



Clark County School District
Triggs Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Triggs Elementary 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 Michelle Schuebel, Assistant Principal for more information.

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School Designations: Title I CSI TSI TSI/ATSI



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	643	0.16%	4.67%	32.97%	18.35%	27.68%	0.78%	15.40%	16.95%	3.9%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

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)
2018	School	50.14%	41	37.3%	55.31%	34	44.44%	24.2%	17.2%	41.67%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	57%	63.5	56.8%	60.3%	60	66.1%	34.1%	19.2%	57.1%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8.6%	33.3%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	403	403	408
District*	379	368	361

*Source: datatool.nevada school climate.org; Results Across Topics; retrieved 6.22.2021

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
Sheila Cooper	Principal(s) <i>(required)</i>
Michelle Schuebel	Other School Leader(s)/Administrator(s) <i>(required)</i>
Nicole Schrupf	Teacher(s) <i>(required)</i>
Monique Soto	Paraprofessional(s) <i>(required)</i>
Susie Amburgey	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>
<i>*Add rows as needed</i>	



School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT meeting	9/21/21	10	Alignment of budget and resources to needs as identified through data analysis
Student Led Conferences	8/13/21	516	Student leadership and family engagement opportunities presented along with a review of student achievement data and student goal setting.
Review of leader in Me Measurable Results Analysis	9/16/21	8	Alignment of CCSD Climate Survey with LIM MRA



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	Fall 2021 MAP Data K-5, 2021 SBAC Data 3-5	Fall 2021 Leader in Me Measurable Results Survey Data, Spring CCSD Climate Survey Data, Fall 2021 Panorama Survey Data 3-5	Review of current reading and math resources grade K-5
Problem Statement	Our math performance on the SBAC has decreased by 30% in one year.		
Critical Root Causes	Students lacked opportunities for discourse, developing number sense, and persevering to solve difficult problems.		

Part B

Student Success	
<p>School Goal: Increase the percent of students scoring above the 60th percentile in math from 35% (fall) to 42% (winter) to 50% (spring) by 2022 as measured by MAP Growth Assessment.</p>	<p>Aligned to Nevada's STIP Goal: STIP Goal 2-Access to Quality-Provide quality professional learning.</p>
<p>Improvement Strategy: Implement Envision 2020, number talks, and math fact practice in all classrooms grades K-5.</p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 3 (Envision 2020)</i>
Intended Outcomes: <i>Students will improve their math scores as a result of developing more expertise in the 8 Standards of Mathematical Practice, especially 1-Make sense of problems and persevere in solving them, 2-Reason abstractly and quantitatively, and 3-Construct viable arguments and critique the reasoning of others. These three math practices are represented in Envision 2020, number talks, and math fact mastery.</i>
Action Steps: <ul style="list-style-type: none">● Create timeline and determine resources for fact practice.● Provide PD on Number Talks to staff and follow up coaching, support, and monitoring.● Analyze Envision 2020 elements during PLC.
Resources Needed: <ul style="list-style-type: none">● Envision 2020● Number talk resources, RPDP training● Math fact resources-WS, flashcards, assessments
Challenges to Tackle: <ul style="list-style-type: none">● Sufficient time to analyze envision 2020 elements and student performance data● Monitoring number talks when taking place at different times in the schedule
Improvement Strategy: Implement discourse strategies in all classrooms K-5.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Kagan-2</i>
Intended Outcomes: <i>Teacher will provide structures for reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills</i>
Action Steps: <ul style="list-style-type: none">● <i>Provide PD in discourse structures during staff development days.</i>● <i>Monitor implementation through classroom observations and walkthroughs.</i>● <i>Implement action steps for staff in Whetstone.</i>
Resources Needed: <ul style="list-style-type: none">● <i>Books for each teacher (Kagan and EL Excellence)</i>



- Subs for walkthroughs

Challenges to Tackle:

- Time for teachers to meet with coaches to analyze implementation of structures

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

English Learners: Language scaffolding for discourse structures (sentence starters)

Foster/Homeless: Provide flashcards for students for outside of school use.

Free and Reduced Lunch: Provide flashcards for students for outside of school use.

Migrant: N/A

Racial/Ethnic Minorities: Track MAP math data across student groups to see where additional support is needed.

Students with IEPs: Provide Envision resources to resource room teachers and coaching on discourse and number talks.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Fall 2021 MAP Data K-5, Fall 2021 iReady Reading Data K-5, 2021 SBAC Data 3-5, Fall Literacy Walks 2021</i>	<i>2021 Student Performance Data and Climate Survey</i>	<i>Insert after Event 3</i>
Problem Statement	Our reading performance on the SBAC has decreased by 20% in one year.		
Critical Root	<i>Students lacked opportunities to participate in productive struggle, read and interpret complex texts independently, and</i>		



Causes	<i>produce sustained writing aligned to standards and success criteria.</i>
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Part B

Adult Learning Culture	
School Goal: Increase the percent of students scoring above the 60th percentile in reading from 37% (fall) to 42% (winter) to 50% (spring) by 2022 as measured by MAP Growth Assessment.	STIP Connection: <i>STIP 1: Success-Accelerate Read by 3</i>
Improvement Strategy: Increase opportunities to engage with complex text, write and participate in differentiated instruction in reading in alignment with CCSD Literacy Framework, Expeditionary Learning, and iReady	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EL-2, iReady-1</i>	
Intended Outcomes: <i>Insert after Event 4</i>	
Action Steps: <ul style="list-style-type: none"> ● Implement action steps for staff in Whetstone. ● Literacy Walks ● Implement iReady 	
Resources Needed: <ul style="list-style-type: none"> ● <i>iReady</i> ● <i>Subs for walks</i> ● <i>Money for Whetstone</i> ● <i>Books for EL</i> ● <i>Explicit phonics training</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Lack of subs</i> ● <i>Lack of time for planning</i> ● <i>Lack of a core program for reading and writing</i> 	



Improvement Strategy: *Provide support to struggling students from CTTs and Interventionist and provide coaching and support to teachers from RB3 strategist.*

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

Intended Outcomes: Students working with CTTs/Interventionist receive small group instruction daily and will improve outcomes on their progress monitoring through Easy CBM every other week.

Action Steps:

- *Identify students for small group instruction*
- *Create schedule for groups*
- *Train CTTs*
- *Get input from teachers on group composition*
- *Revise groups according to RTI schedule as shared in weekly staff newsletter*

Resources Needed:

- *Walpole books, decodable books*

Challenges to Tackle:

- *Training new staff*
- *Time for collaboration between teachers and support staff*

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

English Learners: Language scaffolding for discourse structures (sentence starters)

Foster/Homeless: Provide texts for students for outside of school use.

Free and Reduced Lunch: Provide online programs and Chromebooks for students for outside of school use.

Migrant: N/A

Racial/Ethnic Minorities: Track MAP reading data across student groups to see where additional support is needed.

Students with IEPs: Provide reading resources to resource room teachers and coaching on discourse and alternatives to round robin reading,



gradual release.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Fall 2021 Leader in Me Measurable Results Survey Data, Spring CCSD Climate Survey Data, Fall 2021 Panorama Survey Data 3-5	Fall 2021 Leader in Me Measurable Results Survey Data, Spring CCSD Climate Survey Data,	Fall 2021 Leader in Me Measurable Results Survey Data, Spring CCSD Climate Survey Data
Problem Statement	<i>Students are struggling with perseverance, school connectedness, and having a growth mindset.</i>		
Critical Root Causes	<i>Students have not received sufficient direct instruction in social skills.</i>		

Part B

Connectedness	
School Goal: Decrease the percent of students who agree or strongly agree that their intelligence can't change very much from 35% to 25% by 2022 as measured by the CCSD Districtwide Survey.	STIP Connection: STIP 6:Inclusivity--Improve school climate.
Improvement Strategy: Implement Leader in Me, social emotional learning lessons, and PBIS.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Leader in Me, PBIS-1</i>	
Intended Outcomes: <i>Students will demonstrate improved growth mindset, positive behaviors, and leadership skills.</i>	
Action Steps:	



- *Implement elements of Leader in Me in alignment with school pacing guide.*
- *Engage with Leader in Me Coach*
- *Promote parent engagement in Leader in Me and growth mindset activities*

Resources Needed:

- *Money for PBIS rewards*
- *Money to pay for Leader in Me*
- *Time for staff training*
- *Time for admin coaching*
- *PD for support staff*
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Challenges to Tackle:

- **Lack of funding**
- **Lack of time for PD**
- **Covid limitations on visitors for parent engagement**
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Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Language scaffolding for discourse structures (sentence starters)

Foster/Homeless: Provide videos and paper copies for families for students for outside of school use.

Free and Reduced Lunch: Provide online programs and Chromebooks for students for outside of school use.

Migrant: N/A

Racial/Ethnic Minorities: Track social emotional data across student groups to see where additional support is needed through Panorama, LIM MRA, and CCSD Climate Survey.

Students with IEPs: Provide scaffolded resources to resource room teachers.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Apex Fundraiser</i>	\$23,000	<i>Library books, student incentives, student flashcards</i>	All 3
General Budget	\$51,000	Supplies, resources	All 3
At risk	\$117,672	CTTs, Interventionist, iReady program	Goal 2
Read by 3	\$91,266	RBG3 Strategist	Goal 2
Carryover	\$5000	Leader in Me online and training	Goal 3