

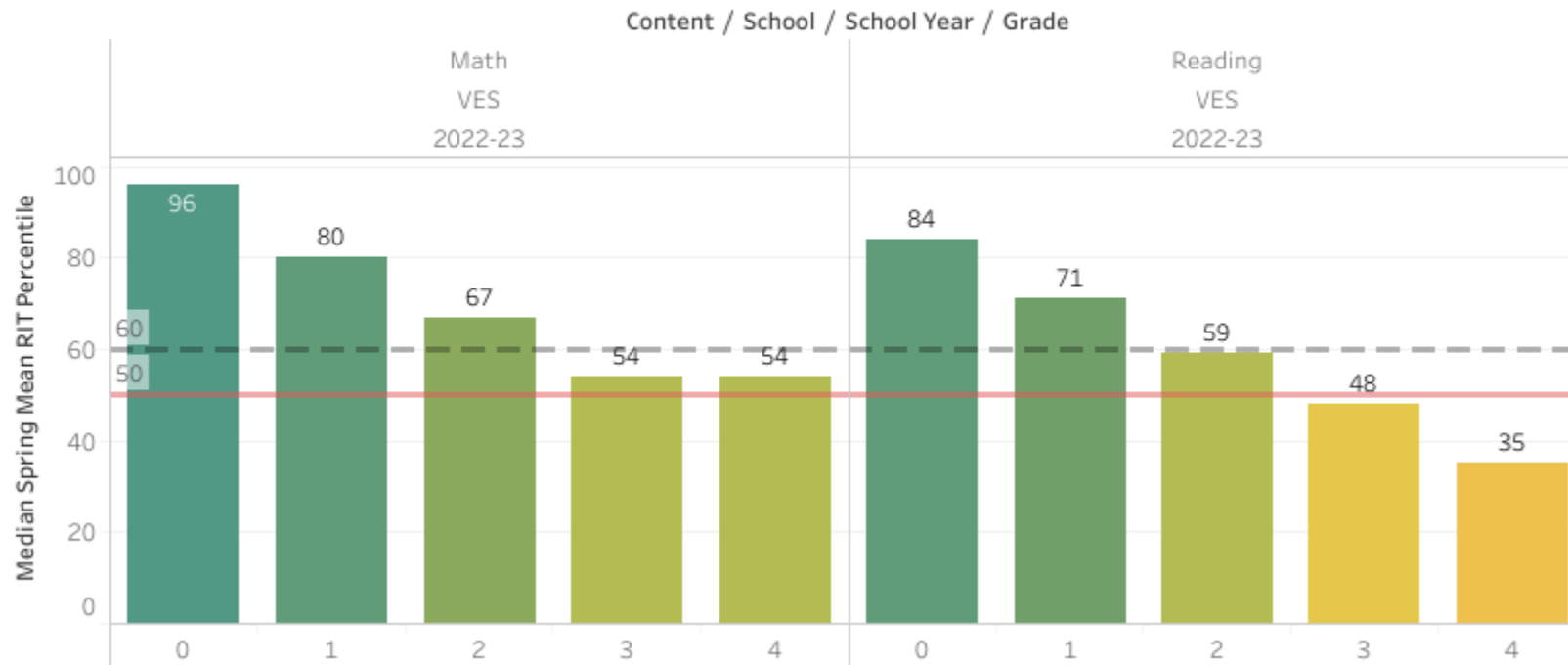


**Vaughn Elementary**  
**2023-2024**

**Building-Level Reflections and Strategic Plan**

**DATA SUMMARY-CURRENT REALITY**

Spring RIT (Percentile)



**COMPREHENSIVE NEEDS ASSESSMENT:**

The Vaughn Elementary School leadership team analyzed test scores from ACT Aspire and MAP Growth assessments. We examined the results for all students and subpopulations. We also analyzed student and staff attendance and disciplinary data to determine needs for student learning and personalized success skills.

We have identified Tier 1 instruction in reading, math, and behavior as areas of growth. We will use a collaborative approach to planning that includes grade-level teachers, academic coaches, ESL teachers, and Special Education teachers. Collaborative teams will meet weekly to examine essential standards to guide their planning of common formative assessments and instructional strategies.

<b><u>STRENGTH AREAS</u></b>	<b><u>GROWTH AREAS</u></b>
<ul style="list-style-type: none"><li>● In May of 2023, Vaughn earned the designation of Model STEM School from the Arkansas Department of Elementary and Secondary Education.</li><li>● Parent survey data indicates that 90% of parents agree or strongly agree that Vaughn staff communicates effectively to meet the needs of all students. 90% of parents who completed the survey also indicate that they strongly agree or agree that Vaughn teachers have high expectations for students.</li><li>● Kindergarten Math MAP Achievement was at the 96th percentile.</li><li>● The percentage of learners scoring READY or EXCEEDING on ACT Aspire was above the state percentage in all subject areas.</li></ul>	<ul style="list-style-type: none"><li>● Reading and Math achievement in grades 1-4 as evidenced by NWEA MAP Growth results</li><li>● Collaboration between grade-level teachers and instructional specialists to increase achievement and growth for our learners in subpops.</li></ul>

**DISTRICT GOAL(s): [Bentonville Strategic Plan 2023-2024](#)**

- 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.

**MISSION & VISION:** Vaughn Elementary: Every learner...Every day!

**E**nsuring every learner has access to  
**A**uthentic STEM learning opportunities; thereby  
**G**rowing global-minded problem-solvers who  
**L**ove learning and persevere to achieve  
**E**xcellence in all areas of education leading to  
**S**uccess

<b>IIID01 Response to Intervention</b>	<b>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).</b>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>ACTION STEPS: What needs to be done?</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)
All students will be enrolled in intervention, on grade-level, or enrichment instruction each week and assessed at least 3x annually to monitor growth.	Schacht Pschierer	Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade-level performance. Academic and behavioral systems will include RTI and the regular review and opportunity for customized interventions based on learners' performances within the tiered academic and behavioral system. Students will regularly be assessed with multiple common formative assessments that will provide teachers and specialists the data they need to meet learners' needs.	<ul style="list-style-type: none"> <li>● Instructional aides</li> <li>● Master schedule design to support RTI process.</li> <li>● Continued teacher PD as it relates to literacy and math instruction.</li> </ul>	All students will be identified as on or below grade-level through documentation of assessments completed throughout the school year. Appropriate interventions will be assigned to all students not meeting grade-level expectations for academics and behavior. Success will be measured by using student data 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.

FE06 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?)
<p>VES will communicate in a variety of different ways to include, face to face discussions, homework, materials sent home, weekly emails, telephone conversations, and social media.</p> <p>100% of Parents will participate in parent/teacher conferences. All parents will sign-in during these events to track participation.</p>	<p>Schacht Pschierer Snow Mayo</p>	<p>The school produces a school-wide newsletter that is distributed digitally. This newsletter provides information about the school such as upcoming events and curriculum in activity classes. In addition, each classroom teacher sends home a weekly newsletter that communicates expectations of student learning, learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects). Teachers communicate with parents through Seesaw, Google Classroom, email, newsletters, and phone calls. Twice a year, parent teacher conferences will be held. During conferences the teacher will document progress through report cards, MAP scores, common assessments (district created assessments, QPA, Past, and other data taken to indicate progress).</p>	<ul style="list-style-type: none"> <li>• Digital platform to send newsletters to parents: Google sites, email distribution system.</li> <li>• Social media platforms</li> </ul>	<p>100% parent participation in parent-teacher conferences.</p> <p>Teachers and staff will regularly collaborate with families via virtual communication as well as face-to-face.</p> <p>Attendance for Family Literacy Night and Parent Curriculum night.</p> <p>Attendance for Family STEM nights.</p> <p>Parent Survey Results</p>

<b>ID13 Safe &amp; Collaborative Culture</b>	<b>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).</b> <a href="#">ID13 Collaborative Culture</a>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>Action(s)</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)
Collaborative teams will meet weekly to plan explicit, standards- focused Tier 1 instruction in literacy and math.	Leadership Team	Teams consisting of grade-level teachers academic coaches, and instructional specialists will use district curriculum to plan differentiated Tier 1 instruction, intervention, and extension activities.	<ul style="list-style-type: none"> <li>● Master schedule that allows for collaborative planning</li> <li>● District curriculum resources</li> <li>● Academic Coaches</li> <li>● Common Formative Assessments</li> <li>● Assessment Data</li> <li>● PD focused on Teacher Clarity</li> <li>● PD focused on deepening knowledge of literacy and math standards</li> </ul>	PLC agendas  Classroom Walk-through data that reflects an increase in students ability to identify the learning intention  Improved achievement and growth data on state and district assessments

Literacy Plan - <a href="#">Bentonville Schools Literacy Plan 2023-2024</a>
Master Literacy Plan - <a href="#">Literacy Rtl Information</a>
<p><b>Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:</b>          Academic coaches support teachers in planning literacy and math instruction that is standards-focused and responsive to students' needs. Aides are scheduled into our intervention block for each grade-level. They work with at-risk students in small groups to support instruction as well as foundational skills for math and literacy.          Title I funds are used to provide the salary for 1.0 FTE to support literacy intervention.</p>
<p><b>Additional Request for the district to consider: (what additional requests the school is asking of the district)</b> None at this time</p>
<p><b>*District - Additional Support/Considerations: (what the district decides to provide)</b></p>