



## Clark County School District

# Triggs Elementary

### School Performance Plan: A Roadmap to Success

*Triggs Elementary 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* [Click here to enter a date.](#)



## 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/clark/vincent\\_l\\_triggs\\_elementary\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/vincent_l_triggs_elementary_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## 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	<b>Principal(s)</b> <i>(required)</i>
Michelle Schuebel	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Nicole Schrumpf	<b>Teacher(s)</b> <i>(required)</i>
Shametric Hall	<b>Paraprofessional(s)</b> <i>(required)</i>
Elisa Calaunan	<b>Parent(s)</b> <i>(required)</i>
<i>Heather Callahan</i>	<b>Student(s)</b> <i>(required for secondary schools)</i>
<i>Teanna Streng</i>	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



## 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
SOT Meeting/Parent meeting	1/24/23, 1/31/22	Parents provided feedback on school initiatives
Staff Meeting	1/5/23	Staff needs more training in small group instruction
Lead Team Meeting	2/8/23	Teachers provided input on Tier 2 options



## 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
<b>Data Reviewed</b>	<i>School performance in math has decreased over time. Students have made comparatively more growth in math than in reading, yet proficiency remains lower in math than in reading.</i>	<i>Students struggle with self-management and responsible decision making as seen in PBIS data.</i>	<i>While students have access to rigorous tasks, some teachers may be doing more of the heavy lifting when students should be doing more of the work.</i>
	<i>Areas of Strength: Earned 8/10 on ELPA; increased math proficiency on CRT by 11.2%.</i>		
	<i>Areas for Growth: Closing gaps in math achievement</i>		
<b>Problem Statement</b>	<b>Although our math performance on the SBAC increased by 11.2 %, only 39.1% of 3rd-5th graders are proficient in math.</b>		
<b>Critical Root Causes</b>	<i>Students lacked opportunities for developing number sense and persevering to solve difficult problems.</i>		

#### Part B

Student Success	
School Goal: Increase the percent of students scoring above the	Aligned to Nevada's STIP Goal: STIP Goal 3: All students



<p>61st percentile in math from 42% (fall) to 46% (winter) to 50% (spring) by 2023 as measured by MAP Growth Assessment.</p>	<p>experience continued academic growth, increase percent of students attending 3/4/5 star schools.</p>
<p><b>Improvement Strategy:</b> <i>Unwrap math standards during PLCs, provide math professional development based upon the Math Leader Institute.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 3 (Envision 2020)</i></p>	
<p><b>Intended Outcomes:</b> <i>Teachers will implement meaningful discourse, goals to focus learning, tasks to promote reasoning, math representations, purposeful questions, building or procedural fluency, productive struggle, and evidence of student thinking.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <b>Create timeline and determine resources for fact practice.</b></li><li>● <b>Administrator and Strategist participate in Math Leader Institute Training.</b></li><li>● <b>Provide PD on Envision 2020, ETP/math to staff and follow up coaching, support, and monitoring.</b></li><li>● <b>Implement Walk to math and iReady Math during intervention time.</b></li><li>● <b>Analyze Envision 2020 pacing during PLCs.</b></li><li>● <b>Provide pd on within lesson pacing as well as gradual release in alignment with Envision. Admin and strategists will do this during Feb 16 staff meeting and during March PLC trainings when CCSD Tier 1/PLC expectations will be reviewed.</b></li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <b>Envision 2020</b></li><li>● <b>iReady Math</b></li><li>● <b>Math fact resources-WS, flashcards, assessments</b></li></ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● <b>Sufficient time to analyze Envision 2020 elements and student performance data</b></li><li>● <b>Monitoring math lesson pacing when taking place at different times in the schedule</b></li></ul>	
<p><b>Improvement Strategy:</b> Implement discourse strategies in all classrooms K-5.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Kagan-2</i></p>	



**Intended Outcomes:** *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*

**Action Steps:**

- *Provide PD in discourse structures during staff meetings.*
- *Monitor implementation through classroom observations and walkthroughs.*
- *Implement action steps for staff in Whetstone.*
- **Revisit expectations related to frequency, type and purpose of discourse strategies and other opportunities to respond. Admin and strategists will do this during February 16 staff meeting.**
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**Resources Needed:**

- *Books for each teacher (Kagan and EL Excellence)*
- *Sub coverage 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
<b>Data Reviewed</b>	<i>There are inconsistencies in implementation of quality reading instruction, including both Tier 1 small groups and Tier 2 intervention and acceleration.</i>	<i>Although there has been a focus on utilization of quality instructional resources and pacing guides, teachers need professional development aligned with the science of reading to ensure they are providing quality reading instruction.</i>	<i>Implementation of RTI Squared, a shared master schedule, weekly PLCs, and long range planning are systems currently in place to support continuous improvement.</i>
	<i>Areas of Strength: Earned 8/10 on ELPA; increased proficiency on CRT by 5.2%</i>		
	<i>Areas for Growth: Closing gaps in reading achievement</i>		
<b>Problem Statement</b>	<b>Although our reading performance on the SBAC increased by 5.2%, only 46.1% of 3rd-5th graders are proficient in reading.</b>		
<b>Critical Root Causes</b>	<i>Students lacked opportunities to participate in productive struggle, read and interpret complex texts independently, and produce sustained writing aligned to standards and success criteria.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> Teachers will increase the frequency of implementation of effective teaching practices in the Big 5 Literacy Walks conducted by administration in December and February (from x to y–percentage of ).	<b>STIP Connection:</b> <i>STIP Goal 2-Access to Quality-Provide quality professional learning.</i>
<b>Improvement Strategy:</b> Increase opportunities to engage with complex text, write and participate in differentiated instruction in reading in	



alignment with CCSD Literacy Framework, iReady, and quality phonics and vocabulary instruction.

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

**Intended Outcomes:** *Students will improve their reading scores by participating in differentiated instruction during the Tier 2 Literacy block and during the RTI Tier 2 block Walk to read).*

**Action Steps:**

- Implement action steps for staff in Whetstone.
- Unwrapping standards during PLC
- Literacy Walks
- Implement iReady
- SIPPS training
- Phonics training from RB3
- New writing resource training
- RG3 working with gr. 1-2 on UFLI foundational reading instruction
- *Continue to support teachers through coaching, observations and feedback from strategists and admin.*
- *Continue to make adjustments to strategist groups based upon current student data.*
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**Resources Needed:**

- *iReady*
- *Subs for walks*
- *Money for Whetstone*
- *Books for EL*
- *Explicit phonics training*
- *Money for decodable books*
- *Money for UFLI resources*
- *Time to meet with strategists*

**Challenges to Tackle:**

- *Lack of subs*
- *Lack of time for planning*
- *Lack of a core program for reading and writing*





**Improvement Strategy:** *Provide support to struggling students through strategist assistance with groups and 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:** Teachers will implement differentiated instruction in Tier 1 and Tier 2 according to best practices in literacy instruction.

**Action Steps:**

- *Identify students for small group instruction*
- *Create schedule for groups*
- *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, SIPPS, iReady*

**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
<b>Data Reviewed</b>	<i>Most indicators of school climate are positive from student surveys. Additional opportunities for student recognition are planned. (Panorama, LIM MRA, PBIS, Discipline, CCSD Survey)</i>	<i>Staff is continuing to dive deeper into Leader in Me implementation through action teams and student leadership guide usage. Staff end of year surveys, MRA and CCSD survey data reviewed.</i>	<i>Additional opportunities for staff engagement planned. Data reviewed—LIM MRA, CCSD Survey.</i>
	<i>Areas of Strength: Implementation of PBIS, CHAMPs, Leader in Me, and a variety of student incentives and extracurricular opportunities.</i>		
	<i>Areas for Growth: Consistent staff responses to misbehavior and more teachers developing strong relationships with students.</i>		
<b>Problem Statement</b>	<i>Students are struggling with perseverance, school connectedness, and having a growth mindset as evident in MRA and Panorama data.</i>		
<b>Critical Root Causes</b>	<i>Students have not received sufficient direct instruction in social skills.</i>		

### Part B

Connectedness	
<b>School Goal:</b> Increase the percent of students who agree or strongly agree that it is easy to get through something even when frustrated from 39.97% to 45% by 2023 as measured by the CCSD Districtwide Survey.	<b>STIP Connection:</b> STIP 6: Inclusivity--Improve school climate.
<b>Improvement Strategy:</b> Implement Leader in Me, social emotional learning lessons, and PBIS.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Leader in Me, PBIS-1</i>	



**Intended Outcomes:** *Students will demonstrate improved growth mindset, positive behaviors, and leadership skills.*

**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*
- *Ensure productive struggle is emphasized in all subjects*
- *Monitor implementation of student leadership notebooks and student leadership guides to ensure alignment with school expectations and PBIS/Leader in Me philosophy. Admin and behavior strategist will do this.*

**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*

**Challenges to Tackle:**

- **Lack of funding**
- **Lack of time for PD**
- **Covid limitations on visitors for parent engagement**

**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)
Apex Fundraiser	\$40,000 (estimated)	Library books, student incentives, student materials and teacher resources	All 3
General Budget	\$50,000	Supplies, resources, custodial	All 3
At risk	\$169,585.63	Interventionist, iReady program, prep buy for PLC	Goal 2
ELL	\$39,072	Split fund aide for Imagine learning and behavior; extra duty pay for teacher planning	Goal 2
Carryover	\$400,000	Leader in Me access and training, Whetstone, and Truancy Diversion	Goal 3
ESSER	\$117,124	Behavior strategist, PLC/PD/Prep buy for teachers	Goal 3
Edna Rose Crane Grant	\$27,000	Decodable books, writing resources, SIPPS intervention kits	Goal 2