criteria.





Evaluation Data Sources: Classroom walkthrough observation data.

(The tool asks observers to list the learning target, success criteria, and whether students can inform observer about what they are learning and how they will know if they have learned it.)

Administrators conduct walkthroughs observations weekly.

Teachers participate in walkthroughs at least once per quarter.

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLC Improve effectiveness of PLC with instruction that includes IB, EL/ELLlevation 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. 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 Position Responsible: Principal Assistant Principal teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1		Status Check		
		Jan	Apr	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 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 meetings.

Goal 3: The percentage of students identified as chronically absent in 24-25 school year will decrease by 10%, from 41% to 31%.

Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease from 41% (23-24 school year) to 36% chronically absent.

Evaluation Data Sources: BIG and Infinite Campus reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement (Level 3 Promising) 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 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 Position Responsible: PTHV trained teachers led by Vaughn PTHV coordinator Dean of Students over attendance Activity Coordinator (Librarian) and Dean of Students Principal	Status Check		
	Jan	Apr	June

MTSS Committee

Leadership plans the events.

Student Groups This Strategy Targets:

FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk

- Evidence Level:

Promising

Problem Statements/Critical Root Causes: Connectedness 1

<div><div></div><div>70%</div></div>		
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No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: During the 2023-2024 school year, 41% 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paola Perez	Dean of Students		1

Addendums

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:

<i>School Name:</i>	E. Otis Vaughn Middle School
<i>District:</i>	Washoe County School District
<i>Principal:</i>	Amanda Lobkowicz
<i>Principal email:</i>	Amanda.lobkowicz@washoeschools.net
<i>EL Specialist:</i>	Quinn Sims
<i>EL Specialist email:</i>	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.*

<i>Student Success</i>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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%).</p> <p>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%.</p> <p>Vaughn's Science CRT proficiency rate for EL students was 9% compared to the District's rate of <5%.</p>
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School English Learner Academic Achievement Plan

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.

School English Learner Academic Achievement Plan

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.

School English Learner Academic Achievement Plan

	<p>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.</p> <p>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.</p>
<p><i>English learner Achievement Root Cause Analysis Summary</i></p>	<p>Chronic absenteeism remains unacceptably high.</p> <p>Staffing shortages, staffing changes and a lack of substitutes causes inconsistencies in EL instruction, support, supervision and relationship building with students.</p> <p>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.</p>
<p><i>English Learner Achievement Problem Statement</i></p>	<p>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.</p>

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

<i>SMARTIE Goal #1</i>	By spring SBAC assessment, EL students at Vaughn MS will increase proficiency on SBAC Math from 0% to 3 %.
<i>Performance Objective</i>	By EOY iReady diagnostic, 100% of EL students at Vaughn will meet their TYPICAL growth target in Math.
<i>Strategies for APO/Goal</i>	<ul style="list-style-type: none"> *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
<i>Action Steps for Strategies</i>	<ul style="list-style-type: none"> *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.
<i>Position Responsible</i>	<p>Principal creates calendar and posts it for staff.</p> <p>All staff participated in walk-throughs, Shadowing and debriefs.</p> <p>EL Facilitator provides quarterly PD and facilitates debrief.</p> <p>Principal monitors iReady data and conducts data chats with teachers.</p> <p>Teachers conduct data chats with each student.</p> <p>Administrators create test prep questions for Advisory.</p> <p>Teachers ensure students complete test prep questions in Advisory.</p>

School English Learner Academic Achievement Plan

<i>SMARTIE Goal #2</i>	By spring SBAC assessment, EL students at Vaughn MS will increase proficiency on SBAC ELA (Reading) from 1.4% to 4%.
<i>Performance Objective</i>	By EOY iReady diagnostic, 100% of EL students at Vaughn will meet their TYPICAL growth target in ELA (reading).
<i>Strategies for APO</i>	<ul style="list-style-type: none"> *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.
<i>Action Steps for Strategies</i>	<ul style="list-style-type: none"> *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.
<i>Position Responsible</i>	<p>Principal creates calendar and posts it for staff.</p> <p>All staff participated in walk-throughs, Shadowing and debriefs.</p> <p>EL Facilitator provides quarterly PD and facilitates debrief.</p> <p>Principal monitors iReady data and conducts data chats with teachers.</p> <p>Teachers conduct data chats with each student.</p> <p>Administrators create test prep questions for Advisory.</p> <p>Teachers ensure students complete test prep questions in Advisory.</p>